

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter discusses about theoretical framework that consist of concept of perception, concept of presentation, the purpose of presentation, types of presentation, the process of doing group presentation, the effect of doing group presentation, and previously related studies.

#### **A. Theoretical Framework**

##### **1. Concept of Perception**

According to Mc Donald (2012), perception is an individual's view, making it a powerful driving force for an action. Processing sensory information and relating it to past experiences enables one to create a lens through which to view the world through a filter of sociocultural influences. Each individual comes with personal life experiences that influence perceptions. In terms, perception is defined by the Longman Dictionary of Contemporary English as the way you think about something and your idea of what it is, the way you perceive something with your senses of sight, hearing, etc., and the natural ability to perceive or notice something quickly. In philosophy, psychology, and the cognitive sciences, perception is the process of achieving awareness or understanding of sensory information. The word perception comes from the Latin word *perceptio*, *percipio*, and means to receive, collect, act of dominating, and apprehension with the mind or senses.

Furthermore, Durmaz et al (2011) stated that perception is gathering information through our senses, which are seeing, hearing, touching, tasting, smelling, and sensing. Through these senses, we can perceive things, events, or relations. Alizamar and Couto (2016) also mention that perception is part of the cognitive process. Cognition can be defined as an activity or process of acquiring knowledge, including awareness, feelings, and so on, or an effort to explore something on one's own. According to Qiong (2017), defines perception as the process of attaining awareness or understanding of sensory information or the way to think about something. It refers to human judgments or feelings about something that has ever been done.

In addition, the perception consists of three stages, as follows:

1) Selection

It is the first stage in the process of perception, during which the environment's stimuli are transformed into meaningful experiences.

2) Organization

It is a process to organize in some way by finding certain meaningful patterns. It means putting things into categories. Perception at this stage has two characteristics. First, organizing the process gives perception structure and creates meaningful experiences. Second, the process shows that perception possesses stability.

### 3) Interpretation

It refers to the process of attaching meaning to the selected stimuli. It makes sense of the pattern by assigning meaning.

After defining the term perception, it can be concluded that perception is the process of a human thinking about certain phenomena after having consciously experienced them.

## **2. Presentation**

### **2.1 Concept of Presentation**

Presentation is an activity to explain various topics, materials, or information. According to Tkachenko (2014), a presentation is a speech or lecture in which new products, ideas, or works are displayed and explained to the audience. Pozzi, 2010 (p. 197) cited in Tawi (2016) Group presentations allow students' work to combine their different perspectives on a topic, research it, and create a presentation that reflects the groups' conclusions. Bridges (2013) as cited in Tawi (2016) this project allows students to teach everyone about an interesting area of the world where concepts discussed in class have been or are actively occurring.

Based on several expert opinions, it can be concluded that presentation is an activity of speaking in public to convey a topic of discussion.

## 2.2 The Purpose of Presentation

The use of the presentation method in the learning process has several objectives that can achieve the language teaching's goals. Richards (2001) cited in Tawi (2016) In language teaching its goals are; to provide opportunities for naturalistic second language acquisition through the use of interactive pair and group activities, to provide teachers with a methodology to enable them to achieve this goal and one that can be applied in a variety of curriculum setting, to provide opportunities for learners to develop successful learning and communicative strategies, and to enhance learners motivation and reduce learner stress and to create a positive affective classroom climate.

According to Abidin (2015) the objectives to be achieved in presentations in general are to:

- a) Submission of information in the context of developing audience insights. Which means that one of the goals of a presentation is to help provide information to the audience about a topic to add insight.
- b) Convince the audience. The purpose of the presentation is to convince the audience about a topic presented by the presenter.

- c) Touching the audience's emotions. At this point, the presentation aims to play on the audience's emotions. Therefore, the presenter must be able to convey information in a straightforward manner.
- d) Motivate the audience to do something. The presentation aims to motivate the audience to do something or act as a form of the presenter's success in conveying information.

### **2.3 Types of Presentation**

The types of presentations are classified based on the number of participants, namely individual presentations and group presentations. Fatma, 2013 (p. 7) states that an oral presentation can be prepared in different ways, individually, or in groups of students.

#### **a) Individual Presentation**

Individual presentations only consist of one person. In an individual type of presentation, there is only one speaker who expresses his or her views on a given topic to the audience. Individual allow a person to completely control the thoughts, ideas method of presenting without outside influence if they choose. An individual presentation is based solely on one person's thoughts, time and effort. Knowles, 1975 (p.18) as cited Tawi, 2016 Self-directed learning describes a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and

material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes.

#### b) Group Presentation

According to Yang (2010) group presentations is the number of participants who became presenters was more than one person. Group presentations are defined as presentations made by groups that explain a material in learning. Usually, students will be divided into several groups consisting of two to five students.

Bridges (2013) as cited in Tawi (2016) Presentations are at least 15-minutes all group members must speak and a visual aid is required. Petrus (2013) also said group presentations usually lasted 30 minutes, as well as a question-and-answer session. In the question-and-answer session, classmates will ask questions. Each group member who makes a presentation gets a turn answering questions. The remaining 40 minutes will be used by the lecturer to comment on the broadcast in terms of language and content. Lecturers can correct understanding or translate concepts, providing or adding further details to help students understand topics.

Group presentations require students to work together to plan and prepare their presentations. During group work, students can be encouraged to use English to negotiate meaning with other members of their group and to work together, in English, to plan

how they will present their ideas to the rest of the class. This facilitates the use of English to fulfill specific goals in an authentic way and with little intervention from the teacher. Brooks and Wilson (2014).

This study focuses on the second type of presentation, namely group presentations. Because this type is relevant and often used in the teaching and learning process for English education study programs at Baturaja University.

#### **2.4 The Process of Doing Group Presentation**

The process of doing group presentation project can be one of the choices. According to Bridges (2013) as cited in Tawi (2016), group presentation allows students to teach everyone about an interesting area of the world where concepts discussed in class have been or are actively occurring. Through doing group presentation project, the students are allowed to combine their different perspectives on a topic, research it and present the result which reflect the group conclusion (Pozzi and Persico, 2010). Usually, the groups are assigned to choose or given a topic on which to report, then do the presentation at least 15 minutes; all group members must speak and a visual aid is required (Bridges, 2013 as cited in Tawi, 2016).

In doing well in the presentation method, there are various factors that need to be taken into consideration, i.e. possession of

effective communication skills, maintaining eye contact with the audience, making use of common language that is easily understandable, inculcating the traits of morality and ethics; making provision of factual information, having pleasant facial expressions, possessing adequate technical skills, providing accurate answers to the questions put forward by the audience, speaking clearly and fluently and dressing neatly (Chibana, 2020). When students are to give presentations, the instructors need to train them and provide efficient information. When the students are able to augment their knowledge in terms of these factors, they are able to carry out their job duties well.

## **2.5 The Effects of Doing Group Presentation**

Using group presentation in the learning process can increase students' independent learning. Meyer cited in Tawi (2016) found some evidence of the benefits of independent learning, including:

- a) Improved academic performance increased motivation and confidence, and the ability of pupils to engage in lifelong learning
- b) Allowing pupil to become more aware of and better able to manage their limitations
- c) Enabling teachers to provide differentiated tasks for students
- d) Promoting social inclusion by countering alienation

Group presentation has positive and negative effect in the learning process, namely:

#### 1) Advantages of Group Presentation

According to Brooks and Willson (2014), presentations offer several advantages. One of its advantages will be explained presentations offer several advantages. One of its advantages will be explained. First, using presentations in class encourages good student interaction and participation. Create an interesting environment in learning activities and get improvements in students' communication and speaking skills. In addition, the language and grammar learned in the presentation will be useful to students in other situations involving spoken language. Al Issa and Al Qubtan, 2010 (p. 227) stated that presentations are one of the activities that can increase students' interest in taking initiative, thinking outside the limits of the textbook requirements, and using language in an interesting way. and creative. Students can consider ways to sharpen their imagination, especially to develop their speaking skills through presentations.

Brooks and Wilson (2014) say that students' language skills for sharing ideas can be developed if the teacher uses presentations in class. They argue that students' presentations can improve speaking skills in English classes because students will be able to listen to other people's presentations and acquire the English

structure used in their presentations. If scaffolding activities are carried out correctly, students will be able to work independently to produce effective presentations. This can lead to a higher level of motivation for engaged students, as they can see the results of their hard work when they succeed in the presentations they give. One of the joys of teaching a presentation class is watching students gain confidence, self-esteem, and autonomy as they work independently or in small groups to produce and give effective presentations. In addition, Brooks and Wilson (2014) believe that presentation is one of the activities that allows students to find opportunities to communicate with other students in class, which increases students' motivation to learn English.

Based on the opinions of the experts above, it can be concluded that the presentation has many advantages, namely that the information conveyed is correct. Presentations keep speakers thinking while conveying information and help them convey the material presented better. Presentations can also include paper, multimedia, etc. Thus, it can make students more active in learning and stimulate discussion between the presenter and the audience.

## 2) Disadvantages of Group Presentation

In applying presentations, not all students are successful and appropriate for them. Widyastuti and Mahaputri (2018) mention that when students are making a presentation, they often take notes

when presenting the material, and they feel nervous, vibrate, and keep moving. Students are stiff in delivering the presentation so that the presentation becomes boring, and they end the presentation with a lack of inspiration. In addition, Brooks and Wilson (2014) note some reasons presentations are not often used, that is, students who are not ready to make presentations can have difficulties finding the positive in the presentation. Like speech anxiety, group boredom, and limited presentation skills.

The main problem that causes student failure in presentations is that there are students who feel frustrated and intimidated. Wahyuni (2014) also explained that when someone feels The fear of communicating is known as communication apprehension. Students who have communication fears will become passive students. Because they will only speak if they are in a recessive or forced condition. When someone has feelings of low self-esteem, they will have difficulty communicating their ideas or concepts to others. Besides that, they will also avoid public speaking because they are afraid of being blamed by the audience. Confidence is an individual's belief in his abilities to show their behavior or achieve their goals. Wahyuni (2014).

As a result, presentations also have some weaknesses, such as students who are not ready to make a presentation, which can cause them to feel nervous so that the presentation becomes boring.

## **B. Previous Related Study**

Group presentations are defined as presentations made by groups that explain a material in learning. Group presentation is one of the methods used in the learning process. Some lecturers apply oral presentations through the group presentation method. Because it can make learning more active, improve understanding or translate concepts, or provide or add further details to help students understand the topic, In accordance with previous research conducted by Arshintia Widya Hanani (2007) with the title "The Students' Perceptions on the use of the Group Presentation Technique in Language Teaching Methodology Course," The findings of this study show that group presentation techniques can help students to understand the material better in Language Teaching Methodology Course.

Furthermore, in the research conducted by Maria Susan Ardi Wahyuning Tawi (2016) with the title "Students' Perception on the Use of Group Presentation Strategy to Enhance Students Independent Learning," The conclusions of this indicate that students have positive perceptions of group presentation projects to increase their independent learning. Students provide some suggestions for making group presentation projects a better way to encourage independent learning. They suggested that each student be more cooperative and need to be monitored by their lectures and others suggestions.