

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Presentation Skill

In the learning process of English course, usually teacher uses teacher centered approaches. Teachers always explain the material and make students become passive speakers, especially in the topic of grammar rules. It cannot develop students' speaking skill. Thus, it makes students face problems in the presentation using English. Presentation is an oral communication to show, tell, or express idea, opinion, or topic by demonstration, speech, talking, or performing (Fraser et al, 2015:1). Presentation is not about memorizing or reading a note but it more than that. It is prepared and practiced speech which is introduced by presenter to the audience (Levin and Topping:2006 in Al-Nouh, 2015:136). A presenter should make interaction with the audience. It makes the audience easily to understand what he or she said. Moreover, in doing presentation, presenter needs a good communication skill in an international language and behave in different contexts of communication, respecting and understanding different interlocutor or audience in the different cultures for successful social interaction (Simona:2015).

Doing presentation is very difficult for EFL students. Many studies still display frequent errors in students language productive skill, those are speaking and writing because those are essential components of faculty course

(Muhammad:2013). Besides, presentation is highly structured and students have little experience of doing presentation.

Whereas, doing presentation in EFL classroom can help students to improve students' language skills, especially communicative skill. Oral presentation is an effective tool to improve students' communicative competence if it sets up correctly (Brooks and Wilson, 2014:199; King, 2002:401). By implementing presentation in the classroom, it will empower the students to investigate, articulate, and directly share students' idea with the teacher or classmates. Hovane (2004) added that introducing students to genre of oral presentation is an effective way to motivate them to communicate with English language and teaches lifelong skill which is good for their beyond education and into professional context after graduation.

Good communication is needed in everyday life, in the school, university and office (Barras:2006). In the university, student usually asked by the lecturer to do a presentation, but it is different to high school students. Most of English teacher prepare the students for national examination.

Presentation in EFL class is hard to do but it can be learnt. Commonly, it learnt in higher education to prepared university students in their workplace. Nonetheless, high school teacher should their students to do presentation in the learning process. Melani & Thompson (1980) in King (2002) said that if presentation properly guided and organized, it provides students in all school subjects, especially English and later it will be beneficial for their career. Before the presentation session, students have to prepare the topic of presentation well. It

requires students to comprehend the topic well and convey it using their own language. The presenter should speak clearly, pay attention to the eye contact and gesture, and visual aid to increase their motivation to listen, understand and learn (Busa:2010).

Guo (2013) said that presentation skill address the following aspects, include communication skill in verbal and non verbal, content, integration of technology, and engaging the audience. It makes the audience easily to understand the topic which is delivered. Even though the presentation is implemented in some high school, but Endo (2008) in Brooks and Wilson (2014:201) said that most students in high school level are not being taught how to give effective presentation.

Fraser, et al. (2015:4) said that speakers have to communicate effectively using different style and format. The presenter should pay attention in their body position, standing and posture, speaking voice, eye contact, gesture and movements, lettering, poster, digital slide, and color combination. If it is full fill by the presenter, the audience will interest with the information that he or she delivered. To make the audience awake, alert, and informed, the presenter have to focus on the message, speak clearly and slow down, involve the audience, minimize hands and movements, and use visual aids as like PowerPoint and poster.

Sukitkanaporn and Phoocharoensil (2014) stated that multimedia is an important point to make an effective presentation. People cannot read and listen well in the same time, so the existence of multimedia such as PowePoint can help them to understand the content of presentation. But, it must be underlined that the

text of presentation must contain maximum of seven lines per slide and maximum seven words per line (Miller, 1956 in Sukitkanaporn and Phoocharoensil, 2014:94). In addition, Lambet (2008) in Brooks and Wilson (2014: 208) said that visual aid reduce the stress and make the presentation run successfully.

Presentation has many benefit for both students and teachers, they are: connecting gap between language study and language use; integrating four language skills; helping students to collect, investigate, organize, and build information they got; helping students become active learners; and enhancing team work (King, 2002:401). Not only that, if we can arrange a good presentation, it can give many benefits for teaching language skill such as: encouraging students to develop their speaking skill, argument skill, behavioral skill, employing them in teamwork skill in their performance, they will be motivated to increase their foreign language skill to prepare their presentation in front of the audience (Simona: 2015). In the other hand, one of the benefits of oral presentation is students can communicate with others in natural way as Brooks and Wilson (2014) said that oral presentation is the opportunity for L2 students to use their communication skill naturally. Oral group presentation allows students to engage the cooperative task which involve them in using English in sharing ideas with a larger community of language learners.

2.2 Hortatory Exposition Text

There are many genre of text in English of Senior High School, such as : descriptive, narrative, spoof, anecdote, news item, recount, analytical exposition,

and hortatory exposition. Based on the standard curriculum (K13) of English Senior High School in the second semester of the eleventh grade, students study about narrative, spoof, and hortatory exposition. But, in this study, the researcher focuses on hortatory exposition text in speaking skill.

2.2.1. Definition of Hortatory Exposition Text

Based on Setiawan (2007) in Hapsari (2015) stated that hortatory exposition is a spoken or written text which is aimed to persuade listeners or readers about something should or should not happen or be done. In this text, the speakers or listeners must give arguments to strengthen their main idea. Hortatory exposition can be found in scientific books, magazines, journals, newspaper articles, etc.

2.2.2. The purpose of Hortatory Exposition Text

Based on Alfatia and Hafidz (2013), the purpose of hortatory exposition text is to give the arguments or opinions and give the suggestion in the end of the text. In the text students will share their opinion or ideas in the form of spoken or written text.

2.2.3. The generic structure of Hortatory Exposition Text

- a. Thesis/ General Statement. It is the introduction of the topic. It is consist of statement or announcement of issue.

- b. Arguments. It consists about Point and Elaboration. Point, states the main argument

Elaboration, develops and supports each point of argument. It means that arguments are the reasons for concern that will lead to recommendation.
- c. Recommendation. It is the statement of what should or should not happen or be done based on the given arguments.

2.3 Problems in Presentation

Morita (2000) and Adam (2004) in Yu and Cadman (2009) said that it is difficult to give the students oral presentation, because it involves sociolinguistic complex and cognitive understanding. King (2002:403) said that Asian students perform successfully in the term of grammatical competence, but they can be frustrated if they are asked to express their idea in presentation. Even though presentation is a learner centered approach, students are still diffidence when they are asked to perform in large class discussion (King, 2002:403). Moreover, if the students have characteristic of afraid making mistakes in speaking English (Nouh, 2015:138). Another problem in presentation is the anxiety. An extreme anxiety influences students' performance during presentation session, it breaks down students' self esteem and confidence. Based on Leichsenring (2010) in Nouh (2015:139) said that the anxiety makes students forget about the content of the topic. Rajoo (2010:45) described the difficulties which are faced the students during the presentation, they are: about the language, grammar, and vocabulary; in

the content or idea; in the term of personality traits; and external factors like: lack time of point, afraid of friends' critics, lack of preparation, etc. Fareen (2013) said that students face presentation problems in a comprehensive package of grammar, vocabulary, phonology, and punctuation. He also added some teachers also face great challenges in mending and molding the students' linguistic and communicative behavior because they usually speak in their mother tongue.

Presentation takes long time to develop. Rajoo (2010:47) said that there are some guidelines to make students better in the presentation, they are:

1. Read the topic from many sources, both book and internet.
2. Watch some sample of presentation video.
3. Conduct brain storming session to help them determine the suitable topic.
4. Write the main ideas.
5. Develop catchy introduction.
6. Write key words on the notes.
7. Have rehearsals with minimum focus on notes.
8. Use correct grammar, vocabulary, and sentence structure.
9. Record and review their presentation.

Students need more time to practice, it is because practice makes perfect (Xian ming, 2005:120). If students practice it more and more not only they can increase their presentation skill but also they can have an effective presentation.

2.4 Group Discussion Method

Group is a number of people interacting in a face to face situation (Walton:1997). Group work and team work usually use in the same meaning. But, generally groups are more informal and more focused on the short term interactions, means that people do the task with the membership at the time. On the other hand, teams are established to undertake in long-term task and more coordination and structure. Therefore, students need experiences in both group work or team work (Cuseo:1992).

Group discussion is a process to share information, opinion, and experience to get more explanation clearly and precisely about the topic (Suyanto and Jihad: 2013). Group discussion is active learning method. Active learning method demands students to do something and think about it. Based on National Training Laboratories in Bethel, Maine in Warsono & Hariyanto (2012) said that students remember their learning material maximally 30% by teacher centered learning as like explaining, reading, teacher's presentation by audiovisual, and demonstrating. Whereas, students are remember what they learn 50% by class discussion which is non whole class discussion. If they are given occasion to do something they can remember 75%. Moreover, students remember what they learn 90% if teacher implement learning by teaching.

In the teaching learning of speaking, the goal of discussion is to make the students become an active speaker or get them talking and keep them talking. Truly classroom discussion are guided by specific teaching goals such as increasing students comfort with the language and method or developing critical

thinking make the discussion become success. But, it means nothing if the students can talk for hours without learning anything substances (Ozer:2005).

2.4.1 Small Group Discussion

Based on Suyanto and Jihad (2013) discussion method is given to students to give them a chance to share their opinion. Kelly et al. (1993) said that group discussion works if the aim of the goal is process centered for instance in some aspects of professional studies such as management, law, medicine, social work or teaching of professional communication skills.

Small group discussions serve intellectual, emotional, and social purposes. A well constructed small group discussion will encourage students to share information and gain students' thoughts before reaching the agreement of the topic (Brewer:1997). Based on Suyanto and Jihad (2013) the aim of implementation of this method in teaching learning is:

- a. to encourage students to have critical thinking;
- b. to urge students to express their opinion freely;
- c. to motivate students to give their ideas in order to solve problem together;
- d. to take a alternative answer of the problem based on their consideration.

Small group teaching can be an alternative method for learning which cannot established in large group setting by demanding of the staff, space, and time (McKimm:2009). Furthermore, Lim et al. (2014) have developed the use of small group discussion in MOOCs. They allow students to take online courses on their own schedule and from any location and based on the survey of the students who

joined the online discussion, most of them are satisfied with those online course tools. Despite there are many studies showed the positive effects of small group discussion, there is also a downside the use of small group discussion in language skills as like in the use of improving grammatical accuracy (Benson et al.:2013).

In fact, it is not called a group, if there is not interaction between members of group (Edmunds and Brown:2010). The count of group is influence their knowledge, group working, critical thinking and interaction. Students can get many knowledge and information if they have many members of group, but they may have not interaction and difficult to make decision.

Edmunds and Brown (2010) added that a group which consist of 4-11 members is good, if the group over 12, the leader must well-defined the leadership, and if the group more than 20 members, it is difficult to lead, the strong leadership is needed. The size of group is not as important as what students do, but using small group discussion in teaching learning is better than using large group. Students can promote their thinking, develop attitudes and values effectively but they can get much knowledge as large group (Bligh:2000 in Edmunds and Brown:2010).

2.4.2 Characteristic of Small Group Discussion

The characteristic of small group is not in the size of the member but in the teaching learning context and the teacher's work by facilitating the learning process (McKimm and Morris:2009). Small group discussion usually have 3-8

members in every group. The size of group is limited in function and task (McKimm and Morris:2009).

Based on Brihat (2001) the characteristic of small group discussion are:

- a. A small group member of human to be aware and have some reaction to each other.
- b. A mutually interdependent purpose, making the success of one member contingent on the success of all.
- c. Each person having a sense of belonging, of being part of the group.
- d. Interaction verbal and nonverbal channels, within word conveying the contents of the discussion. Members continually responded to and adapt their action to each other.
- e. A sense of cooperation among members. Although there are disagreements and conflicts individually, all members perceive themselves as searching for a group outcome that will be as satisfactory as possible to all of member. So that no one in the group trusted at losing to another group member.

2.4.3 Procedure of Small Group Discussion

According to Suyanto and Jihad (2013), the procedure to make discussion are:

- a. Students are given time to discuss with their small group freely based on the topic.
- b. Make a rule which is agreed by all of the students.
- c. Write down the information in their note book.

- d. Make quantitative analysis for every students based on their percentage.
- e. Give the explanation of the fact.

Based on Khumaidah (2010) the procedure of small group discussion are:

- a. Teacher gives the problem to solved by students cooperatively
- b. Teacher leads the discussion and divide students to some group, choose the leader and secretary of discussion, arrange the table, etc.
- c. Teacher goes around to the students and give explanation to the students who are not understand yet.
- d. Teacher asks the group of discussion to present their discussion and the other groups pay attention and give the critic, suggestion or question.
- e. Teacher gives the grade for every group.

Then, the procedure of peer discussion is closer with group work, they are:

- a. Explain the procedure before splitting class up
- b. Demonstrate either yourself or with the help of a volunteer exactly what they to do
- c. Ask them to tell what they have to do before they do it to check their understanding
- d. Fill in activities ready for the quick finisher, but be sure to check the task they have completed
- e. Give feedback time after pair work, so the children don't feel that they have been wasting time.

- f. Control who works with who, so the children are not always being dominated or dominating others.

2.4.4 Advantages and weaknesses of Small Group Discussion

According to Suyanto and Jihad (2013), the advantages of discussion are:

- a. The students are active, they will pay attention to the topic which is discussed.
- b. Aware the students that every problem can be solved.
- c. Accustom the students to listen others opinion, although it is different with their opinion.
- d. Increase students personality as students as like tolerant, democratic, critic, systematic, and confident.
- e. Students more understand because they engage in the process of thought.

Besides, it has weaknesses, they are:

- a. Students may not active in discussion if they are not responsible.
- b. Students get limited information.
- c. The active students are dominates.

2.5 Previous Studies

There are many studies about small group discussion. A qualitative study by Alexopoulou (1996) "*Small Group Discussion in Physics: Peer interaction Modes in Pairs and Fours*" with the 14 and 15 years old students in four state schools in different socioeconomic in Athena said that discussion

with four students is more beneficial than pairs in the processes and peers' learning outcomes in science. Students in pair have difficulties to solve the problems, they are difficult to explore their idea. They also face more difficult in negotiating and dealing with views and dealing their disagreement. The pairs is difficult to make interaction with other. From the study we can see that small group with four members is better to make interaction and to share the knowledge than pairs.

Despite there are many studies showed the effectiveness of small group discussion, a qualitative comparisons study by Stephens et al. (2015) showed that their study in physics lesson sequence that used simulation and animations hands-on was contrary with the expectation. Although almost students showed the significant gains on the pre-post short answer questions, the teacher surprised with the pre-post advantages of small group discussion. even though small group participants had had advantages of experience with the simulation, opportunity for every students to raise questions and opportunity for shy students to speak up, but small group discussion not do better than whole class students.

In the other hand, Tungman (2010) in her research entitled "Literature Discussion Groups and Reading Comprehension". Research has shown that the implementing of literature discussion group has positive impact on comprehension. Students exchange new ideas and build on schema and make deeper connection to the text and listen to each other. Teacher has an important advantage with the time and opportunity to provide small group

instruction while keeping the whole class on task. This process takes teacher's time and patience, but the result can improve students reading comprehension.

A research by Medical and Dental researchers, Hameed, Khalid, Aslam, Ahmad, and Wattoo (2013) studied about "*Small Group Discussion Impact on Student's Test Scores in an Undergraduate Pathology Course*". They studied about the musculoskeletal system which no lectures were taken this topic before to the fourth year undergraduate students of pathology course at University Medical and Dental Collage in year 2012. After giving the treatment, students assessed by written test of multiple choice and short answer question. Ninety nine students joined the test. And 95.95% students of small group discussion passed the test, whereas 72.72% students of group lectures passed the test. But the students who were given the treatment using SGD have better score than the control group. It means that small group discussions lead to better cognitive learning than group lectures.

Another study, quantitative research using experimental design conducted by Syafaat (2009) entitled "*Improving The Effectiveness of Small Group Learning in Speaking Ability*". The study was given to the students of the eighth grade of Junior High School with the topic of description place, thing and person. The result of statistic calculation, it is obtained the value of 13,420 and the degrees of freedom is 29. The result of significant is $2,045 < 13,420 > 2,756$. It means that small group learning is better to improve students speaking ability than without small group learning.

From the previous studies, the researcher believes that small group discussion is a good method to help students to understand the material and it is effective method for students' presentation skill. As stated above, small group discussion can be applied in many subject; physics, medical, and language. The study also said that small group discussion is better to improve students speaking ability, solve the problem, and make interaction to the others.

Hence, the researcher will apply small group discussion method in the English class to know the influence in students' presentation skill. The study has differences with the previous study, because it is not just to know how is students' speaking skill and how they communicate or share their idea with others, it is also not only focus in the understanding of material but also how students deliver or present their idea in front of the class as good as presenter. This study will implement to the senior high school students in the second grade by the topic of Hortatory Exposition text.