THE IMPLEMENTATION OF DEMONSTRATION STRATEGY USING MODELING VIDEOS TO IMPROVE THE SELF CONFIDENCE AND PRACTICES OF ENGINEERING STUDENTS' IN THEIR PRESENTATION SKILLS

The Case of Telecommunication Engineering Class of Semarang State Polytechnic

a Thesis

Submitted in Partial Fulfillment of the Requirements for the Master Degree in English Language Education

by

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Semarang, 23 June 2016

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MOTTO

CLEAR YOUR MIND OF CAN'T!

DEDICATION PAGE

I would dedicate my thesis to :

my husband, Ilyas Harun

My beloved parents,

My dear children, Yoshi and Kaaba

My brother, Ryan,

my big family,

and my good friends.

ABSTRACT

Anggraeni, D. 2016. *The Implementation of Demonstration Strategy Using Modeling Videos to Improve the Self Confidence and Practices of Engineering Students' in Their Presentation Skills. The Case of Telecommunication Engineering Class of Semarang State Polytechnic.* Thesis. Graduate Program in English Education, Semarang State University. Advisors: (1) Prof. Dr. Dwi Rumini, M.Pd. (2) Dr. Dwi Anggani L.B., M.Pd

Keywords: Demonstration Strategy; Modeling Videos; Practice; Presentation; Self-Confidence

From the result of preliminary study, the researcher found that the students had problems in their presentation skills, especially related to their self-confidence and practice. The statements of the problem are (1) What problems are faced by Telecommunication Engineering students of Semarang State Polytechnic in learning presentation skills? (2) How is the implementation of demonstration strategy using modeling videos in improving engineering students' self-confidence and practices in presentation skills? (3) How is the improvement of engineering students' self-confidence and practices in their presentation skills when demonstration strategy using modeling videos is implemented? The objective of the study is to identify whether implementing demonstration strategy using modeling videos can improve engineering students' self-confidence and practices in their presentation skills and to describe what happens in the classroom when this technique is applied. The research designed used in this study is Classroom Action Research, consisting of four main steps: planning, implementing, observing, and reflecting, which was conducted in three cycles.

The research was conducted in Semarang State Polytechnic. The subject was TK2C class consisting of 20 students, 13 female and 7 male students. The instruments employed in this research were questionnaire, students' presentation scoring sheet, and students observation sheet. In this research the indicators of success were: 1) minimum passing grade: 80 and 2) 80% of all students classified as active students.

In general, the final result of the study had fulfilled the indicators of success. In the first cycle, the average of students' presentation score was only 77.3, the second and third cycle were 79 and 85. The observation rubric in the third cycle also showed positive result, 94% of the students were considered active during the final cycle.

It can be concluded that the implementation of demonstration strategy using modeling videos to improve engineering students' self-confidence and practices in presentation skills was successful.

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Finally, I know that my work is still far from being perfect. I expect any criticism suggestions, and ideas that will help me get even better. I hope this work will be beneficial for future studies.

Semarang, June 2016

Dewi Anggraeni

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CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the reasons for choosing the topic, the statements of the problem, the objectives of the study, the limitation of the study, the significance of the study, the limitation of the study, the definition of key terms and the outline of the study.

1.1 Background of the Study

Semarang State Polytechnic (hereinafter abbreviated SSP), as a vocational higher educational institution, has five departments in which three of them are preparing their students to become qualified engineers. As reported in Suara Merdeka newspaper (2010), each year, thousands of SMU/SMK graduates compete to be accepted as students in SSP. Nevertheless, based on small interviews conducted to freshmen from different study programs of SSP not many of them has the right motivation when enrolling to SSP. They are even unaware of what they are going to live as students of SSP. They do not completely understand what they need to pursue during their education at SSP.

SSP students are trained to become professional engineers with strong theoretical as well as practical background of knowledge. Who are engineers? As stated in tryengineering.org (2012), engineers are the people who work daily to solve problems and make a lot of things around them become more efficient and effective. They become the communicator between social needs and marketable

appliances. Accordingly, this explanation may support the idea that engineers are not merely dealing with machines and technology but with people too. Engineers need to know what the society needs and how to realize those needs. In the process of fulfilling those needs, engineers should work together with other engineers and often customers as well. Therefore, they need to possess not only technical skills to help solving the problems but also effective communication skills to ensure that the solution they propose is meaningful to those who need it.

In relation to this, Talberg (2006: 1) puts emphasis on Huckin and Olsen's (1991) statement about the significance of communication skill among engineers. They explain that it is a common knowledge that scientists and engineers are technically smart and creative. However, they should be able to convince co-workers, clients and supervisors about their value, so their technical skills can bring benefits to themselves and other people. In other words, if engineers cannot communicate with other people about what they do then their efforts will be futile. Thus, communication skills are an essential tool to maintain viability in the real world. Engineers are usually very good at problem solving but may create problem when they cannot communicate their ideas. Communicating ideas is not merely about giving information to others. It is a skill that needs to be done in such a way that people will be interested to listen to the delivery and understand what is being delivered. The happy news is that engineers can learn these skills.

The challenge now is that many engineers still find difficulties in acquiring communication skills. It is because communication involves people from different backgrounds. Engineers might have to meet non-engineers and often engineers

(and non-engineers) from other countries. As stated by Hojberg-Kraft (2012: 1), engineers used to think about things that are technical. It is becoming less profitable for them when they have to communicate with people outside their field. Another obstacle encountered the engineers happens when facing engineers from other countries, for example, communication barriers due to differences in culture, language and technical differences. Engineers often underestimate the importance of communication skills. They think technical skills are the main skills that matter. They consider these skills importance when they find difficulties in becoming good speakers at an international conference, for example, or if they have to talk or write to people coming from other countries. Connecting with people from different countries requires them to cope with cultural differences, language barriers and often, technical differences. Cultural differences, language barrier, and technical differences can be diminished or even solved through mastery of English as international language for communicating across nations.

Previous research in the field of engineering showed that English language is of paramount importance in the academic and professional lives of the engineering students (Basturkman, 1998; Pendergrass et al., 2001; Pritchard & Nasr, 2004, Joseba, 2005; Sidek et al., 2006; Hui, 2007; Venkatraman & Prema, 2007; Al-Tamini & Shuib, 2009: 29). Engineering students who master communication skills especially in English will be easier to understand technical materials as many sources are written in English. It will also be very helpful in assisting them to get good job. Thus, tomorrow's engineers will have to master

English communication skills even more than today's engineers do (Talberg, 2006: 1).

1.2 Reasons for Choosing the Topic

As the actualization of its commitment to improve graduates' quality especially in communication, SSP has put English as the major foreign language taught in all departments including engineering departments. English is taught for 2 to 4 semesters depending on each Study Program policy.

In Telecommunication Study Program, however, English is taught only from the 2nd to 3rd semester. Because of this time inadequacy in teaching English, the syllabus covers limited materials that mainly focus on developing communication skills and one among them is presentation skills. Presentation is taught in every English class in Telecommunication Study Program and almost others study programs of SSP.

There are several reasons of why presentation is given to the students of Telecommunication Study Program. The first is because there is no other courses in the Telecommunication Study Program teaching the students on presentation skill. The second one is because in some of the courses from Telecommunication Study Program, the students must prepare and deliver presentations, some are in English. In addition, the students majoring in Telecommunication Study Programs are required to give an English presentation of their final project to the committees. The last is because once the students graduate, they will probably be

required to give presentations at recruitment process and later on, this skill will help them a lot in communicating their ideas at workplace.

Teaching presentation skills will help them a lot because it will give insights and adequate training on how to deliver the message effectively. Further support on the necessity of teaching oral presentation is from Meloni & Thompson (1980) in Zivkovic (2014: 1). They believe that a well-guided and organized oral presentation will offer a learning experience and life skills that will give many benefits to ESL/EFL students' school life and their future career. Through presentation, they will learn on collecting information for certain topics, share ideas with others, speak in front of many people, handle questions, manage time, and many others. They use all these skills in their school life, not only in English or language class but also other subjects. In their future professional life, the skills that they get from presentation will help them a lot in getting a good job and even improve their career life. Furthermore, presentation will give numerous advantages for the students as proposed by King (2002: 1); reducing the gap between the study and use of language; practicing the four language skills in an integrated manner; helping students to gather, ask, organize and build information; promoting teamwork; and helping students to become active and independent learners. In delivering oral presentation, the students practice what they have learned in language class. They practice their speaking, reading, listening and writing skills. They even have to pay attention to their sentence structure. Therefore, presentation is considered as a link between language study and language use.

Contrary to those positive sides, oral presentation comes with shortcoming as well. Performing an oral presentation can be very demanding to EFL students as they have to manage diverse aspects at one time, such as a range of language skills (vocabulary, grammar, phrase, etc.) and delivery skills (voice quality, self-confidence, body language, etc.). Among several barriers in doing presentation in English, lack of confidence is the major problem that the engineering students of SSP must face. Thus, teachers also have to find the right teaching method that will help the students to able to express their ideas without neglecting the language.

Teacher-centered approach such as lecturing is in fact still popular in the teaching of oral presentation. However, lecturing is no longer pertinent to be used in this globalization era, as our students need more opportunities to practice. This view is supported by Ruso's statement (2007) in Sae-Ong (2010: 14). It was stated that learners do not enjoy having their teachers spend lecturing most of the time in class. Ruso (2007) in Sae-Ong (2010: 14) further asserts that lecturing will make the learners less motivated because they have very limited time to get involved and express themselves. They simply collect information from the teachers and store them back to the class which eventually making the students very bored. Ruso's statement happened in most classes. When the teacher dominates and does not involve the students in the process of teaching and learning, the students cannot really grasp the lesson being taught in class. They often get distracted very easily and end up in talking to others, not listening to the teacher's explanation.

In the effort to find the best method in teaching presentation skills, the researcher proposed an approach that might give solution to the problems.

Teacher-centered approach, such as grammar-translation method, are surely not a good idea to use at SSP since students will have very limited time to learn English inside the classroom. Moreover, the researcher must find a teaching method that will underpin the students having more time to practice not memorizing loads of grammatical rules and they can enjoy the lesson. SSP graduates are expected to have practical and applicable skills to use at work soon after they leave SSP. Therefore, the students need teaching method that will help them to understand, memorize, and apply these skills. The researcher proposes demonstration strategy and combines it with the use of multimedia. Demonstration strategy is a method of teaching applied mostly in technical and training colleges and in teacher education. The teacher can be the demonstrator or he/she can show a modeling performance whether it is live or filmed and operated using multimedia technology.

In order to improve the students' oral presentation, this research integrated the demonstration strategy and the use of multimedia technology. The researcher used some modeling videos. According to Amine, Benachaiba and Guemide (2012: 3), the use of multimedia technology will give advantages to the students. The use of multimedia technology increases the students' interest in studying the material given by the teacher. It also encourages the students' communication skills, and builds interaction between the teacher and the students. By incorporating the demonstration strategy and the use of multimedia technology, the researcher expects improvement in the students' self-confidence and practices in oral presentation skills.

This research will be carried out to investigate "*The Implementation of Demonstration Strategy Using Modeling Videos to Improve the Self Confidence and Practices of Engineering Students' in Their Presentation Skills, the Case of Telecommunication Engineering Class of Semarang State Polytechnic.*"**.**

1.3 Statement of the Problems

Mastering presentation skills is crucial for engineering students for it will help them to accomplish tasks in subjects other than English and it also helps them to communicate ideas among fellow engineers as well as towards their future society.

The problems of the research are stated as follows:

a. What problems are faced by Telecommunication Engineering students of Semarang State Polytechnic in presentation skills?

b. How is the implementation of demonstration strategy using modeling videos to improve engineering students' self-confidence in presentation skills?

c. How is the implementation of demonstration strategy using modeling videos to improve engineering students' practices in presentation skills?

d. How is the improvement of engineering students' self-confidence in presentation skills when demonstration strategy using modeling videos is implemented?

e. How is the improvement of engineering students' practices in presentation skills when demonstration strategy using modeling videos is implemented?

1.4 Objectives of the Study

The objectives of this study are:

a. To describe the problems faced by telecommunication engineering students of Semarang State Polytechnic in presentation skills.

b. To explain the implementation of demonstration strategy using modeling videos in improving engineering students' self-confidence in presentation skills.

c. To explain the implementation of demonstration strategy using modeling videos in improving engineering students' practices in presentation skills.

d. To explain the improvement of engineering students' self-confidence in presentation skills when demonstration strategy using modeling videos is implemented.

e. To explain the improvement of engineering students' practices in presentation skills when demonstration strategy using modeling videos is implemented.

1.5 Limitations of the Study

The study is conducted at State Polytechnic of Semarang which is located at Jl. Prof. H. Soedarto, S.H., Tembalang, Semarang. The subject of this study is Telecommunication Engineering 2C class, third semester, in the Academic Year of 2015/2016. This class has 20 students. The researcher designs and constructs the lesson-plan by herself. This study focuses on the implementation of demonstration strategy by using modeling videos to improve engineering

students' self-confidence and practices in presentation skills. The modeling videos are used to facilitate the students in learning presentation skills.

1.6 Significance of the Study

Through this study, it is expected that some benefits will be met. They are:

Theoretically, this study may provide some supports to the teaching and learning of oral presentation skills at intermediate and advanced level of English.

Practically, the findings of the study are expected to give contribution to the teachers, and other researchers. To teachers/lecturers, the result of the study can be taken as a contribution for better teaching, especially in teaching and learning of oral presentation skills. The teacher may use good and bad presentation modeling videos not only in teaching oral presentation skills but also in teaching other language competences. The result of the research gives benefits for them as reference to improve and to correct the process when they are teaching their students in the class. To future researchers, the proposed study benefits and help the future researcher in conducting similar research on related topics.

Pedagogically, the researcher suggests that this research can motivate the teachers/lecturers and also the students to keep on sharing new ideas to improve the teaching and learning of presentation skills.

1.7 Definition of the Key Terms

The followings are the description of important terms used in this study:

a. Demonstration strategy

Cruikshank, Bainer, & Metcalf (1999), in www.uwplatt.edu/~steck/Petrina Text/Chapter 4.pdf, describe this term as a teaching method that is based on a model demonstrating knowledge and skills. It is a form of presentation where the teacher or educator demonstrate how something works or operates, or how something is done. After that, the students practice under the supervision of teachers. At the end, students must perform independent practice until it reaches the point of proficiency.

b. Modeling video

Presentation modeling video is a video showing people doing presentation. It is used as a model for other people who want to learn about how to deliver a presentation.

c. Self-confidence

There are many definitions of self-confidence that can be found in various literatures. Yates and Chisari (2013: 1) in their piece of writing, entitled, Building Confidence in Language Classroom, define confidence as a psychological manner that concentrates on expectation and reliance on oneself and frequently includes concept of self-assurance, courage, and fearlessness. Further, Yates and Chisari (2013: 1) relate self-confidence to ESL learner. They describe it as a type of self-reliance that often associated with self-esteem and motivation. This means that self-confidence is closely related to learners' motivation in learning foreign language. In Skills You Need (http://www.skillsyouneed.com/ps/confidence.html), confidence is defined as a degree of how fine we believe we could carry out certain position or

responsibility. The term self-confidence is frequently used interchangeably with the term self-esteem because to many people these two terms are the same. However, Miyagawa (2010) and other experts differentiate them. Self-confidence is about the feeling of whether we are capable of doing something well or not. Self-confidence can be improved through efforts. On the other hand, self-esteem refers to the feeling of being valuable because we are who we are and it does not have any correlation with our effort. Therefore, this research attempts to investigate improving self-confidence in learning presentation.

d. Presentation

Presentation, according Stott (2001), in Li Jing (2009: 4), is dissimilar with formal large-scale lectures and public speeches. While large-scale lectures and public speeches do not enable enough interaction between speakers and audience, presentation provides more spaces for presenters and audience to have a direct communication. For that reason, in the teaching of presentation skills the teacher/lecturer needs to pay attention to this aspect. The students must be able not only to speak in front of the audience confidently but also to deliver the information and build interaction with them.

1.8 Outline of the Study

The following is the outline of this thesis:

Chapter I: Introduction

This chapter discusses eight sections. They are background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, limitation of the study, significance of the study, definition of key terms, and outline of the study.

Chapter II: Review of Related Literature

This chapter has three sections: Previous Study, Theoretical Review and Theoretical Framework.

Chapter III: Research Method

This chapter focused on research design, setting of the study, subject of the study, research instrument, collaborator, research procedure, data analysis, and collaborative action research.

Chapter IV: Findings and Discussion

The findings and discussion are presented in this chapter as the answer of the research questions:

a. What problems are encountered by Telecommunication Engineering students of Semarang State Polytechnic related to presentation skills?
b. How is the implementation of demonstration strategy using modeling videos to develop engineering students' self-confidence in presentation skills?
c. How is the implementation of demonstration strategy using modeling videos to develop engineering students' practices in presentation skills?

d. How is the improvement of engineering students' self-confidence in presentation skills after demonstration strategy using modeling videos is implemented?

e. How is the improvement of engineering students' practices in presentation skills after demonstration strategy using modeling videos is implemented?

Chapter V: Conclusion and Suggestion

This chapter is intended to draw conclusions and to propose suggestions based on the findings of this research. It begins with drawing out conclusion from each finding and finally giving practical suggestions that will improve the situation or solve the problem investigated in the study.