

PRESENTATION DIFFICULTIES EXPERIENCED BY STUDENTS OF ENGLISH DEPARTMENT OF UNSWAGATI

Tiara Widyastuti
Ratna Andhika Mahaputri
(*ratna_mahaputri@yahoo.com*)

Department of English Education, Unswagati Cirebon

Abstract

This research is aimed to know how the students make the presentation in the classroom. This research wants to explore the students' difficulties in presenting the material. The research was conducted at Unswagati Cirebon toward fifth semester of A and B class. This research uses descriptive qualitative approach and use observation, and questionnaire as instruments in collecting data. Then the result of this research is presented descriptively. The findings of this research show that most of the students give good criteria in make presentation in the classroom, they can deliver the presentation well. The difficulties that faced by the student when presenting the material consist of: the students bring note when they presenting the material, they often fidgeting, jiggling or swaying when they deliver the presentation, the student stiff when deliver the presentation and it makes presentation tedious, and they end the presentation with an inspiration deficit.

Keywords: *Student, Difficulties, Presentation.*

INTRODUCTION

Presentation is an activity in which someone shows, describes, or explains something to a group of people. When some people hear the phrase presentation skills, there is only one thing which comes to our mind that is a person standing in front of the projector and running through the powerpoint slides. But, what about the presentation skills of a chef, a dancer, what about the teacher, they too need proper presentation skills.

Presentation skills in any profession is an art of getting the attention of the audience and enthralling them with ideas or performance. Presentation skills

are important in every profession but are considered of prime importance in the cooperate world. Presentation skills is one of the skills that will enhance the ability to speak in public or public speaking. This expertise has an important role in career development, marketing of products and services, to build opinion for the purpose of clarification and lobby. If linked with the job, then the ability of public speaking is one of the skills to build professional credibility.

Presentations should be the high points of working life. Presentations are the moment in the spotlight, chance to shine, and an opportunity to plead a case,

spread a word, and influence people. (Shipside, 2006:6). Chivers & Shoolbred (2007: 2) said that student's presentations may be given for the purposes of: advocacy/persuasion, training, teaching and learning, informing, assessment student presentations are used increasingly on educational courses to encourage students to be more active in their own learning.

According to Alshare & Hindi (2004) a student's presentation in the classroom becomes an important element in delivering positive learning experiences. The stated above show that the presentation is important, the presentation gives the high points of working life, it can be used to encourage the students to be more active in learning process and give the positive learning experience.

Many students' presentations are used by tutors to assess student understanding, knowledge and progress in modules, and at important stages on academic and vocational courses. Presentations also help students to prepare for employment in organizations that place an increasing value on effective presentation skills. (Chivers and Shoolbred, 2007: ix). Class presentation or also known as oral presentation or students' presentation is a term that refers to a teaching technique which engages students in a project to explore about a topic and later share the findings in the class. Kayfetz and Stice (1987) defined class presentation as a group of students studying and exchanging information and ideas through reports and discussions.

As the writer knows that most of educational institute is assigning oral presentation in courses. These can be very

valuable learning experiences, but giving oral presentation in class can also be stressful for students. Not only they are worried about getting up in front of the audience or groups to speak, but also many of them have not had much instruction in what constitutes an effective presentation. Oral presentation are a common requirement in many courses. They may be short or long, include slides or visual aids and be done individually or in a group. The objectives of this research is to to find out the difficulties made by the students in presenting the material.

Khaled & Nitham (2004) conclude that forty-three percent of respondents indicated students were required to present in two classes per semester for an average of 10 minutes. Students and instructors agreed that critical objectives of presentations were to improve communication skills and to train students to talk to a group of people. The two groups differed on ranking the presentation evaluation. While instructors ranked "the content of presentation" in the first place, students ranked "the organization of the presentation" as their first choice. Both groups, however, agreed that "well-organized presentation" and "enjoyable content" were the two most important measures of presentation effectiveness. Students' responses showed no statistical significance between the grade assigned and the grade that should be assigned for presentation. While the majority of graduate students (70 percent) reported 11-20 minutes for

presentation period, undergraduates indicated 10 minutes (68 percent). Undergraduate students thought handouts were the most important visual aid compared to graduate students who preferred PowerPoint. The paper concluded by providing a checklist of items for effective and ineffective presentations.

Just as a house consists of a harmonious arrangement of some common elements (door, hall, kitchen, lounge, bedroom, bathroom, garage), so a presentation consists of a set of standard components (introduction, body, conclusion) arranged in such a way that the audience can be informed, educated and entertained. The structure of the talk is important in keeping the audience engaged a poorly structured talk leaves the audience confused and disorientated.

Tolley & Wood (2010:62)

much detailed guidance has been provided above on how to succeed in giving presentations, as summarized as follows:

1. A good starting point is preparation, thorough planning and preparation are essential to success. So, the presenter must do the best preparation.
2. When the presenter want to talk with the audience, the presenter should start with the clear introduction in which the presenter tell the audience what the presenter plans to talk about.
3. In delivering presentation, the presenter communicate with a clear structure to the audience.
4. The presenter should make a list of key points when intend to make each section of the presenter's address.
5. To focus the attention of the audience on what the speaker is saying, using marker phrases, such as 'The first point I want to make...', 'The most important thing to remember is...'
6. When the presenter reinforce and consolidate the points that is making, the presenter can use example purposefully.
7. During the presentation, the presenter recapped at intervals what the speaker have said.
8. When deliver the presentation, the presenter must use the simple sentences to avoid confusing the listeners.
9. The presenter should explain any technical terms that used with which the audience might be unfamiliar.
10. The presenter should take time at the outset to familiarize with the technology.
11. When talking with members of the audience, the presenter make and maintain eye contact with them.
12. The presenter must manage self performance
13. in order to not distract the audience, the presenter must avoid the unnecessary facial expressions, gestures and hand movements.
14. The presenter should avoid being overly informal as a way of dealing with the pressure of the situation.
15. In the end of the presentation, the presenter conclude the material that have delivered by reminding the listeners of the main points that the speaker have made, and inviting questions.

The Method of the Research

This research used descriptive with qualitative approach, because the method purpose to analyzed the problem or case happened at present. It involved accumulating, analyzing, and classifying data with various techniques, also interpreting data. It described the linguistic phenomenon happened by using words rather than numbers. Descriptive studies simply describe some phenomenon using numbers to create a picture of a group or individual. (Schreiber & Asner-Self, 2011:15). Descriptive methodology is the survey, as when researchers summarize the characteristics (abilities, preferences, behaviors, and so on) of individuals or groups or (sometimes) physical environments (such as schools). Fraenkel & Wallen (2009:14)

Subject of the Study

A participant then is one individual who is in the sample or is the whole sample. Schreiber & Asner-self (2011 :83). The participants in this research are students at the Department of English Education of Unswagati Cirebon toward third (3rd) level, fifth (5th) semester.

Technique of Collecting Data

The technique of collecting data in the qualitative researchers use three main techniques to collect and analyze their data: observing people as they go about their daily activities and recording what they do; conducting in-depth interviews with people about their ideas, their opinions, and their experiences; and analyzing documents or other forms of

communication (content analysis). Fraenkel & Wallen (2009:440)

DATA

This chapter focuses on presenting the findings and discussions as the core of this research. It displays the research findings from observation, questionnaire and the result of lecture's interview. However, these kinds of techniques of data collection are complementary each other. In this chapter the writer is going to answer the research questions. The writer has three research questions "How do the students make presentation in the classroom?", and "What are the difficulties made by the students in presenting the material?"

In this chapter the writer analyzed the presentation made by students based on the structure of the presentation and the students difficulties in presenting the material.

Students Make the Presentation based on the Structure of the Presentation

INTRODUCTION

Assalamu'alaikum Warrohmatullahiwabarokatuh. Good morning guy, my name is Diah Puspita from class 3A. The first, I thank to our God Allah swt who give blessing and mercy for us, so we can attend and gather with health condition and happy situation. And now, I am standing in front of you all, I will deliver my speech under the title reuse, reduce, and recycle. Rubbish, you now, tomorrow eh yesterday we have heard about rubbish from Tasya's speech but I will recorrect. Rubbish is unwanted residual material in the end of process. You know, rubbish have two effects? The first is negative effect, negative effect of the rubbish it will deliver tomorrow from Tasya, negative effect from rubbish including disease and environmental pollution but now I will not tell, I will not speak too much about negative effect. Second is positive effect of rubbish, positive effect of the rubbish is rubbish it can be as a fertilizer, rubbish can be fertilizer. Organic rubbish it can be juggling into the compost. The type of.....organic rubbish, it can be changed into the compost

BODY

And then, the type of the rubbish. The type of the rubbish, it has two types. The first is organic rubbish. Organic rubbish is namely perishable like leftover food, vegetables, and then dried leaves, and so on. The second is inorganic rubbish. Inorganic rubbish is not perishable, such as plastic food packaging containers, paper, plastic toys, bottles, and glasses of drinks. The second is recycling. Recycling is a process to make scrap materials into new materials with the aim of preventing the presence of rubbish that could be something useful for us. The material of the rubbish the material, it can be recycled like paper, cardboard, plastic of foods, plastic of toys, plastic packaging containers. And then the main component of the modern rubbish management, it has 4 form (reuse, reduce, recycle and replace).

CONCLUSION

OK. It some example for being entrepreneurship with rubbish. You know, rubbish is not danger; it is not danger if we can take advantages of the rubbish. We can get much money if we use creativity to make rubbish into something special and useful. Like this, it is a paper or magazine. It can be a beautiful dress, and then we can reduce employer in our country with the recycle rubbish. OK guys, I have an example, this is a packaging of coffee but usually if we buy some coffee and make it coffee, it throw the package of the coffee but it can be a beautiful bag and if you are...it can be. It can make us to get much money. And then it is a straw after we buy something and we bring in, we just throw this, but it can be a beautiful bag if we use our creativity.

OK guys. So, I ask you to be more creative and take advantages of the small things around of us and don't throw the rubbish in any place. OK, I think it is enough for me.

Wassalamu'alaikum warrohmatullahi wabarokatu

Adapted from: Dan O’Hair, Hannah Rubeinstein, and Rob Steward (2010) the elaboration was presented as follows.

A. Introduction

1. Relating usual information, (Rubbish is unwanted residual material in the end of process).
2. Posing question, (You know, rubbish have two effects?).
3. Introduce the topic and purpose of the speech, (I am standing in front of you all, I will deliver my speech under the title reuse, reduce, and recycle.)
4. Use transition to signal the start of the speech body, (negative effect of the rubbish it will deliver tomorrow from Tasya, negative effect from rubbish including disease and environmental pollution but now I will not tell, I will not speak too much about negative effect.)

B. Body

1. State the thesis, (The type of the rubbish, it has two types).
2. Develop the main points using a structure that suits the topic, (The first is organic rubbish. Organic rubbish is namely perishable like leftover food, vegetables, and then dried leaves, and so on. The second is inorganic rubbish.....).
3. Use a transition to signal the conclusion, (You know, rubbish is not danger; it is not danger if we can take advantages of the rubbish. We can get much money if we use creativity to make rubbish into something special and useful).

C. Conclusion

1. Summarize the key point, (It some example for being entrepreneurship with rubbish. You know, rubbish is not danger; it is not danger if we can take advantages of the rubbish. We can get much money if we use creativity to make rubbish into something special and useful).
2. End the speech memorably, (So, I ask you to be more creative and take advantages of the small things around of us and don’t throw the rubbish in any place).

The writer concluded that the difficulties that made by the student when presenting the material consist of: the students bring note when they presenting the material, they often fidgeting, jiggling or swaying when they delivered the presentation, the student stiff when delivered the presentation and it made presentation tedious, and they end the presentation with an inspiration deficit. According to Gallo (2014), there were ten difficulties that made by the student when presenting the material: Reading from notes, avoiding eye contact, dressing down, fidgeting, jiggling, and swaying, failure to rehearse, standing at attention, reciting bullet points, speaking too long, failing to excite, ending with an inspiration deficit.

BIBLIOGRAPHY

- Alshare, Khaled & Hindi, Nitham M. (2004). *The Importance of Prsentation Skill in the Classroom: Students and Instruction Perspectives*. The Consortium for Computing Sciences in Colleges.

- Anholt, Robert R.H. (2006). *Dazzle'em With Style-The Art of Oral Scientific Presentation*. USA: Elvester Academic Press.
- Ary, Donald., Jacobs, Lucy Cheser & Razavieh, Asghar. (2010). *Introduction to Research in Education (8th Edition)*. Canada: Nelson Education, Ltd.
- Bhati, Shyam S. (2012). *The Effectiveness of Oral Prsentation Assessment in a Finance Subject: An Empirical Examination*, Journal of University Teaching & Learning Practice, 9(2).
- Black, A & C. (2007). *Give Great Presentation*. London: A & C Black Publisher, Ltd.
- Bowman, Joel. P. Bussiness Communication: *Managing information and Relationship*. Reviewed by <http://homepages.wmich.edu/~bowman/mirindex.html> on August 14th, 2014.
- Bradbury, Andrew. (2006). *Successful Presentation Skills (3rd edition)*. London & Philadelphia: Kogan Page.
- Chivers, Barbara & Shoolbred, Michael. (2007). *A Student's Guide to Presentations: Making Your Presentation Count*. Chennai, India: SAGE Publications.
- Cohen, Louis., Manion, Lawrence & Morison, Keith. (2000). *Research Methods in Education (5th Edition)*. London and New York: RoutledgeFalmer.
- Emden, Joan van & Becker, Lucinda. (2004). *Presentation Skill for Students*. China: Palgrave Macmillan.
- Fraenkel, Jack R & Wallen Norman E. (2009). *How to Design and Evaluate Research in Education (7th Edition)*. America, New York: McGraw-Hill Companies, Inc.
- Gallo, Camine.(2014). *The 10 worst presentation habits*. Retrieved on August 31, 2014 from:http://images.businessweek.com/ss/06/02/mistakes/index_01.htm
- Giba, John & Ribes, Ramón. (2011). *Preparing and Delivering Scientific Presentations*. New York: springer.
- Kapterev, Alexei.(2011).*Presentation Secrets: Do What You Never Thought Possible With Your Presentations*. Indianapolis, Indiana: John Wiley & Sons, Inc.
- Lester, Alison. (2009). *Present for Success: A Powerfull Apprach to Building Confidence, Developing Impact and Transforming Your Presentation*. Singapore: Marshall Cavendish Bussiness.
- Mandel, Steve. (2000). *Presentation Skill: A Practical Guide to Better Speaking (3rd Edition)*. ISBN 1-4188-8912-1.
- O'Hair, Dan., Rubenstein, Hannah and Stewart, Rob. (2010). *A Pocket Guide to Public Speaking*. Boston: Newyork: Bed Ford/St. Martins'.

- Osborn, Michael., Osborn, Suzzane and Osborn, Randal. (2009). *Public Speaking*. Boston: Pearson Education Inc.
- Schreiber, James & Asner-Self, Kimberly. (2011). *Educational Research*. United States of America: John Wiley & Sons, Inc.
- Shipside, Steve. (2006). *PerfectYour Presentation: Deliver Confident, High-impact Performances*. New York: Dorling Kindersley Limited.
- Tolley, Harry & Wood, Robert. (2010). *How to Succeed at an Assessment Centre (3rd Edition)*. London and Philadelphia: Kogan Page.

About author:

Tiara Widyastuti, S.Pd. is a fresh graduate of Department of English Education, Unswagati Cirebon

Ratna Andhika Mahaputri, S.Pd., M.Pd. is a lecturer of Department of English Education, Unswagati Cirebon