

CHAPTER I

INTRODUCTION

1.1 Background of the Research

From the time a student enters college until the time they graduate, they must have experienced a variety of experiences, both inside and outside of the university. The student experience covers many aspects of academic and intellectual development, social and emotional life, and the growth and refinement of cultural, political, sporting, and artistic interests. Student experience usually influences students for the future; the more experience gained, the greater the chance for students to succeed and be successful in the future. There are several elements will be given to students according to different weights depending on what they want in their learning process. The first is their academic and intellectual development; the second is their student activities and their social relationships, which are intertwined within their learning environment and outside it. Students can enhance their experience by facilitating communication technologies that they are already familiar with. Then, knowing effective and efficient communication methods can be used by students to connect with others and enhance their student experience.

According to Christopher (2016), there are four linguistic abilities in English that must be mastered: listening, speaking, writing, and reading. The four abilities are required for complete communication. When learning a language, listening is usually the first ability taught, followed by speaking, reading, and, eventually, writing. The four language acquisition skills are a set of four talents that enable learners to perceive and generate spoken language to communicate effectively with others. They're all so interwoven that a lack of skill in one has a direct impact on the others.

Even listening, speaking, reading, and writing skills are all important, speaking competence often takes precedence over others since speaking, or communication, occurs frequently in one's daily life, both in formal and informal circumstances. Speaking ability is just as important as other skills that must be developed to increase communication among target language learners. Communication is critical in our daily existence as humans. We communicate to send messages, exchange information, and report on what is going on in our lives.

Speaking as a skill has two purposes: one is transactional, in which users interact and exchange valuable information, and the other is interpersonal, in which users develop connections. Before learning to read and write, humans are born with the ability to communicate. At any given time, humans spend significantly more time conversing verbally using language than they do writing it. Speaking is the most vital skill because it is required to carry on a discussion. It is difficult to speak English because speakers must be excellent in a variety of areas, including pronunciation, grammar, vocabulary, fluency, and comprehension. If students have a strong command of the English language, they should be able to interact successfully with others (Leong & Masoumeh, 2017). Usually, the communication experience for students occurs when students make oral presentations on their learning activities.

The oral presentation is a way for someone to convey a certain topic by speaking or communicating in public directly or orally to the audience. Oral presentations usually take place at work, in the classroom, at social events, and more. Oral presentations aim to present a discussion on a certain topic to the audience interestingly and understandably. Oral presentations that can be done individually or in groups. In the lecture environment, oral presentations often occur, and usually, these oral presentations become a benchmark in student assessments. Informative discussion and

interesting and relevant information will make for a good oral presentation. Having skills and confidence is one of the benefits of oral presentations. Then oral presentations can prepare students for a work environment that requires oral presentations to assess whether someone is worthy of a job or not. According to Zivkovic (2014), within the scope of the university, especially in language teaching, oral presentations are very important. One language department that uses oral presentations for students' teaching and learning process is the English department.

There are several problems experienced by students during oral presentations. First, Difficulty in Speaking Grammar Construction Thornbury and Slade (2007) suggest that one of the students' speaking difficulties stemmed from the manual transfer of L1 into L2. As a result, the presenter will have another challenge in crafting a solid sentence with acceptable grammar/vocabulary because the presenter will have to think twice about the grammatical rule. The second, problem according to Khoury (2015), one of the presenters' issues when giving a presentation is retaining or making the audience listen to the presenters. In other words, it is difficult to keep the audience's attention during an oral presentation. Third, according to Al-Nouh, Abdul-Kareem, and Taqi: 2015, anxiety is one of the most difficult challenges that students experience when speaking in public.

According to numerous studies, giving an oral presentation has several advantages for students to take part in, including helping instructors meet students' learning preferences, giving students speaking practice, giving students a deep understanding of presentation topics, and fostering critical and independent learning to support cooperative learning and introduce students to technology (Al-Issa & Al- Qubtan, 2010; Munby, 2011). These facts made it clear that giving oral presentations in academic lectures at universities is beneficial for students. We have to look our

best. However, throughout the presentation, the experience of making an oral English presentation may happen.

The researcher chose the issue of students' experiences in oral presentations in English to see what are the experiences of English students in oral presentations in English and how English students overcame challenges as a result of their experiences with oral presentations in English. This topic is very interesting because researchers can find out various experiences experienced by students, such as what challenges students experience in oral presentations using English and how their experiences are in facing challenges. Therefore, knowing the student's experience can be important and meaningful if you can know it.

1.2 Questions of the Research

Based on the background of the problem above, the formulations of the problems are formulated as follows:

1. What are the students' challenges in oral presentations using English?
2. What are the students' experience in coping with the challenges?

1.3 Purpose of the Research

1. To find out the students' challenges in oral presentations using English.
2. To find out their experience in coping with the challenges.

1.4 Limitation of the Research

There are three limitations to this research. First, this research is limited to the experience of oral presentations to 4th-semester students of the English Education Study Program at the University of Jambi. Second, this research was limited to knowing what experiences students had when giving oral presentations in English. Third, this research is limited to finding out whether this experience can improve students' English skills according to the experiences they have had during oral presentations.

1.5 Significance of the Research

The researcher hopes that this research will give insight to:

1. The students

Researcher hope that students can recognize and reflect on their experiences in oral presentation in any course related to English during the learning process. It is expected that students can improve their speaking skills based on identified problem. Therefore, researcher hope that students can improve the academic achievement of their studies.

2. Other Researchers

To provide additional information to other researchers interested in conducting additional research in related fields.

1.6 Definition of the Key Terms

1. Student Experience

The term "the student experience" is commonly used to describe and make sense of the norms and expectations associated with modern student hood, but this usage has implications for how we come to understand a complex set of practices.(Pötschulat, M., Moran, M., & Jones, P. ,2021)

2. Oral Presentation

The oral presentation is one method for improving students' speaking skills when learning English.Oral presentations allow students to demonstrate their knowledge and serve as reference teacher based on what the student understand. (Tsang, 2020)