

**STUDENTS' PERCEPTION OF THE IMPLEMENTATION OF STUDENT'S
PRESENTATION METHOD: A CASE STUDY ON STRUCTURE CLASS OF
ENGLISH DEPARTMENT AT UNIVERSITY OF MUHAMMADIYAH MALANG**

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Abstract: Grammar serves as one of key components of learning English as a foreign or second language. It implies that learners are expected to have good knowledge of English grammar and be able to apply it when they use English in both oral and written. The learners also should pay attention to other branches of grammar in term of mastering one skill like writing. Learning grammar will become easy only if the lecturer applies a great and suitable method. This research aimed to investigate the students' perception of the implementation of presentation method and how this was implemented in teaching grammar.

The research design of this study was a case study of descriptive qualitative. To gain the complete data, the researcher investigated the third semester students of English Department. The instruments were interview guide, observation checklist, and documents.

The result of this research showed that the students' perception can be seen from their several opinions. First, the students stated that presentation method was encouraging and favorable method. Second, this was a great method that encouraged students to be active in the class. Third, this trained students to seek many sources related to the topic. Fourth, this also trained the students to share and appreciate other students' opinion. Although they proposed that this method had a negative side, the problem could be solved in the end of the learning process as the evaluation from the lecturer. Furthermore, the way how this presentation method was implemented in the class was good. This engaged students to be critical. Students were divided into several group presentations and presented what they have learnt individually in front of the class while other students became audiences and asked a question.

Keywords: *Grammar, Perception, Presentation,*

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Introduction

Studying English means learners should learn the four language skills like writing, speaking, listening, and reading. Four of which have different ways and methods to be taught, so that lecturers or teachers have to be creative in selecting the appropriate method to be employed.

In addition to the four basic skills, English has one component subject that is very necessary for learners to learn, that is grammar. It is very important component to be comprehended and understood as the basic understanding of the four language skills in English. To teach grammar, lecturers or teachers need a certain method to help learners more easily to understand and master in making good sentences in one paragraph or essay. According to Wang (2010), grammar is the most important part in language system. He also proposed that grammar is just like a frame of house. This is due to the fact that grammar is also a crucial subject in learning English which stands in the central position to support learners' understanding of writing, speaking, reading and listening.

Furthermore, the English learners should pay attention to other branches of grammar in term of mastering one skill like writing. Gabriel (2001) states that grammar enables language learners to use linguistic form accurately, meaningfully, and appropriately. This means that mastering grammar also support the students to master the other skills in both

written and oral.

Although grammar is difficult to be understood, teachers still can use a certain and applicable method to help students conceive the subject. However, it needs an extra effort to adjust the material and the students' interest because according to Richard (as cited in Celce-Murcia, 2001) there is no valuable judgment about which method of teaching is good or bad. Each method has its strength and weaknesses, but they are not equally suited for all situations and contexts. Teachers can choose an appropriate teaching method depending on the circumstances of the situation.

Beating out of employing method in teaching, student-presentation is one of well known methods to be implemented in one certain teaching and learning process. This method is being applied now in a certain class to teach Grammar at University of Muhammadiyah Malang. This is also one kind of peer-tutoring methods which is well known to teach. Nguyen (2013) says that peer-tutoring means high performing students guide low performing students in the class. They try to understand more the subject by learning in group and present the result in front of other students. However, students may have different perception of the implementation of that presentation because they have different senses and ways of receiving the method.

The purpose of this study is to describe how the student's presentation method applied

and to reveal students' perception on the implementation of student's presentation method.

Research Method

In this study, descriptive qualitative research design is employed. To understand more the issue that will be observed, case study is used as one of strategies or approaches in this study. According to Crowe et al (2011), a case study is a research approach that is used to generate an in-depth, multi-faceted understanding of a complex issue in its real-life context.

The researcher observed eight out of thirty students as subjects in this study to limit the time and facilitate the researcher in gaining the data. Eight students joined structure course at the third-semester of English Department in 2013 of academic year. All the subjects learnt grammar in the same class discussion.

The researcher employed three kinds of methods while employing the instruments to get the data. Those were observation, interview and documents. The researcher used non-participant observation as the method to gain the data because she only observed the events in the classroom without being a participant. During the observation, she equipped herself with observation checklist to verify the activity in the classroom and comparing to the listed data. Moreover, semi-structured interview was used by the

researcher to get the data about the implementation of presentation method in learning a grammar at C Class of structure in the third-semester of English Department. This interview type was chosen by the observer to give the additional information using question list which was prepared before interview is conducted. During the interview, the researcher employed an interview guide or note to facilitate the researcher in gaining the data.

Interview guides facilitated the researcher to gain the data in detailed. This explained on what actually students' perception was on the presentation method implemented by questioning more in which part of the method the students like. The researcher also asked the students' opinion and perception in general concerning what method they like best between the previous and presentation method in learning grammar.

The last, non-written documents as an instrument were proven by pictures and videos in order that the researcher easily reviewed the process of the data being observed. To avoid invalid data, the researcher enclosed the pictures which told and documented the activity of the students in doing a preparation and explaining the material in front of the class through teaching and learning process in the attached appendix list.

Findings and Discussion

The Way How the Presentation Method Was Implemented in Teaching Grammar

The presentation method was employed by asserting some steps. Those would be described as follows:

- a. Lecturer or teacher explained how the presentation would run as the method of teaching grammar.
- b. Students were divided into several groups. In this section, the lecturer determined when the students had to be presenter with different topic. There were three students to be presenters in every meeting.
- c. Students were divided randomly. The students had to be ready to be presenter of the day.
- d. Lecturer or teacher encouraged the students to make preparation before they got a turn to be presenter.
- e. To make sure that the students made a preparation, lecturer instructed to make proof preparation paper which contained of name and student number. This was purposed to ensure that the informant learnt before explaining in front of the class.
- f. While the students were explaining the material, the lecturer took a note and assessed the way and process of the students in transferring the topic in front of the class.
- g. The function of the lecturer was not only that. The lecturer also paid attention on the material explained by the students to make sure that they explained correctly or not.
- h. The times were given around 15 to 20 minutes with the question and answer

section.

- i. After the students presented the material, the lecturer explained an error and straightened the difficulties and misunderstanding which were found in the discussion.
- j. In the end of the study, the lecturer gave an evaluation of the way how the presenters explained the material. This allowed students to employ a method or strategy in transferring the material.
- k. After all the presenters have finished their turn, the lecturer summarized the material to add an understanding of the students.
- l. To remain a turn of the presenter in the next meeting, the lecturer called the name of the students in the end of the class.

Students' Perception of the Implementation of Student-Presentation Method in Teaching Grammar

- a. The students' opinion about the presentation method was answered in the first question. All of students responded positively of the presentation method. They revealed that this was one of rare methods implemented in teaching grammar. This could give a chance for students in expressing their knowledge and try to speak in front of the class as if a teacher. This also encouraged the student to prepare the material before attending the class. However, they also stated that this method has one negative side for other students who were not having a

- turn to be presenter in one certain time. Sometimes, students only mastered one topic that was determined by the lecturer to be discussed, yet this could be finished by joining a group discussion and paying attention to the presenter.
- b. Describing a positive side of presentation method was asked in the second question. Students clarified that this method could give many benefits for students who joined structure class by employing presentation method, because they could explore their knowledge by studying in a group. Presentation method trained the students to search more resources through group discussion, internet, book, and etc.
 - c. The negative side was asked in this section. Most students stated the same opinion about negative side of this method. These could be seen when the students or presenter could not master the material or topic well. This gave a misunderstanding of other students. Another negative side happened when the students or presenter only mastered their own topic which was given by the lecturer but they sometimes could not understand other topic which was given to other students.
 - d. How to solve the negative side was answered in this point. The students mostly stated that they could minimize the negative side by the lecturer's explanation and evaluation in the end of the learning process. As long as the time was not over, the students could share what they got of a group discussion or perhaps they had other resources related to the topic.
 - e. The situation in the class also was asked to gain the data. All samples answered that all students made a little bit noise in the class. This happened because they were courageous to express their opinion and share their understanding that they got from different sources. Students who were the presenters also gave a chance to all students to answer the question or exercises about the topic.
 - f. The next question was talking about the impression of the students of the presentation method. All the samples said that the impression came when they explained the material. They admitted that they got a satisfaction through transferring the knowledge and helping other students to easily understand the topic. In addition, they also could get some impressions through discussion and preparation before becoming a presenter in front of the class. This part trained the students to share and give different opinion and sources about the material.
 - g. Then, the third question answered was which part of the presentation method they like most. Most of the sample answered that being a presenter was a part in which they trained themselves to teach and share

knowledge. This was different from other method in which the students tended to be passive in the class.

h. Describing a comparison for both presentation and previous method given was in the fourth question. All the samples clarified that presentation method was a rare method which was implemented in teaching grammar, yet this method trained the students to be critical about the material and encouraged the students to not come to the class with empty idea, but they had already got some information through discussion. However, one certain method could not be categorized as the best method at once. This presentation method also has negative side of the students who became an audience at certain meeting or students who did not join the discussion. Most of the samples admitted that they understood more to the topic which was chosen to be explained; yet another method which was given was listening to what the lecturer explained in front of the class.

i. The last was about asking the reason whether the students like or dislike of presentation as the method to teach grammar. Similar to what was explained and answered in the previous question, all samples agreed in this presentation method. It gave an opportunity to students to share the knowledge and had a spare time to discuss before explaining the material. Students would be

cooperative in studying. They are encouraged to study and read another sources to be references. This strengthened their opinion to be accepted by other students through presentation.

Conclusions

The presentation method was a rare method to teach grammar. This encouraged the students to prepare the material before being a presenter and provided the students the opportunity to discuss and get other students involved to share ideas based on the topic given and determined by the lecturer in the class. The students who were elected to be presenter had to present the topic chosen in front of the class individually.

In addition, the students' perception toward the implementation of presentation method was positive. They stated that this method has a big influence to the students to know more about the structure of English because this challenged the students to present the material perfectly. This also encouraged the students to search more references related to the topic in order to be accepted by the other students. Although this method had a negative side, the students still could solve the problem by succeeding in the evaluation that was given by the lecturer in the end of learning process.

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