

## **CHAPTER 1**

### **INTRODUCTION**

This chapter discusses about background of the research, limitation of the research, formulation of the research, objective of the research, and significants of the research.

#### **A. Background of the Research**

The learning method is one very important thing in the learning process, because it can help students achieve learning goals. One of the learning methods that is currently popular among students is presentation. According to Zitouni (2013), presentation is an extension of oral communication skills where presenters demonstrate their knowledge of something specific to the audience. On the other hand, the Big Indonesian Dictionary (KBBI) mentions that presentation is the process of introducing, presenting, or expressing something in a discussion or forum.

In addition, presenters use paper or multimedia to support their presentations. In the classroom activities, some teachers divide the students into several groups, which consist of two to five students. Fatma, 2013 ( p. 7) states that an oral presentation can be prepared in different ways, individually, in pairs, or in groups of students. In each group to present material in front of the class. When one group is making a presentation,

another group in the audience will pay attention to the presentation and then give some questions and comments. Therefore, it can be seen that the purpose of the group presentation itself is to help students understand the material better by studying together in groups Bridges (2013), cited in Tawi (2016). Zitouni (2013) also shows that giving an oral presentation is an effective activity and that students have positive attitudes toward using it as a learning activity. From these various definitions, the researcher concludes that presentation is an activity that involves explaining various topics or knowledge with the aim of conveying information or material to the audience.

This is also experienced by students of the English education study program at Baturaja University. In most courses, several lecturers apply the group presentation method to oral presentations. Among them, in the second semester, there were seven out of eleven who used the group presentation method. Then in the fourth semester, there are seven out of ten courses that use the group presentation method. And finally, in the sixth semester, there are four out of five courses that use the group presentation method. Based on the background described above, the researcher analyze students' perceptions of the use of group presentation methods in classroom learning. Therefore, researchers are interested in conducting research entitled Student Perceptions Using the Group Presentation Method in the English Education Study Program, at Baturaja University.

**B. Problem of the Research**

The formulation of the problem in this research is "What are students' perceptions of using group presentation methods in the English Education Study program at Baturaja University?"

**C. Objective of the Research**

Based on the formulation above, the objective of this research is to find out students perception of Using Group Presentation Method.

**D. The Significant of the Research**

The result of this study might benefit the following areas:

1. For the researcher

The result of this research can help researchers and pre-service teachers choose the most suitable learning method for teaching languages in the future.

2. For the English lecturer

The result of this study gave some information that might be useful for English lecturers about the use of group presentation as a learning method.

3. For the students

The result of this study gave students knowledge about the importance of using group presentation methods.