CHAPTER II

REVIEW OF RELATED LITERATURE

In a research, it is important to describe the theories related to the problem of the study, which are used as foundation and reference in order to give relevant knowledge of the field.

A. Oral Presentation

According to Baker is "Oral presentation is like a formal conversation, speaking to group as a natural activity. Most of people spending hours of their daytime, speaking to others, however making an oral presentation that is a formal conversation, it is difficult task for them." The purpose of this practice is to communicate. It is design to inform or persuade the audience. Presentation should have been structured and planned carefully. In addition the presenters can support their presentation with visual aids. Meloni and Thompson state that if oral presentation is guided and organized, it will give the students a learning experience and teach them an important skill which will be beneficial to ESL/EFL in all their education subject and later in their work. According to Chivers and Shoolbred, "doing presentation is very good

¹ Baker Macimllan - Improve your Communication Skill, Kogan Page, (2000), 115

² Thompson & Meloni, *Oral Reports in the Intermediate ESL Classroom.TESOL Quarterly.* (1980), 503

learning experience."³ In the end of oral presentation, the presenters give their audience the opportunity to ask about things that are not clear to them. The speakers answer them to complete their work.

1. Types of Oral Presentation

According to Chivers and Shoolbred understanding the style of presentation will help you to explore the main goal of giving this presentation. Therefore, according to the aim of the presentation the speakers can decide the type of their presentation.⁴

a) Informative Oral Presentation

This type of presentation has a primary goal, which is to make the audience learning something new. The speakers use in this type of presentation an informative speech. The aim of informative presentation is to be communicating with the audiences and giving them much information in a limited time. The purpose of informative presentation can be to describe a new political event, organize a set of something that is so important or giving a report about a given topic in a form of research.⁵

Moreover, in this type of presentation the presenters use an informative speech to explain a concept, instruct the audience, demonstrate a process, or

⁵ Ibid

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³ Chivers B & Shoolbred - A Students' Guide to Presentation Making your Count. (SAGE Publications Los Angeles: London, New Delhi, and Singapore, 2007), 5

⁴ *Ibid*, 2

describe an event in an academic setting. In addition, presenters may be choosing the topic by themselves.

Chivers and Shoolbred state that "This type of presentation (Informative presentation) is used in many organizations where students or employees are expected to report progress at key stages of a project."

The presenters' aim of this presentation is to give the result of their research in informative way. Moreover, they answer the audiences' questions about their topic.

b) Persuasive Oral Presentation

Persuasive speech is to influence the audience in their thinking about a topic, which may be given or chosen. It usually used to make the audience do some reaction or discuss with the presenter about the topic. According to Chivers and Shoolbred, in this type of presentation, presenters need to have a strong content and present it in a clear way.⁷ In addition, the presenters should try to show the audience that they have a confidence. The Presenters can use some emotions when it is necessary. Moreover, Baker states that persuasive has three elements, which are⁸:

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⁶ Ibid, 3

Baker Macimllan - *Improve your Communication Skill*, Kogan Page, 2000, 76

Logos

In persuasive presentation, the topic needs to be logical. Tracy claims that when speakers want to talk about their topic, they should organize the ideas from the more important point to less one. The presenters need to link those ideas together in coherent statements or arguments.⁹

Moreover, logos mean the speakers organize what they are going to say form the beginning to the end in a logic way.

• Character(ethos)

Character or ethos is the presenters' beliefs and personality. According to Tracy, this (ethos) refer to your character, ethics, and your believability when you speak. Increasing your credibility with your audience before and during your speech increase, the likelihood that the listening will be accepted your argument and talk action in your recommendations. ¹⁰ Ethos means the one presenters use their character to influence the audience.

• Passion (pathos)

Pathos is the presenters use of their emotions. It is the most important elements that presenters can use, to make the audience support their argument; also, pathos can make the audience change their opinions and take a positive action about the presenters' topic. In sum, if students do these types of presentation they will have confidence in their performance and they will

⁹ Tracy – Speak to win, How to Present with Power any Situation, (America Management Association, 2008), 9

¹⁰ Ihid

learn how to deal with any reaction that may be happen as a response from their audience.¹¹ (Persuasive presentation is a very complex process in which the presenter needs to be logic in his deliver also he/ she needs use his /her emotion to influence the audience.

2. The Use of Visual Aids in Oral Presentation

Students can use many visual aids in their presentation. According to King "with the availability of technology video cameras, slide, project, power point, VCD/DVD and other visual aids could be much more exciting and interesting than traditional ones." ¹²

The use of visual aids in oral presentation is to make the topic more effective, so students need to be careful in their choice of these aids, because the aim of it is to help them in their presentation. In addition, much use of visual aids makes the hearers focus in it more than its focus on the topic 13

a) Advantage of Visual Aids

'The use of visual aids is to support the work. Many students do not know the exact reason of chose their aids. According to Chivers and Shoolbred "many students do even professional presenters forget just why you have decided to use

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¹¹ Chivers B & Shoolbred - A Students' Guide to Presentation Making your Count. (SAGE Publications Los Angeles: London, New Delhi, and Singapore, 2007), 3

¹² King J - *Preparing EFL Learner For Oral Presentation*, (Dong Hina Journal of Humanistic studies, 2002). 402

¹³ Baker Macimllan A – Improve your communication skill, (Kogan Page, 2000), 127

some kind of visual support for your presentation." ¹⁴ There was some topics, which could been reinforced by aids in order to be more interesting .Also, visual aids are used to clarify and explain things, which are not understood by the audiences. In addition, visual aids are necessary in oral communication as well as in writing one. Xianiming clarifies the importance of visual aids.

- 1- It helps the audiences to more understanding of the topic 15:
- 2- It uses to help the audience make a relation sheep between the ideas.
- 3- Visual aids make the presentation to be more professional, interesting, informative, and persuasive.

In sum, the presenters needs to use aids that are simple because the aim is to clarify the topic.

b) Types of Visual Aids

There are many types of visual aids, which are available to speakers. Xinaming states that "There some kinds of oral presentation will require one kind of visual aids" fellow some of this types of visual aids¹⁶:

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¹⁴ Chivers B & Shoolbred. *A students' guide to presentation making your count, (*SAGE Publications Los Angeles: London, New Delhi, and Singapore, 2007),107

¹⁵ Xinaming Z - Developing oral presentation skill in ELT Classroom; Celea Journal, (Bim onthly industry teachers college, 2005),119

¹⁶ Ibid, 12

o Maps, Charts and Graphs

They are very effective tools because; the audience gets much information in an easily visual formal. In addition, the presenter can uses colors to take the audiences' attention.

Slides

They are been used to show visual images of any things that the speaker wants to talk about. They are been considered as necessary aids in any presentation.

Power Point

This tool is dependent on the use of computer. Power point is enabling the presenter to create visual slides that speakers want to use. These slides include the power information of the topic.

Handouts

It is a sheets of prepare which include a summarizing of information that the speakers will tell it to their audiences. Handouts are one of the most effective forms of visual aids, but it is include a brief explanation about the topic. The presenters can distribute handouts at the end, because if they give it to them at beginning. The audiences may lose their attention.

3. Conclusion

Oral presentation is speaking activity to present something to other people, it is one type of communication. The aim of oral presentation is to build self-confidence in their ability to speak in public. It needs well preparing, structuring, and organisin to get the best result in the end of oral presentation.

B. Ability in Oral presentation in English Tourism Object

Abilities (in terms of both theory and assessment practices) were associated with "maximal performance". That is, when individuals were administered intelligence, aptitude, or achievement test, they were exhorted to "do your best". The goal of the assessment was explicitly to measure the performance of an individual at his/her level maximum cognitive effort.¹⁷

Oral presentation and speaking are important skills for students to master, especially in the intermediate grades. This oral presentation rubric is designed to fit any topic or subject area. The rubric allows teachers to assess students in several key areas of oral presentation. Students are scored on a scale of 1-4 in three major areas. Then if the students score is 10-12 categorized Excellent (High), 7-9 is categorized Good, 4-6 is categorized Fair and 1-3 is categorized Need Improvement (Low).¹⁸

In this research, ability in oral presentation is when the student demonstrated a good understanding their knowledge about English Tourism at Mojokerto. Student completes their aspect of oral presentation; Delivery oral presentation, Content and Organization, Enthusiasm / Audience Awareness. 19

¹⁷ Robert J,- Stanberg, Elena, *First edition : The psychology of Abilities, Competencies, and Expertise* (United States of America: Cambrigde University Press, 2003), 5

¹⁸ Read-write-think, International Reading Association, 2013

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1. Delivery oral presentation;

The student is able to hold attention of audience with use of direct eye contact, seldom looking at notes. Using with fluctuation in volume and inflection to audience interest.

2. Content/organization;

The student can demonstrate full knowledge by answering all class questions with explanations and elaboration. Provide clear purpose and subject.

3. Enthusiasm/Audience Awareness;

The student can demonstrate strong enthusiasm about topic during entire presentation. And they are able to increase audience understanding and knowledge of topic. Student should be able about the topic of their oral presentation, so that they can answer what the audience question about their presentation.

The result will be grouped based on the result indicators from students' oral presentation rubric.

1. The Indicators of students' oral presentation rubric:

- a. Is the speakers' oral presentation holds the attention with good body gesture?
- The scoring of proposal based on these score:

- 4 = Holds attention of entire audience with the use of direct eye contact, seldom looking at notes.
- 3 = Consistent use of direct eye contact with audience, but still returns to notes.
- 2 = Displays minimal eye contact with audience, while reading mostly from the notes
- 1 = Holds no eye contact with audience, as entire report is read from notes.
 - b. Is the speakers' oral presentation has the voice and pronunciation well?
 - 4 = Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points.
 - 3 = Speaks with satisfactory variation of volume and inflection
 - 2 =Speaks in uneven volume with little or no inflection
 - 1 = Speaks in low volume and/ or monotonous tone, which causes audience to disengage.
 - c. Is the content or organization of speaker has knowledge about the topic and answer the audiences' question well?
 - 4 = Demonstrates full knowledge by answering all class questions with explanations and elaboration.

- 3 = Is at ease with expected answers to all questions, without elaboration.
- 2 = Is uncomfortable with information and is able to answer only rudimentary questions
- 1 = Does not have grasp of information and cannot answer questions about subject

b. Is the speakers' oral presentation has provide clear purpose of the oral presentation?

- 4 = Provides clear purpose and subject; pertinent examples, facts and or/ statistics; supports conclusion/ideas with evidence
- 3 = Has somewhat clear purpose and subject; some examples, facts, and/or statistics that support the subject; includes some data or evidence that supports conclusions.
- 2 = Attempts to define purpose and subject; provides weak examples, facts, and/ or statistics, which do not adequately support the subject; includes very thin data or evidence.
- 1 = Does not clearly define subject and purpose; provides weak or no support of subject; gives insufficient support for ideas or conclusions.
- c. Is the speakers' oral presentation demonstrates enthusiasm about the topic?

- 4 = Demonstrates strong enthusiasm about topic during entire presentation
- 3 = Shows some enthusiastic feelings about topic
- 2 = Shows little or mixed feelings about the topic being presented
- 1 = Shows no interest in topic presented

d. Is the speakers' oral presentation master the audience understanding?

- 4 = Significantly increases audience understanding and knowledge of topic; convinces an audience to recognize the validity and importance of the subject
 - 3 = Raises audience understanding and awareness of most points
 - 2 = Raises audience understanding and knowledge of some points
 - 1 = Fails to increase audience understanding of knowledge of topic.
 - For the students' difficulties in oral presentation, the researcher use semi-opened questionnaire to find out students' difficulties.
 Researcher describes one by one the result of the question in that questionnaire. And make diagram in every question.

C. Difficulty in oral presentation in English Tourism

A good oral presentation should be structured well, it will make easier to bring the audience to take part the oral presentation. There are some difficulties in oral presentation in English Tourism;

a. Body Language (Eye contact, facial expressions, posture, movements, gestures)

Those problems are mostly happen when student has oral presentation, especially for the beginner. They will nervous and not focus on the audience, sometimes their hands in the pocket or back turned to the audience, always looking at notes so they can not focus on the audience. It makes the worst oral presentation.

b. Voice and Pronunciation

The voice quality is very important in oral presentation. The qualities of voice include; loudness, speed (fast or slow), variety, pitch (high or low), silent moments or pauses.²⁰ The purposes of the voice are; to clarify the meaning, to avoid the audience sleepy, and to make the situation comfort.

Correct pronunciation is important if one is to be understood correctly. Incorrect pronunciation is perhaps the first cause of miscommunication. If the audiences are not accustomed to the presenters' language, they will not understand a mispronounced word.

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²⁰ Carl Storz, *Oral presentation skilss - a practical guide.* Evry France: INT, 2002, 18

There are two important aspects of pronunciation of individual words, word stress and the individual sounds themselves called "phonemes". 21 English speakers stress words that are important for meaning such as: nouns, verbs, adjectives, adverbs, negatives, demonstratives and interrogatives. Unstressed ones include articles, auxiliary verbs, prepositions, and conjunctions.²²

c. Become familiar with the audio-visual aids

The speaker shouldn't use a number of media (i.e. overhead projector and slides and blackboard) until they are quite confident and experienced. If the speaker is going to use mixed media, it is even more important that they rehearse, to get an indication of how long it will take to turn off one projector, start the other etc.

d. Get used to public speaking and reduce the speaker nervousness

Identify any mannerisms that may be inappropriate or annoying during public speaking. For example, these may include a tendency to finish sentences with the word "like" or "y'know" or perhaps the presenter begin every sentence with an 'errm', or 'ahhhm' or 'So. . ', or maybe you begin every new slide by saving "Where are we now?" or "Well, . . ". Once presenter has identified them, and with a little practice, you will be able to better control your use of these mannerisms. In addition, people generally

 ²¹ Carl Storz, English Pronunciation Notebook for Telecommunications Students. Evry: INT, 1993.
 ²² Carl Storz, Oral presentation skills - a practical guide. Evry France: INT, 2002,18

have a very good ability to filter the occasional 'errm' or 'ahhhm' out of your main points. It is the overuse of such mannerisms that is problematic.²³

D. The ways to anticipate students' difficulties in oral presentation in English Tourism

Body Language (Eye contact, facial expressions, posture, movements, gestures)

How can you marshal your nonverbal tools – posture, gestures, body movements, facial expressions, and eye contact – and use them effectively when you speak? In this section you'll learn five general methods for strengthening your body's spoken image.

A. Be Natural, Spontaneous, and Conversational.

The single most important rule for making your body speak effectively is to be yourself. Today's favored speaking style can best be described as amplified conversation. It's much more informal than the grandiose style that characterized public orators in years past. The emphasis is on communication and the sharing of ideas – not on performance or sermonizing. Don't try to imitate another speaker. Instead, let yourself respond naturally and spontaneously to what you think, feel, and say. Strive to be as genuine and natural as when you talk with friends or family members.

²³ www.starts.rdg.ac.uk

B. Let Your Body Mirror Your Feelings.

A person under the influence of his feelings projects the real self, acting naturally and spontaneously. A speaker who is interested will usually be interesting, "If you are interested in the subject, believe in what you are saying and what want to share your message with others, your physical movements will come from within and be appropriate to what you're saying. By involving yourself in your message you'll be natural and spontaneous without having to consciously think about it.

C. Build Self-Confidence through Preparation.

Nothing influences a speaker's mental attitude more than the knowledge that he or she is thoroughly prepared. This knowledge inspires self-confidence, a vital ingredient of effective public speaking. When you're well-prepared, your behavior can be directed outward toward your audience instead of inward toward your own anxieties. You'll be less likely to send visual messages that contradict what you're saying, and you will find it easier to be natural and spontaneous. Almost effortlessly, you'll project the magic qualities of sincerity, earnestness, and enthusiasm. Practice and rehearse your material until it becomes part of you, but do not try to memorize your speech verbatim. This can defeat your preparation because the conscious effort required to recall each word will make you nervous and tense. Instead, know

your material so well that you need only memorize the flow of ideas. You'll find the words will spring forth spontaneously.²⁴

2. Voice and Pronunciation

Teaching pronunciation is one of the significant aspects of foreign language teaching and at the same it is a very serious task. Therefore, it should be studied in the early stages of the language teaching program in order to eliminate the factors affecting the pronunciation of the learners in a negative way and also to overcome the negative influence of mother tongue interference, fear, making mistakes, etc.

1. Word - association Drill

This is one of the easiest ways to give the students practice on specific problem sounds while the manifest purpose of the drill appears to be vocabulary study. Concentrating on the phonemes / æ / and / e /, teacher may ask the students for antonyms of the following words: sick, sit, thin, more. The students would respond with well, stand, fat, less. In this type of drill it is useful to call the students' attention to the fact that the words they will select all contain / æ / or / e /.

2. Saturation Drill

This type of drill is suitable for all positions of the problematic sound. For example, let's take / s / sound as a problem sound. It can be drilled in its three positions by means of saturation drill.

²⁴ How to Become Skilled in Nonverbal Communication, Toastmasters International. (2011), 5

3. Illustrating A Learned Sound

In this type of drill, students give examples of the sound being studied. For example, to practice the diphthong / α / first, students listen to the sound pronounced by the therapist. ²⁵

C. Become familiar with the audio-visual aids

People learn better from visuals and narrative than from words alone. This is because the brain has separate channels for processing visual and verbal materials, resulting in a higher level ofunderstanding. (Mayer, 2009)

There are twelve Tips for creating effective presentation²⁶:

- 1. Design a template that is free from distracting items.
- 2. Ensure your template promotes readability.
- 3. Always use fonts that are 24 point or larger.
- 4. Always use fonts that are 24 point or larger.
- 5. Incorporate high quality photos, images or diagrams that reinforce your verbal message.
- 6. Use phrases or abbreviated sentences, rather than full sentences.
- 7. Use bullet points sparingly. If using bullet points, be sure they are less than six words long.

²⁵ Senel Mufit - *Beautifying the Pronunciation of EFL Learners in Turkey* (Journal Language and Linguistic Studies V.2, No.1,2006)

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Mary Harrington - *Twelve Tips for Creating Effective Presentations,* University of Mississippi Rebecca Carr, AAU Data Exchange

- 8. Eliminate the use of headings or titles unless they communicate the main message.
- 9. Use animation, slide transitions, audio, and video sparingly.
- 10. Highlight the most important information in tables and graphs. If needed, use builds to present data in a series of bite-sizes pieces.
- 11. Create a handout to accompany your presentation.
- 12. Be passionate about your topic.
- D. Get used to public speaking and reduce the speaker nervousness

 People with intense fear of public speaking or performing have usually had the terrifying experience of a panic attack before or during a speaking or performing event.²⁷

1. Making Peace With Our Fear

One of the first key strategies we must develop is to change our relationship with our fear. We must stop hating our fear and being terrified of this feeling. We need to start to say different things to ourselves when the fear arises.

2. Creating A Safe Place

As we come to accept our fearful feelings and the discomfort they bring, it is important that we watch our focus of attention as we ride out the wave of fear.

3. Grounding Yourself

²⁷ Janet E. Esposi ,Overcome Your Fear of Public Speaking and Performing, M.S.W,44

Another way of reducing fear is to shift your attentionaway from the intensity of your inner discomfort and to put the focus instead on the people and things in your immediate environment.

E. The previous study

There are some studies related with the current study: the first one was conducted by Zitouni Nadia. It discusses about oral presentation in enhancing speaking skill in the English Language classrooms to collect the data, she used three tools been employed the questionnaire for students, interviews with teachers and research's observation sheet. It is created at June, 2013. The similarities are when the researcher and Zitouni Nadia discussed about the oral presentation and using questionnaire to analyzes the data. And the differences are, in this research the researcher measures the students' ability and find out difficulties in oral presentation in English Tourism Object while Zitouni Nadia discussed that oral presentations are beneficial to help students enhance their performance in speaking skill. She concludes the teachers' point of view about oral presentation enhance students' performance skill.

The second was studied by Tawesaak Kunyot entitled Developing the English oral competency of tourism industry students by means of a genre based ESP approach, 2005. This study emphasizes kinds of English for specific purposes, and how it works at many fields. Taweesak Kunyot assessed students' performance using testing and students' feedback process to the course revealed the tourist training course could improve the

organization and language features of student commentaries and bring about changes to overall competence. The similarities between this research and the thesis are located in the main discussion about English tourism but this research focus on Oral presentation in English Tourism while Tawesaak Kunyot focus on the training in the tourism industry using ESP approach.

