

## CHAPTER I

### INTRODUCTION

This chapter is aimed to convey the background of the study, research problem, objective of the study, theoretical framework, limitation and scope, significance of the study, definition of key terms, and organization of the proposal.

#### 1.1 Background of the Study

Nowadays, being able to communicate in English is crucial. Since English is an international language, knowing how to communicate in it is important. Moreover, presentation skill is one important skill that can help students improve their speaking. Presentation skill is needed in almost every aspect such as academic, work, and else. Teaching English using presentation techniques is needed, especially at the lecture level because it can improve one's speaking ability. Also, it is very important to hone one's speaking skills in the workfield for the students later in the future. As claimed by Živković & Stojković (2013: 2), teaching principles of oral presentations at the university level “is an especially relevant curriculum segment and is done with the ultimate purpose of better communicating professional knowledge to other professionals and non-specialists”. Next, Gray (2010) also argues that communication skills must be transferred from the classroom to the workplace. Therefore, the importance of applying presentation skill techniques to the world of education can improve students' speaking abilities to communicate well. According to Girard & Trapp

(2011), the potential benefits of students' oral presentations include greater class interaction and participation, increased interest in learning, new perspectives not covered otherwise, improvement in communication and presentation skills.

Next, in relation to teaching Speaking, debate is a creative method in teaching Speaking. According to Othman (2013:1507), debate “helps students to learn course content better when they are actively, widely, profoundly, and personally engaged in it”. It also teaches them how to evaluate the information they receive on a regular basis. In other words, debate is an excellent way for students to develop their speaking skills. Due to the degree of accountability for learning and constructive participation by all of the students in a classroom, debating is an important pedagogical tool. Students may find it fun to talk and share their opinions or thoughts by debating. The more the students share their opinions, the greater the chance that their speaking skills would develop positively.

In particular, an English department in a private university in Surabaya has a speaking course to apply the importance of speaking skills through holding a debate class for students in the second semester. The aim is to prepare its students to be fluent and accurate in applying their English language skills. Different speaking classes are conducted at different levels for each semester, namely Speaking A, B, and C. In the speaking classes, the lecturers commonly provide several methods. In particular, debates are focused and applied in a course called Public Speaking and Debate, with the latter as the main focus in the second half of the second semester. Later, this class overall purpose is to improve the students' speaking abilities.

Perception is positioned in the final process of observing an object. It means that the stimulus is accepted by the receptor processed in the brain and finally the individual may comprehensively realize the object she/he refers to. According to Haman, *et al* (2012), perception is based on individual's evaluation of what happened to the real-world events. In other words, students' perceptions about the learning process are obtained from their evaluation of real events. Everyone has their own opinions or perspectives. Considering the importance of one's perceptions in the development of learning, the writer is interested in investigating the perceptions of English department students towards one of the lecturer' teaching methods, that was debating, that they had learned in the speaking class over time. Based on the definitions above, the author believes that presentation skills in debate can improve students' speaking skills, although some students still lack the ability to present their ideas. As a result, the author is interested in learning more about students' perceptions in order to enhance the learning process quality of the course in the future. The objective of this study is then formulated to investigate the students' perceptions of the presentation skill in debate taught in the Public Speaking and Debate class.

## **1.2 Research Problem**

In line with the discussion above, the research problem is:

1. What are the students' perceptions of the presentation skill in Public Speaking and Debate class?
2. What are the students' perceptions of the material taught in the classroom according to the syllabus?

3. What are the students' perceptions of the classroom's target achievement level in improving the speaking skill?

### **1.3 Objective of the Study**

The purpose of this study is to investigate the English Department students' perceptions on the presentation skill in debate taught in Public Speaking and Debate class.

### **1.4 Theoretical Framework**

Several theories are used for this study. The first theory is about the importance of English speaking skill. Then, the second theory is about presentation skill as one factor in improving the overall English language skills. Next, the third theory is the theory of debate, which is a technique that can help improve speaking skills. The last theory is about perception to underlie the investigations in this study.

### **1.5 Limitation and Scope**

This study is limited to the presentation skill used in the Public Speaking and Debate class. The subjects are English Department students in Public Speaking and Debate class of a private university in Surabaya.

### **1.6 Significance of this Study**

- a. For English lecturers, the outcome of this study will help them have more knowledge on teaching English in the future for improvement.

- b. For students, the outcome of this study is expected to help them reflect whether their presentation skills are positively enhanced throughout the Public Speaking and Debate course.

### **1.7 Definition of Key terms**

This part explains about the definition of key terms. According to Gert and Hans (2008) in Efrizal (2012:127), speaking “is a form of speech or utterance produced by the speaker with an intention of being known and the listener processes it in order to know the speaker's intention”. In other words, speaking is the speech that a person produces to convey what he/she is thinking to the listener.

The next point is presentation. Essberger (2007) in Hamka (2011:8) remarks that presentation is “a short talk by one person to a group of people introducing and describing a particular subject (for example a new product, company figure or proposed advertising campaign)”. In a simpler term, presentation is an activity when someone introduces or explains material to a number of groups. Tunc (2002) states that presentation skill is not only the ability to promote ideas, but also conduct planning, structuring, presenting, and managing the presentation from the beginning to the end of the presentation. In other words, presentation skills help students to organize presentations from the beginning until the end.

Meanwhile, debate is a type of formal speech in which participants present statements in order to convince an audience. D’cruz, (2003:3) states that “debating is about persuasion. Debating is not about rules. The rules provide a framework within which adjudicators make objective assessments and limit their subjectivity”. In other words, debating is not mainly about following rules. The

guidelines provide a basis for adjudicators to make impartial decisions while excluding their subjectivity. Debate sharpens students' way of expressing themselves using their critical evaluation of the related issues. In this case, a good level of presentation skill is represented by the students' ability to present their ideas in a well-planned manner and delivered under the regulations that are implied in debate.

Next, the point to discuss is perception. According to Haman, *et al* (2012), perception is based on individual's evaluation of what happened to the real-world events. In other words, perception is a person's opinion about the activities that are already accepted or undertaken.

### **1.8 Organization of the Proposal**

There are three chapters of this proposal. The first chapter is about the introduction of this study. The introduction covers the reasons why this study is important to be conducted. It contains the background of the study, research problem, objective of the study, theoretical framework, limitation and scope, significance of the study, definition of key terms, and organization of the proposal. The second chapter is about the underlying theories and previous studies that are used as the basis of this research. The last chapter is about research methodology. It contains the research design, population and sample, research data, research instrument, data collection as well as data analysis procedure.