

CHAPTER 1

INTRODUCTION

This chapter consists of background, research problem, the aim of the study and the significance study.

1.1 Background

One of the issues facing by students today is that limited students are given the opportunity to use spoken English in the classroom, and even less have the opportunity to talk about academic topics in English (Apple 2011:3) in Borks and Wilson (2014:200). They are generally facing problems to use the foreign language to express their thoughts effectively. The use of expressions in speaking a foreign language is one of the ways used to improve students' understanding of foreign languages. Meimei, Chen (2004:27) in Pan, L. (2010:922) state that nevertheless, when students can speak well they can also understand without any difficulties when translating the target language from the original language and also write it well. Most of students rely mainly on classroom teaching to practice speaking, only a small number of students looking for opportunities to practice speaking English after school.

Language plays a important role in the development of human society. It is the main means of communication between individual and individual, groups and groups and also one countries with another countries in the world in field of human lives. Nowadays, many people are learning English as a second language.

Today, English is a major language of international business and widespread of English usage in the world. It is used not only for native speakers of English but also between non-native speakers. Native English comes from a small archipelago, whose language is become the most famous or extensively educate and uttered, quote by Kuo (2006:213) in Zhang, B.(2013:834). As for English proficiency, there are generally four basic skill involved in the language learning process. They are listening, reading, writing and speaking. Listening and reading are process of receiving, whereas, writing and speaking are process of production, or put it another way , output.

In the field of education, especially in English Education Study Program, speaking skill is conducted through classroom presentation. Presentation is a competence to speak in examine concepts, perceptions, purpose and suspicion to make listener get to know what is conveyed without doubt, mention by Kartimi (2005:1) in Aminullah, Apriliaswati, & Arifin (2015:2). In the classroom presentation, students are required to be able to develop their idea or thought and also try to transfer the idea or thought in front of the class using language well. Language use in a presentation is become the one problem that faced by students. The use of language is a presentation must be clear and simple. Do not use unnecessary word, phrases or sentences because it is can make a bad presentation.

Presentation becomes one of the ways in applying students' speaking performance in the classroom in order to help students to implicated active through learning process used by lecture. Most of the presentation, students

should be able to use oral presentation. An oral presentation is a spoken one on a topic given to a period of teaching. King (2002) in Zivkovic, S (2014:469) cited that oral presentation is a development of one's speaking ability and enables someone to have courage to speak in front of many people. Through learning process, class presentation is always in an individual or group presentation. But the most lecture always give chance to students to have group presentation in order to make them to have shared responsibility of sense. Keyfetz and Stice (1987 in Widyastuti and Mahaputry, (2015:2) quote that class presentation is a learning activity which consist of a group of students to giving and taking perception and knowledge by investigate and argument.

Chaika (1982: 29) in Hamdany and Damanhuri (2017:31) states that language style is the way people use the language in communication, it can be written or oral language. Language style actually refers to the selection of linguistics form to convey social or artistic effects. Style also acts as a set of instruction. We manipulate other with style; even we are manipulated ourselves whether consciously or unconsciously. In doing communication people usually use formal or informal language which depend on the situation they are communicating with others. Style also tells the listener to take what is being said; seriously, ironically, humorously or in some other ways. From the statement above, we understand that style is the way how people convey ideas or messages. It is easier to receive ideas or messages if we have known the condition and style used by the speaker or author. It means that how the way of speaker or author

delivers his or her ideas or messages in formal or informal occasion: seriously, ironically, or humorously style.

According to Joos (1976:156) in Hamdany and Damanhuri (2017:31) speech style is the forms of the language which speaker uses and depends on the degree of formality. He identified the style into five styles. Those are frozen, formal, consultative, casual and intimate style. On other hand, according to Chaika (1982:29) says that styles tell how whether formally or informally. From those theories it can be concluded that formal style consists of frozen and formal style because both of them have slight difference. Then informal styles consist of consultative, casual, and intimate.

English students in this case is the students on English Education Departement in UKAW, were experienced the classs presentation given by lecturer during teaching and learning process. Someties, they are still use their mother tongues in their presentation because of deficiency in english vocabulary. Therefore, they should have confidence and an ability to speak well in front of the class. Nakazawa (2012) in Cakir and Baytar (2014:100) quote that, sometimes students become insecure, worried and frightened to make fault while in front of the class. One of the effect that can cause problems during presentation class is because of lack arrangements to themselfe metioned by Thornbury, (2005:91) in Brooks and Wilson (2014:7).

In order to know how are the student using language style during the presentation, the researcher discussed about the language style used on video

presentation by English student which focused on the kinds of language style and also investigate how the language style are used in video presentation.

Based on the explanation above, the writer conducted a research about An Analysis of Language Styles Used in Seminar On ELT Subject Video Presentation By Student of English Study Program at Artha Wacana Christian University.

1.2 Research Problem

To conduct a research, there should be at least one research problem to be solved. In this study, based on the background above the writer was conducting two research problems as follows:

1. What are the types of language styles are used on video presentation by Student of English Education Study Program at Artha Wacana Christian University ?
2. What are the most language styles used on video presentation by Student of English Education Study Program at Artha Wacana Christian University ?

1.3 Aim of the Study

Based on the research problems, this study aims to:

1. To find out the types of language styles used on video presentation by English Student of English Education Study Program at Artha Wacana Christian University Kupang.

2. To find out the most used language styles used on video presentation by English Student of English Education Study Program at Artha Wacana Christian University Kupang.

1.4 Significance of Study

1.4.1 Implication

Language style used by a speaker (english students) who to be able to develop their idea or thought and also try to transfer the idea or thought. This reasearch supports the theory from Martin Joos (1976) as quote by Sapriyan, Syarif and Ardi (2013:59) about types of language style used by the speakers in a small or big presentation.

1.4.2 Application

This study has some significances description such as:

1. For the students (the presenters), learning English Language by speaking class can increase the students ability in using English Language. The final benefit of using oral presentations that can provide students with additional motivation to study English. Students of English Educational study program as candidate teacher, guide, translator, interprator, etc are equipped with the subject of speaking and they must be able to use language style to communicate. This research can enrich their style in communication and it will

help them to know how sentences are chosen and arranged into an attractive language.

2. For the teacher (Instructure), to provide students ability in speaking English during the presentation using language well and make students able to use language style and expected to give a contribution or be an additional material for linguistic courses.
3. For the researcher, get the new knowledge about the language style used during the presentation.