

CHAPTER I

INTRODUCTION

This chapter will discuss the background, research questions and purposes, research significance, research scopes, conceptual framework. This chapter also contains a number of things that will be examined or search to know more and develop research that will be made according to the title stated.

1. Background of Study

Speaking is a functional oral language skill in everyday human life. According to Nunan, (1991), speaking is an activity to explain someone in a particular situation or an action to report something. Speaking skills refer to communicating effectively and fluently in spoken language. In Speaking performance defines the way to specific one thing that students want to show. The performance in speaking can be like dialog conversation, presentation, debate, speech, or another that somebody needs to grant information. Speaking performance is the ability of students to show their speaking skills in front of the audience on of them is presentation. Imaniah (2018) states that an oral presentation is an activity in which the presenters communicate with the audience.

As known, English has four main skills that should be mastered by the students. The most difficult skill language learners face in language learning is speaking skill as Rababa'h explained in Al Nakhalah (2016), there are many factors that cause difficulties in speaking English among EFL learners. Speaking difficulties are a collection of issues that arise when someone speaks or attempts to understand the spoken language. Doris and Jessica (2007) stated that language issues may constitute an impediment to pupils improving their language ability. Language problems are most likely caused by inadequate grammar, vocabulary, and pronunciation. These issues are linguistic in nature.

Based on the researcher's experience during presentation in the classroom, the problem encountered by the students of the English Education Department while giving a presentation in front of the class demonstrates that some of the students lack confidence when giving presentations in class. They are concerned about their

ability to communicate. In accordance with (Chostelidou & Griva, 2014) who noted that the majority of students were anxious about presenting in class or in public, one of the students' challenges in speaking is the transition from their maternal tongue to English. Students have difficulties with Oral Presentation due to their limited ability to translate from their native language to English.

According to Ur (1996) four parts covering psychological and language problem, there are several students problem in speaking that teachers may face when getting to talk in the classroom. These are inhibition, lack of topical knowledge, low or uneven participation, and mother-tongue use. The students are often worried about making mistakes, afraid of being criticized or laughed at by others so they are embarrassed and end up not speaking at all. Many college students continue to lose vocabulary, which is why they speak less eloquently. Meanwhile, students forget the material that they need to deliver since they still learn what they want to say in class, and some of them stand rigid when giving presentations; they rarely use body language, which is a disadvantage when giving presentations.

This study is also based on several previous studies which discuss about the factor influencing EFL students' difficulties in presentation session. The first previous research was conducted by Riftriani, Ikhsanudin, & Rezeki, (2019), showed that this research focused on difficulties in speaking when oral presentation occurred. This study aimed to investigate the factors for students' speaking difficulties in the classroom. This study found that the main factors of students' difficulties in speaking were lack of confidence, fear of making mistakes, shyness, and the environment. The findings showed that internal and external factors greatly influenced students' speaking difficulties in giving oral presentations.

Another previous research was conducted by Sayuri (2016), showed that the researcher was interested in describing the problems in speaking faced by fourth semester students of English Department at Mulawarman University. Based on the speaking test and questionnaire, the students faced some problems related to pronunciation, fluency, grammar, and vocabulary. The questionnaire also showed additional findings where students faced other problems, namely

not having self-confidence, shyness to speak, being afraid of making mistakes, feeling nervous, and having nothing to say. Next, there are some factors resulting problems of speaking to the students, firstly less of reading habit, uneven participation and English practice both inside and outside the classroom, and confusion on applying grammar rules.

Another previous research was conducted by Rohmawati, Khoirunnisa, & Mansur (2022) showed that this study aimed to know the problem faced by the fourth semester students of English language Education in their oral presentation activity at University PGRI Ronggolawe. The result of the study shows that the biggest problems faced by the students in their presentation are: lack of vocabulary, anxiety, and not confident. Another problem they have faced is grammatically error.

However, this study also identifying the factors influencing students' speaking difficulties in presentation session. And the difference from the previous studies this research focuses on difficulties in the presentation session of fourth-semester students of English Education in the classroom. This research aims to identifying the factors that influence EFL students' difficulties during presentation sessions and to find out strategies that can be used to address these challenges and enhance their presentation skills. This research used qualitative with case study method. To collect the data this research used open-ended questionnaires and interviews (face-to-face). The participants are fourth-semester students of the English Education Department at UIN Sunan Gunung Djati Bandung.

2. Research Question

Based on the background above, the researcher formulates a research question as follows:

- 1) What are the factors that influence EFL students' speaking difficulties in oral presentation sessions?
- 2) What strategies are used by the EFL students to address speaking difficulties in oral presentation sessions?

3. Research Purposes

Based on the research question mentioned above, the purpose of this research are:

- 1) To find out the factors that influence EFL students' speaking difficulties in oral presentation sessions.
- 2) To find out strategies used by the students to address influence EFL students' speaking difficulties in oral presentation sessions.

4. Research Significances

Theoretically, this research is likely a source of further information research on the factors that cause EFL students' speaking difficulties in presentation sessions. Practically, this research gives significance to the following:

a. Teachers

This research can provide input in determining appropriate steps to help EFL students overcome difficulties speaking English during presentation sessions to foster a more inclusive learning environment.

b. Students

This research is expected to increase students' self-confidence, communication, and presentation skills in English during class presentations.

5. Research Scope

This research focuses on the factors speaking difficulties in presentation sessions in the classroom. Students at this level are in the fifth semester of the English Education Department at UIN Sunan Gunung Djati Bandung.

6. Conceptual Framework

Speaking is the language skill that is most commonly employed in practically any situation. Speaking is expressing thoughts, concepts, and emotions that use phonological proficiency to arrange words into phrases or sentences and select words pertinent to the subject. According to Alonso (2012) speaking activities is an act that concentrate on getting learners to produce sounds, phrases or grammatical structures range from activities. There are talk as interaction, talk as transaction, and talk as performance. Each of these activities is different in terms of form and function and needs different teaching approaches. The one of type talk is talk as performance which refers to public talk that transmits information before an audience. It can be such as classroom presentations, debate, public announcements, and speeches.

According to Alshare and Hindi (2004) a student's presentation in 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. Class presentation or also known as oral 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.

Zhang (2009) argued that speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English. Ur (1996) and Tanveer (2007) exposed that many EFL students express inability and sometimes even acknowledge the failure in speaking foreign language such incorrect pronunciation, lack of confidence to share their opinions and ideas, lack of imagination and critical thinking, inhibition, nothing to say, the low of participation, use of mother tongue and feeling of shyness and anxiety, afraid of speaking because they were fear of making mistake while practicing. Oral presentation is also a frightening problem of students in the English Education Department. Although the texts to be memorized have been given before, they could not memorize them well. In addition, some who could memorize well failed to present it using accepted pronunciation and fluency because they were nervous and anxious, even, they lack of practice. EFL students' are also frustrated and afraid of the assessment given. Although preparation has been done well for their oral performance, they always made astonishing result. For example, some of them just stood in front of the class because they did not remember the sentences of their texts.

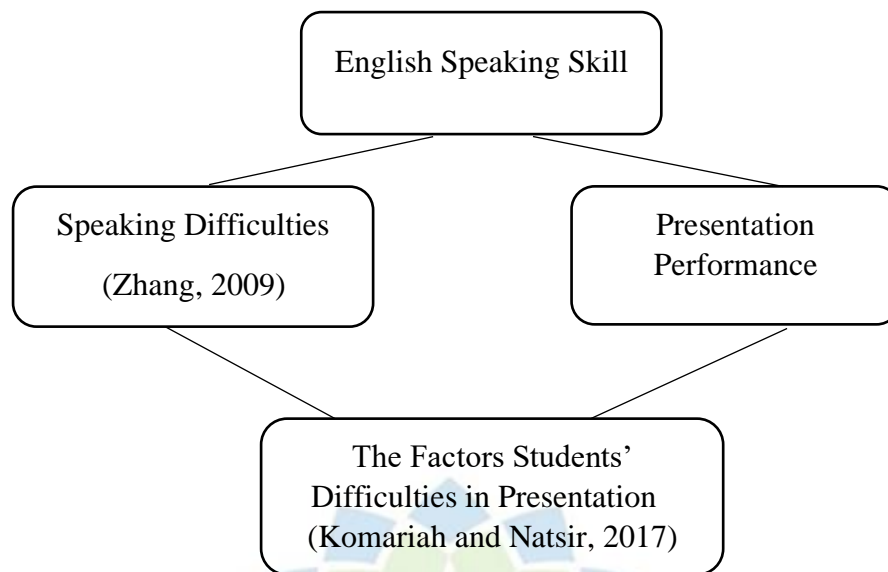


Figure 1.1. The conceptual of the research

7. Previous Studies

Several studies have investigated the factors influencing EFL students' difficulties in classroom presentations which are relevant to the current research. The first previous research was conducted by El Enein. (2011). This research aimed to identify the main difficulties encountering English majors at Al Aqsa University of Gaza while giving academic oral presentations. To achieve the aim of the research, the researcher applied two tools, a questionnaire and an interview card. Through the interview card, the researcher elicited difficulties from forty seven English majors throughout using main criteria of academic oral presentations. More difficulties were deduced from 154 students under three domains through the questionnaire. Moreover, results showed, according to the two tools, that there were no statistically significant differences at ($\alpha \leq 0.05$) due to classification. But there were statistically significant differences in favor of females due to gender through interview card.

The second previous research was conducted by Nst. (2022) is designed to find out the students speaking performance problems in giving presentation inhibiting problems semester and focus on the most inhibiting problems such as self-confidence, Body language and fluency in students' presentation activity. The

research was done under a descriptive and qualitative methodology. The subject of this research was the the third semester students at English Language Education of UIR. The third semester of students on this research took was thirty-eight students or fifty percents randomly selected of each class. The data collection technique used in this research is a questionnaire. is After conducting the research, the result of questionnaire about problems in speaking performance, it could be found from thirty-eight students, thirty-four percents of them had problem in self-confidence, The students felt worried if they make some mistakes dirthing the speaking performance. Also, when their vocabulary is limited it makes their uncomfortable to do the speaking performance. Also thirty-four percents of them had grammatical error it makes their speaking performance become not fluent in speaking especially in giving presentation. In the other side, thirty-two percents of them had problem on hody language, they felt difficult to do an eye contact at audiences.

Another previous research was conducted by Amalia, N. L., & Ma'mun, N. (2020), who investigated speaking anxiety in Students 'Presentations. The method used in this study was qualitative. Forty-one students were selected to be participants. The data were gathered through questionnaires and semi-structured interviews. The result of the survey showed that contributing factors to students' speaking anxiety during the presentations were overthinking, lack of preparation, bad experiences, low ability, lack of confidence, fear of making mistakes, and anxiety before exams. Based on the result suggested that before having a presentation, the students should be doing repeated rehearsals and practice to eliminate the anxiety.

Another previous research was conducted by Nurlinda, R. (2017), showed that the research aimed to investigating English students' perception of the the difficulties in oral presentation as a form of speaking skill assessment at IAIN Palangka Raya. This study used descriptive quantitative. The population of this research from English Department Students“ academic year 2014//2015, 2015/2016, and 2016/2017 which consisted 214 students and 107 students were taken as the sample to fill questionnaire questions. The results showed that most of the students agreed with items that asked about the difficulties in oral presentation

as a form of speaking skill assessment at IAIN Palangka Raya, it could be seen from the score of Mode showed 4 frequently appeared or in the chart was red color, and also the median stated the same as Mode namely 4. Thus, the students given positive responded to the difficulties in oral presentation as a form of speaking skill assessment at IAIN Palangka Raya.

Nevertheless, in this research, the aim was to identify the factors influencing EFL students' speaking difficulties in presentation sessions. This research was conducted at the State Islamic University Sunan Gunung Djati Bandung, Indonesia. The study focused on the factors influencing EFL students' speaking difficulties in presentation sessions and the strategies used by the students to address these challenges. The method used was a qualitative approach with a case study. The sample consisted of fifth-semester students from the English Education Department at UIN Sunan Gunung Djati Bandung. To obtain data, questionnaires and interviews were used.

