

CHAPTER I

INTRODUCTION

This chapter offers an overview of this research, including the background of the study, research question, research purpose, research significance, conceptual framework, and previous study.

A. Background of the Study

The purpose of teaching English to fulfill the standards, as confirmed in the Indonesian curriculum, still does not give satisfactory results. Many researchers and teaching experiences have shown that even after years of experience studying English, students tend to perform poorly, particularly in speaking the language. Jusuf, Fatsah, and Dako (2007) state that many Indonesian students still cannot speak English, although they have studied it for many years. Many students feel anxious when speaking English. Some of them need to learn how to speak English properly. Problems such as needing help to speak or give their opinion in simple English correctly and needing help understanding the teachers in English are frequently found among the students.

Accordingly, the appearance of the student's problems in learning English, as seen in their poor performance in speaking English, has led the focus of this study to explore the factors that contribute to this issue. It is necessary to have an in-depth analysis to investigate the reason behind the issue and to realize the way out or resolution to confirm such concerns. In brief, this study analyzes the issues of underperforming students, particularly in speaking oral presentations.

An oral presentation is one of the communication competencies that is expected to be mastered by EFL students. However, learning English as a foreign language in oral presentation is also one of the problems faced mainly by those who do not use a foreign language as their daily communication language (Nurwahyuni, 2019). Therefore, learning a foreign language is not always easy as imagined. As stated by Khomarudin (2012), most students in the EFL class expect themselves to be able to achieve the goal of producing English verbally in the process of learning English. They commonly face some potential problems: (1)

linguistics problems and (2) psychology problems. Lack of vocabulary and lack of accuracy in pronouncing English words are among linguistics problems. Meanwhile, anxiety, lack of confidence, and motivation are psychological problems.

The present study discusses the underperforming students' experience in having an oral presentation and the challenges they face. Sivadjati (2016) states that giving an oral presentation is challenging because the presenter needs to deliver a message with good language so the audience will easily understand. Acquiring the ability to provide an oral presentation can be difficult, particularly for underperforming EFL students. According to Zappa-Hollman (2007), linguistic problems were considered the most challenging during an oral presentation. Dorney & Kormos (2000) point out that the challenges students face result from trying to convey their thoughts and understanding what is said despite limited language ability. This results in an emotional condition that differs when communicating in the native tongue.

Based on the preliminary study in the research site and interview with the English teacher in the researcher site, many EFL students in MA Nurul Ummah Bogor are classified as underperforming. They faced difficulties in some English aspects, especially in English oral presentations. According to the assessment of the English teacher, the problem most often found is because of speaking problems. They have difficulty speaking English, especially in pronunciation and vocabulary mastery. Therefore, this research is conducted to determine underperforming students' experiences and challenges in having English oral presentations. Wiyono, Gani & Sofah (2017) state that underperforming students are an ability that has been achieved or the result of the learning process that students have carried out. These results do not fulfill the limits of other students' average general results.

There are several previous studies related to underperforming EFL students. The first research was done by Anwar (2017) about EFL learners' poor performance in English. The second research was done by Jusuf, Fatsah, and Dako (2021), who investigated students' poor performance in speaking English.

The third research was done by Tahir and Osman (2015). This research discusses the causes of poor performance in EFL students writing skills at universities in Saudi Arabia. The fourth research was done by Abrar (2019). This research is a narrative inquiry of Indonesian graduate students' speaking experiences at a United Kingdom university.

The current research investigates underperforming high school students' experience having English oral Presentations using a narrative inquiry. Those are different from previous studies.

B. Research Question

1. What is the underperforming students' experience in having English oral presentations?
2. What are the underperforming students' challenges in having English oral presentations?

C. Research Purpose

1. To describe the underperforming students' experience in having English oral presentations
2. To describe the underperforming students' challenges in having English oral presentations

D. Research Significance

The research would be beneficial theoretically and practically.

1. Theoretically, this research serves as a supplementary reference for the advancement in the development of teaching and learning speaking methods.
2. Practically, for students, this research helps underperforming students as a reflection on their learning process. This research benefits the teacher in finding out how to deal with underperforming in having English oral presentations. Then, teachers are more able to use appropriate teaching methods in teaching speaking to solve problems faced by students.

E. Conceptual Framework

Every student is unique, with a different IQ level. Some EFL students are clarified as outstanding students, and others are clarified as underperforming students. According to Wiyono, Gani & Sofah (2017), underperforming students is an ability that has been achieved or the result of the learning process that students have carried out, and these results do not fulfill the limits of the average results of other children in general. McCall, Evahn, & Kratzer (1992:54) defined underperforming as students' performance at school, which is measured using grades. Still, the results obtained are insufficient for the average grades and far below what is expected based on the student's mental ability. Usually, underperforming students face learning difficulties that hinder the learning process of students at school.

Speaking is one of the essential abilities in language teaching. People require speaking to communicate and interact among themselves in daily activities. Leong and Ahmadi (2017) state that speaking does not mean saying words through the mouth (utterance) but conveying messages through words. By speaking, people can convey information and ideas, express opinions and feelings, share experiences, and maintain social relationships communicating. Besides, according to Zyoud (2016), speaking is often considered essential in an EFL course. Speaking is essential in foreign language teaching and learning since it is the basis for communication. Speaking is one of the productive skills, which is the evidence that a student that how much they are competent in a language. Additionally, Azadi et al. (2015) state that speaking is one of four basic skills in learning a foreign language besides listening, reading, and writing.

Some EFL students face difficulties and challenges in learning English, especially in speaking, because learning to speak a foreign language requires more than knowing grammatical and semantic rules. Shen and Chiu (2019) in their study report that difficulties in speaking English faced by students were psychological problems (e.g., nervousness, fear of making mistakes, and lack of confidence), linguistic problems (e.g., insufficient vocabulary, grammar,

expressions, short sentences organization, etc.), and environmental problems (e.g., lack of learning context for English conversation).

Oral presentations, known as public speaking, consist of an individual or group verbally presenting a particular topic to the audience. Li (2017) states that oral presentation is public speaking either as an individual or as a group which is used to present speakers' ideas about specific topics in professional work or the classroom. This oral presentation aims to educate, inform, entertain, or present an argument. According to Baker (2000:115), an oral presentation is like a formal conversation, speaking to a group as a natural activity.

F. Previous Study

Several previous studies related to underperforming EFL students have been found. The first research was done by Anwar (2017) about EFL learners' poor performance in English. This research deals with the factors responsible for ESL/EFL learners' poor performance. The research methods used are qualitative and quantitative, while the participants are 90 students and 20 teachers in nine selected secondary institutions from three different districts in Bangladesh. The data were collected through a closed-type questionnaire survey from students and unstructured interviews with the teachers. It was found from the study that so many factors of the EFL/ESL learners' poor performance lay in English learners' psychological, teachers' factors, factors related to teaching procedures, teaching and learning environment, syllabus, and curriculum. However, the previous and current research have differences and similarities. The differences are in the research method, participants, research site, and instruments. The research method the previous study uses is both qualitative and quantitative.

Meanwhile, the current research uses the narrative inquiry method. In the previous study, the research participant took 90 students and 20 teachers. Meanwhile, the current research takes one student as the participant. In the research site, the previous study was conducted in nine selected secondary institutions from three different districts in Bangladesh. Meanwhile, the current research was conducted in the 10th grade of a senior high school in Bogor. The

previous study used questionnaires and interviews to collect the data in the research instruments.

Meanwhile, the current research uses observation and interviews to collect the data. Furthermore, similarities are found in the research focus. Both of the researchers investigated EFL learners' poor performance in English. But the current research focuses explicitly on the oral presentation aspect. Meanwhile, the previous research focuses on EFL learners' poor performance in English in general aspect.

Another research has been done by Jusuf, Fatsah, and Dako (2021), who investigated students' poor performance in speaking English. The research aims to examine the factors that affect students' poor performance in speaking English. The research method adopted in this study is qualitative (case study). The data was gathered through interviews and observation of 8 students in the eleventh grade of Senior High School in Limboto, Indonesia. The result shows that students' poor performance in speaking English has generally been attributed to various factors (External, internal, and physiological aspects). However, the previous and current research have differences and similarities. The differences are found in the research method. The previous study used a case study as the method.

Meanwhile, the current research uses narrative inquiry as the method. The similarities are found in the research focus, instruments, and the research site. The previous and current research discuss students' poor performance in speaking English. But, the current research focuses on oral presentation aspects. Both of the researchers used interviews and observation as the instruments. For the research site, both researchers chose a senior high school in Indonesia to conduct the study.

Another research has been done by Tahir and Osman (2015). This research discusses the causes of poor performance in EFL students' writing skills. This study aims to investigate the preparatory year program students' poor performance in writing skills at universities in Saudi Arabia. The methods used in this research are qualitative and quantitative analysis. The data collections used are questionnaires and tests. The participants are 60 students in the preceding year in

the first year at the university who are selected as a purposive sample. The significant findings include: 1) More than one term is needed to present and practice using the material. 2) Teachers must use suitable materials and methodologies to improve writing skills. 3) The prior year program at the university needs to provide an effective plan to improve students' writing skills. The previous and current research have differences and similarities. The differences are in the research method, participants, research site, and instruments. In the research method, the previous study uses both qualitative and quantitative. Meanwhile, the current research uses qualitative (narrative inquiry). In the research participants, the previous study takes 60 students as participants. Meanwhile, the current research takes one student as the participant. In the research site, the previous research conducted the study at a university in Saudi Arabia. Meanwhile, the current research studied a senior high school in Indonesia. In the research instruments, the previous study used questionnaires and tests. Meanwhile, the current research uses observation and interviews to collect the data. Furthermore, similarities are found in the research focus. Both of the researchers discuss poor performance in EFL students. But, the previous study focuses on the causes of poor performance in EFL students' writing skills. Meanwhile, the current research focuses on underperforming EFL students' speaking skills, especially in oral presentation.

Another research has been done by Abrar (2019). This research is a narrative inquiry into Indonesian graduate students' speaking experiences in United Kingdom universities. This study aims to explore and make sense of the stories of Indonesian graduate students' speaking experiences in academic settings during their study at a United Kingdom University. Specifically, the study intends to understand their speaking challenges and strategies to overcome them in the classroom and university-surrounding settings. A narrative inquiry is a method used in this research. The participants are two Indonesian students. The data collections used in this research are observation and interview. The findings of this narrative inquiry indicate that language-related issues, individual factors, and cultural differences hinder the participants from actively being involved in verbal

communication. The participants used communication strategies to cope with the challenges by asking for clarification and repetition. The previous and current research have differences and similarities. The differences are found in the research focus, the participant, and the site. The previous studies focused on understanding students speaking challenges and strategies to overcome the challenges both in the classroom and university-surrounding settings. Meanwhile, the current research focused on underperforming students' experience in having an oral presentation and their challenges in doing the presentation. The participant of the previous research is two Indonesian students from a United Kingdom university.

Meanwhile, the participant of the current research is taken from the 10th grade in senior high school in Bogor. The similarities between previous and current research are the research instruments and methods. Both researchers use observation and interview as the instruments and narrative inquiry as the method.

