STUDENTS’ PERCEPTION ON THE USE OF INDIVIDUAL PRESENTATION AS THE WAY TO DEVELOP SELF-DIRECTED LEARNING IN SEMINAR ON LANGUAGE TEACHING CLASS

A THESIS

Presented as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

By
Nidya Kusuma Pudyastiwi
Student Number: 071214120

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
SANATA DHARMA UNIVERSITY
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Date
August 18, 2011
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Yogyakarta, September 12, 2011
Faculty of Teachers Training and Education
Sanata Dharma University

Dean

Rehandi, Ph.D.
TERKADANG TANPA KITA SADARI,
Sesuatu yang tidak kita senangi
ternyata yang paling mampu membuat kita kuat...

I dedicate this thesis to:
My beloved family,
My lovely friends,
...and everyone who supports me in every step of my life.
STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, September 12, 2011

The Writer

Nidya Kusuma Pudyastiwi

071214120
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ABSTRACT


In recent years, the education system in many developing countries such as Indonesia tends to use a student-centered approach that encourages the students to be self-directed learners. One of the techniques used by the lecturers in English Language Education Study Program of Sanata Dharma University to develop students’ self-directed learning is by implementing an individual presentation in Seminar on Language Teaching Class. There are two problems presented in this study: (1) What do the students do for the individual presentation? (2) What are the students’ perceptions on the use of individual presentation as the way to develop self-directed learning?

One of the main purposes the lecturer conducts an individual presentation in teaching-learning activity is encouraging students’ autonomy so that they have the capacity to take control over learning. It is related to self-directed learners who are often described as being autonomous towards learning in which the learners are totally responsible for all the decisions concerned with their learning process and the implementation of those decisions (Dickinson, 1987:11).

This study is a kind of descriptive research in which the researcher conducted a survey by employing a questionnaire and an interview to the Seminar on Language Teaching students in 2010/2011 academic year to answer the research problems.

From the research findings, it could be concluded that most of the students had a positive perception on the use of individual presentation technique in Seminar on Language Teaching class to develop students’ self-directed learning. It was shown from the responses given in the questionnaires that the students took an initiative to start learning the topic when they were going to have an individual presentation. They prepared the materials needed by looking for some books in the library and finding some additional information from electronic sources in the internet. They also prepared the slides for the presentation and practiced delivering the material to build their confidence. Most of the preparation was done by the students independently. The more they mastered the materials for the individual presentation, the more fluent they were in delivering the materials in front of the audiences.

The individual presentation technique could develop their self-directed learning because it had benefits such as developing students’ independence, improving their confidence, improving students’ ability on how to arrange well-systematic materials, encouraging them to be more responsible to the effectiveness of their presentation, and giving more motivation to present the materials well in front of the audiences. Therefore, the individual presentation technique could be an effective way to develop students’ self-directed learning.

Keywords: *perception, individual presentation, self-directed learning*.
ABSTRAK


Pada masa sekarang ini, sistem pendidikan di negara-negara berkembang seperti Indonesia cenderung menggunakan pendekatan berpusat pada siswa yang mendorong untuk menjadi siswa yang berinisiatif. Salah satu cara yang digunakan oleh dosen-dosen di Program Studi Pendidikan Bahasa Inggris, Universitas Sanata Dharma adalah dengan mengimplementasikan presentasi secara individu di kelas Seminar on Language Teaching. Ada dua pertanyaan dalam penelitian ini: (1) Apa yang murid lakukan untuk presentasi secara individu? (2) Bagaimana persepsi siswa terhadap penggunaan presentasi individu sebagai salah satu cara untuk mengembangkan pembelajaran yang didasarkan inisiatif diri?


Presentasi individu dapat mengembangkan pembelajaran yang didasarkan inisiatif diri karena memiliki beberapa manfaat seperti mengembangkan kemandirian siswa, meningkatkan kepercayaan diri, meningkatkan kemampuan siswa dalam menyusun sebuah materi yang sistematis, mendorong siswa untuk lebih bertanggungjawab dengan keefektifan presentasi, dan memberi motivasi untuk mempresentasikan materi dengan baik di depan penonton. Oleh karena itu, presentasi individu merupakan salah satu cara yang efektif untuk mengembangkan metode pembelajaran yang didasarkan inisiatif diri.

Kata kunci: tanggapan, presentasi individu, pembelajaran “self-directed”.

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Nidya Kusuma Pudyastiwi
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CHAPTER I
INTRODUCTION

This research intends to figure out students’ perceptions on the use of individual presentation in Seminar on Language Teaching class to develop self-directed learning. In this chapter, the writer would like to elaborate the introduction of the topic which consists of (A) the background of the study, (B) problem formulation, (C) the problem limitation, (D) the research objectives, (E) the research benefits, and (F) the definition of terms.

A. Research Background

Learning can be defined as a process of increasing our knowledge and a matter of acquiring information to know or understand a lot about something. Learning is the process by which behavior is changed as a result of experience through training and practice (Garry, 1995:2). It is noted that “learning theory is the study how individuals learn” (Roach, 1994). Individuals usually learn in different ways because they have different capacities for making decisions about their own learning. Several studies discuss learning styles and find that learning depends on many personal factors that make everyone have distinct learning styles (Montgomery, 1996; Mumford & Honey, 1996). Learning styles are the ways in which individuals begin to concentrate on the process of acquiring knowledge and remember new and
difficult academic information or skills. Learning styles have been defined as “the composite of characteristic cognitive, affective, and physiological factors that serve as relatively stable indicators of how a learner perceives, interacts with, and responds to the learning environment” (Keefe, 1979) or “educational conditions under which a student is most likely to learn” (Stewart and Felicetti, 1992). From the definition, it shows that learning styles are not really concerned with ‘what’ learners learn, but rather ‘how’ they prefer to learn. Some people prefer to learn something individually in order to get better understanding, while others prefer to learn in groups to share any important knowledge. Some people may start to learn something only if they are going to have a test or assignment or they are asked by the teachers at school, but the others start to learn because they have curiosity or own desire in learning without any command. Learning styles also vary with age, achievement levels, cultures, and individual-processing of new information. Therefore, the learning styles can be used for the teacher to predict what kind of instructional strategies or methods which is most effective for a given individual and learning task to the learners (Cronbach & Snow, 1977).

However, in recent years, the education system in many developing countries such as Indonesia tends to use a ‘student-centered’ approach of learning by which the students are given greater autonomy and control over the choice of subject matter, the way of learning, and the learning method used (Gibbs, 1992). The students will not passively receive the transmission of knowledge from expert teachers, but they are the key initiators and architects of their own learning. Because of this condition, the
students have to be more engaged in such an independent learning style. They also have to decide their own effective learning strategy in which they take specific actions to make learning easier, faster, more enjoyable, more self-directed, and more transferable to new situations (Oxford, 1990:8). The teacher will only be a facilitator or motivator so that they do not play a big role in students’ learning process. Brindley (1984) points out that teachers, who favor a ‘learner-centered’ view of learning, describe the role of teacher that is to assist learners become self-directed by providing access to language data through such activities as active listening, role-play, or interaction with other speakers since language data can be found everywhere such as in the community and in the media as well as in textbooks. The implementation of student-centered learning approach in classroom activities can influence the students to become more independent as well as self-directed learners.

The main characteristic of self-directed learner is that the students become aware of some needs for learning and then take some responsibilities for their own learning related to the instruction given by the teacher (Boud, 1981). In language teaching, teachers can provide all the necessary circumstances and input, but learning can only happen if learners are willing to contribute in the learning process. In other words, success in learning depends much on learners having a responsible attitude; therefore, self-directed learning is based on the autonomous and independent individuals who choose to be responsible with their learning for personal growth (Merriam and Caffarella, 19990). Thomson (1996) argues that we are born as self-directed learners since as young children we take control over the learning of our
mother tongue. Then, when learning becomes more complex, sometimes we appear to
give up much of our independence and choose to depend on the institution and
instruction from the teacher. This condition makes self-directed learning becomes a
major focus on adult learning for several decades because university requires greater
self-direction and creativity of the students. There is also a growing emphasis in
education that students should develop professional skills within the course of their
education in order to help them get ready with their future life. Braman (1998)
suggests that the objectives of self-directed learning focus on the individual
responsibility and work force development. Therefore, the professional skills can be
learned effectively if the students have the capacity to plan, set goals, and analyze
task to achieve particular outcomes. Long (1989) describes the successful self-
directed learner having the characteristics such as self-confidence, self-awareness,
self-reflectiveness, a strong goal orientation, and an aptitude for systematic
procedures. However, some adults do not succeed at self-directed learning. They are
used to learn under the direction of the lecturer. They sometimes are not also
confident enough to start learning something before the lecturer gives instruction to
them. The teacher should take the role as a facilitator in an increasing number and
type of classroom situations when the students begin to take charge of their own
learning (Scharle and Szabo, 2000:6). It would be better if the teachers use their
ability to conduct some classroom activities which are appropriate to the learning
approach and encourage the students to be actively involved and responsible towards
their learning process. It is because the students can really develop their responsibility if the teachers allow more room for students’ involvement.

Based on some researches and teaching experiences, one of the classroom activities that can build students’ responsibility to become more self-directed in the learning process is a presentation technique. Presentation provides useful opportunities for students to practice skills, required in their working lives, in a non-threatening environment. Students can also demonstrate their knowledge and understanding of issues and their ability to present information and engage with an audience. In addition, specific competencies can be assessed by the teachers, for example the use of information and communication technology, communicative competency, oral communication, and the ability to plan and structure material. Oral and written communication skills are important for students’ graduating into today’s industrial climate as well as helping institutions meet accreditation requirement (Rockland, 2001). The way the presenter delivers and communicates the materials during the presentation can also reflect the learning process during the preparation. If the presenter can conduct a well-organized presentation with a good self-confidence in public audiences, it means that he or she has already learned and mastered the materials for the presentation deeper.

Based on the situation above, this study analyzes the implementation of individual presentation in Seminar on Language Teaching course of English Language Education Study Program, Sanata Dharma University. It is to figure out whether the learning process of ELESP students when preparing the materials for the
individual presentation has already reflected the characteristics of self-directed learners. It is also to find out whether the nature of the course that encourages the students to learn and master the materials for the presentation can really motivate the students to become more independent because it will influence their readiness of the students to develop self-directed learning.

B. Problem Formulation

Considering the research background explained above, the research is going to find the answer of two questions:

1. What do the students carry out for the individual presentation?
2. What are students’ perceptions towards the use of individual presentation as a way to develop their self-directed learning?

C. Problem Limitation

This study focuses on the use of individual presentations to develop self-directed learning in Seminar on Language Teaching course of Sanata Dharma University. The writer finds that although there are some courses on the individual presentation given to the students, the nature of the Seminar on Language Teaching course gives more influences to the self-directed learning. It is because having individual presentations encourages the students to be more responsible towards their learning process. In Seminar on Language Teaching course, the lecturer does not give any materials before the students start doing the individual presentation so that the
students have to find and learn from any references or sources independently. The lecturer also assesses the students’ understanding towards the topic from the way they deliver the materials to the audiences through the individual presentations. The more the students understand the topic when having individual presentation in front of the class, the higher scores they will get for this course. This motivates the students to perform better during the individual presentation because it affects more on their final results. Therefore, to limit the scope of this study, this research focuses only on the implementation of individual presentations in Seminar on Language Teaching course.

D. Research Objectives

The study has two objectives in order to answer the previous problem questions.

1. To describe the process of the individual presentations in Seminar on Language Teaching course (the preparation and the presentation).
2. To gain students’ perception towards the use individual presentations in Seminar on Language Teaching course as a way to develop self-directed learning.

E. Research Benefits

By doing this research, the writer expects that this study can give some benefits for others. First, this research gives contributions to the lecturers who teach Seminar on English Teaching course since it provides information about students’ perception towards the use of individual presentations to develop self-directed
learning. It helps the lecturers realize more towards the strength and weakness of individual presentation and whether or not individual presentations develop self-directed learning of the students. Therefore, the writer hopes that this research can give input to the lecturers about what things that should be developed or reduced when they are asking the students to do individual presentations in front of the class in order to develop self-directed learning.

Second, this research gives information about individual presentation in the relation with self-directed learning so that the students know the importance of having individual presentations in Seminar on Language Teaching course. They are expected to be more motivated in doing individual presentations in order to develop self-directed learning because it affects their confidence and performance when they are delivering their topics in front of the class.

Third, since this research tries to figure out the use of individual presentations to develop self-directed learning, the writer hopes that this research gives inspiration or motivation to the other researchers who want to conduct a research related to individual presentations or self-directed learning. It would be better if this research can also enrich the previous or existing researches which have similar topics with this study so that it will open others’ mind towards the use of individual presentations for developing self-directed learning. They can try to compare the level of independence between individual presentation technique and group presentation technique so that the lecturers know which technique best implemented to develop self-directed learning in teaching-learning activities.
F. Definition of Terms

1. Perception

Perception is defined as a cognitive process that involves a stimulating object or even, an attentive adjustment, and the arousal of some degree of meaning or the apprehension of the object or event significance for some act of adjustment (Stroud, 1946:88). People can perceive an object or event if it is present in fact; therefore, perception is a fundamental condition of thought. Perception is measured by the concrete experiences and abstract conceptualization (Dangwal and Mitra, 1999:62). For example, some people best perceive information using concrete experiences (like feeling, touching, seeing and hearing) while others best perceive information abstractly (using mental of visual conceptualization). When perceiving information, it must be processed by measuring the active experimentation and reflective observation. For example, some people process information best by active experimentation (doing something with the information), while others process best by reflective observation (thinking about it). In this study, perception is the students’ cognitive process of comprehension and interpreting the use of individual presentations to develop self-directed learning conducted.

2. Individual Presentation

Presentation can be defined as an act of presenting something to the audiences. Individual presentation is an opportunity for one person to get some
practice in speaking in front of a group (Lee, 1998). In this presentation, the
presenter talks should last approximately based on the limitation time. The
presentation should cover a topic that interests the presenter and it is relevant to
the course. In this study, the Seminar on Language Teaching course uses an
individual presentation technique since each student has to come in front one by
one to present and deliver the topic discussed. The students are usually
equipped by visual aids during the individual presentation. One example of the
visual aids commonly used by the students to present the materials for the
presentation is PowerPoint program.

3. Self-Directed Learning

Knowles (1975) stated that self-directed learning is a process by which
the individuals take an initiative to analyze their learning needs, learning goals,
learning resources, learning strategies, and learning outcomes (p. 18). Others
see self-direction as a personal attribute (e.g., Guglielmino, 1977; Kasworm,
1988), with the goal of education described as developing individuals who can
assume moral, emotional, and intellectual autonomy (Candy, 1991).

Based on the explanation above, the writer can conclude that in self-
directed learning, the students are responsible to their learning process and
choose their own learning objectives, activities, and priorities independently. In
this study, self-directed learning refers to the students’ ability to learn a topic
dealing with Language Teaching with their own responsibility for the individual presentation.

4. Seminar on Language Teaching

Seminar on Language Teaching is one of the compulsory courses offered in English Education Study Program Sanata Dharma University, and it is included in *Kelompok Mata Kuliah Keahlian Berkarya (KPE 474)*. In Seminar on Language Teaching course, the lecturers provide some topics dealing with language teaching or second language acquisition to be presented by the students as individual presentations. The students will get different topics to be discussed in each meeting and they have to prepare an individual presentation in the form of PowerPoint presentation. Each student should also prepare the handouts related to the topic and distribute the handouts to the audiences and the lecturer to help them understand the topic discussed during the individual presentations. The students will be graded based on their readiness in delivering individual presentations in front of the class.
CHAPTER II

REVIEW OF RELATED LITERATURE

The theoretical description is divided into two parts. The first part is theoretical description which is divided into some subtitles: (1) The definition of perception and the factors that influence someone’s perception. (2) The definition of self-directed learning, the characteristics that support self-directed learning, and the characteristics of successful self-directed learner. (3) The definition of individual presentation. The second part is theoretical framework.

A. Theoretical Description

In the theoretical description, the writer explains third points. The first point is the definition and the factors influencing someone’s perception, second is the definition of self-directed learning, the characteristics that support self-directed learning, and the characteristics of the successful self-directed learner, and third is the definition of individual presentation.

1. Perception

Perception is defined by Robbins as "...a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment" (2005, p.134). Perception adds meaning to the information gathered through five sense organs (sensory inputs). Perception is the way people try to understand the world or environment around them through the process of
comprehension, interpreting and thinking consciously to an object stimulus. In fact, perception differs from person to person for the same situation because each person interprets the data in their own way and may come up with different meanings. Kelly (1956) states that perception is a mental process of interpreting and giving a meaning to sensation of a particular object, but still it is closely associated with bodily activities which involve the activities of the sense organs and the nervous system. Perception has been described as the “recognizing of objects which produce the sensation”, therefore, in perception sensation acquire a meaning. Since the nature of perception is a compound result of a sensation and associations of former sensory experience, the basis of every perception consists in present or past experiences. However, perception may be inaccurate due to the following causes: (a) defects in sense organs such as color blindness, (b) inaccurate report due to carelessness, haste, or difficulty in getting sensation because of lack attention, (c) errors of interpretation, and (d) emotional strain (Kelly, 1956:70).

There are four factors that can affect someone to have perception towards based on Altman, et al (1985:86). The first factor is the selection of stimuli. Each person has different interests towards something and it causes them choose certain stimuli which can be different from others. The second factor is organization of stimuli. It is important to organize the selected stimuli so that it can be meaningful and help us categorize the inputs of the sensory because the categorization will simplify the information until the stimuli can be understood as meaningful information (Altman et al, 1985:87). The third factor is the situation surroundings.
Each person usually has different expectation on the situation around his or her and it can affect what he or she perceived (Altman et al, 1985:89). The last factor is self-concept which is how someone perceives his or herself (Altman et al, 1985:90). Self-concept is very important because what we feel and see about ourselves will affect our perception towards surroundings and determines what we perceive and do.

Since perception is the foundation of all higher forms of knowledge, the teacher need to understand the conditions and contents of the students’ perception and the typical differences between the perception of the child and the adult (Kelly, 1956:74). It is important to help the teacher in guiding the development of the students in which perception undergoes during school life. Since adult have responsibility to be more independent than children, adult should have higher perception in deciding an effective learning process in order to build their autonomy. It is because all forms of knowledge are based upon and derived from perception. Since the first point of contact with external reality is through the sense organs, the first step in the process of learning is perception. Learning is a component in every act of perception since moods, an attitude, a state of depression are related to some act of adjustment (Stroud, 1946: 89). Learning can affect learners’ perception because once they learn something it is cataloged in their brain forever. Perception becomes more and more perfected with age, education, and mental development, because all of those aspects embody a more accurate and complete knowledge of perceiving objects. The more accurate and extensive the individual’s observation is and the more faithful his/her interpretation of it, the better his opportunity to remember and use the
materials presented to his senses. Learning new things can make learners look at the same object in several different ways. When the learners learn something new, they never look at it the same way hence affecting their perception. It is because perception is an analytical process that requires an act of attentive adjustment to the situation and each act of perception is achieved in accordance with the present store of knowledge (Stroud, 1946).

From the explanation above it can be concluded that perception is formed by the unification of experiences and sensations. When the students experience something in their learning process, their perception will not easily be changed through the process of enhancing knowledge. It is because the impression towards something comes when the students directly experience it. If the students focus on the practice of the students-centeredness that gives them autonomy to be more responsible and independent in the learning process, they need an experience in doing individual work in order to build their perception towards the influences of the individual work to the development of their self-directed learning. Because of this condition, students who have ever taken Seminar on Language Teaching class will have higher perception on the use of individual presentations as the way to develop self-directed learning if they have experienced it by themselves. Their impression towards the implementation of self-directed learning through individual presentations will strengthen their perception which then leads the students to different behavioral responses or attitudes. Therefore, this study focuses on perception as the way how the
students think or feel and consider about the use of individual presentations as the way to develop self-directed learning.

2. Self-directed Learning

Autonomy or the capacity to take charge of one’s own learning was seen as a natural product of the practice of self-directed learning in which the objectives, progress and evaluation of learning are determined by the learners themselves (Benson, 2001:8). The literature on adult self-directed learning focuses on the processes involved in learning outside the context of classroom or formal education. Self-directed learning is described in its broadest meaning as:

“a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies and then evaluating their learning outcomes.” (Knowles, 1975:18)

Other labels found in the literature include such as self-planned learning, inquiry method, independent learning, self-education, self-instruction, self-teaching, self-study, and autonomous learning. In the more recent literature, self-directed learning is considered by some researchers as an umbrella concept combining both self-instructional processes and the physiological characteristics of the learner that support them. Brocket and Hiemstra (1991:24), for example, state that the dimension of self-directed learning is the learner self-direction that centers on a learner’s desire or preference for having responsibility for learning. Similarly, Candy (1991: 22-3) also states that:

“… the term self-direction actually embraces dimensions of process and product, and … refers to four distinct (but related) phenomena: ‘self-direction’ as a personal attribute
(personal autonomy); ‘self-direction’ as the willingness and capacity to conduct one’s own education (self-management); ‘self-direction’ as a mode of organizing instruction in formal settings (learner-control); and ‘self direction’ as the individual, noninstitutional pursuit of learning opportunities in the ‘natural societal setting’ (autodidaxy).”

Self-directed learning can be considered as something that learners are able to do more or less effectively according to the degree that they possess this capacity.

Figure 2.1 Major Influences on the Theory of Autonomy in Language Learning

Self-directed learners are often described as being autonomous towards learning (Candi, 1991; Guglielmino, 1977; Knowles, 1975). Dickinson (1987:11) defines autonomy as the situation in which the learners are totally responsible for all the decisions concerned with their learning and the implementation of those decisions. Littlewood (1996:428) argues that autonomy as a capacity involves two aspects which are ability and willingness that depends on having both the motivation and the confidence to take responsibility for the choices. This autonomy makes the
self-directed learners are able to plan, implement, monitor, and evaluate their own learning process (Candy, 1991; Fisher, King, and Tague, 2001). Tricia Hedge (2000:76) states that self-directed learners (1) know their needs and work productively with the teacher towards the achievement of their objectives (2) learn both inside and outside the classroom (3) can take classroom-based material and can build on it (4) know how to use resources independently (5) learn with active thinking (6) adjust their learning strategies when necessary to improve learning (7) manage and divide the time in learning properly (8) do not thing the teacher is a god who can give them ability to master the language. If the students have the characteristics of self-directed learners, it means that they are ready to have an individual work as a media to develop their self-directed learning.

The self-directed learning abilities can encourage individuals to be more responsible and use their personal competencies to educate themselves (Areglado, Bradley, and Lane, 1996; Candy, 1991; Guglielmino, 1977; Knowles, 1980). Based on Scharle and Szabo from the book “Learner Autonomy”, there are several skills and attitudes that teachers have identified as building blocks of responsibility and autonomy: intrinsic motivation which are more able to identify with the goals of learning and makes the students more willing to take responsibility for the outcome; self-confidence which contributes to the development of responsibility in its own right; monitoring in which the students focus on the process of learning rather than the outcome; self-evaluation which formulates an idea of students’ level of proficiency and discover weak and strong points to plan the directions of progress;
learning strategies as tools to improve the language competence; cooperation which affects learner attitudes in several ways; group cohesion which creates opportunities for feedback from peers; sharing information with the learner which is to express respect and willingness to regard learners as partners; consistent control which clearly establish expectations towards the learner; and delegating task and decisions which help the students to take more responsibility for their learning.

The process of developing learner responsibility can be seen in this three phases:

1. Raising awareness as the starting point. The learners are presented new viewpoints and new experiences to encourage them bringing the inner processes of their learning to the conscious level of their thinking. In this stage, the teacher takes more control because the learners are not yet very responsible.

2. The next step is beginning changing attitudes by practicing the skills introduces at the first stage. It requires a lot practice and patience, but it allows more room for learner initiative.

3. The last step is transferring roles to the learner. It requires a considerable change in classroom management; therefore, it is the most demanding phase for the teacher. It gives a considerable amount of freedom to the students in accomplishing or even deciding the tasks.

Brockett and Hiemstra (1991:24) also provided two primary understanding of self-directed learning. First, self-directed learning is a process “in which a learner assumes primary responsibility for planning, implementing, and evaluating the
learning process” (p.24). Second, self-directed learning refers to a goal, which focuses on “a learner’s desire or preference for assuming responsibility for learning”. In order to help the students developing their self-directed learning, teacher should conduct activities that make them take an initiative towards their own learning process. This can be done better if the activities encourage the students to work independently rather than in group. Therefore, one example of activities best applied as the way to develop students’ self-directed learning is individual presentation.

3. Individual Presentation

There are three aspects discussed related to the individual presentation. Those are the theories of the individual presentation, the preparation process, and the delivery.

a. Theory

Teacher should know what preferred teaching style and learning activities that suits the learning style and needs of the learners to engage with them effectively. The teaching style also gives more impact on their gain in knowledge, skills and better attitudes. Chambers states that there are four main approaches to develop teaching style to an individual learner’s needs. First, teacher should match the style with the characteristics of the learners. Second, since learners come from range backgrounds and have different ways of learning, teacher should give such a flexible teaching style that allows students to choose the learning methods that fit their needs. Third, the teachers provide several different methods of learning on the same course so that the students can mix and match. Forth, the teachers allow complete freedom or independent study
which gives good results especially for mature students. The sensitive student-centered teachers should develop their teaching to the various learning styles of the group of learners and specific needs of individual learners to promote active learning, high attention and motivation, give feedback to the teacher and student, and increase satisfaction for both (Steinert and Sell, 1999).

A teaching and learning method which is commonly used by student-centered teacher is problem based learning which reverses the traditional approach to teaching and learning. It fosters deep learning and requires students to activate prior learning to integrate new learning with it. Problem based learning also develops life-long learning skills as well as self-directed learning. Problem based learning focuses on experimentally based learning which is organized around the presentation, investigation, and resolution of real-world problem (Murray-Harvey & Slee, 2000, p.1). It aligns with constructivist learning principles in that it is student-centered, open-ended, integrated and involves students in the active construction of knowledge (Wee King Neo, 2004, p. 15). Some studies have produced claims that problem based learning encourage a high level of study engagement (Ahlfeldt, Mehta, & Sellnow, 2005), develops students’ responsibility for learning (Dutch, 1995, cited in Kiggins, 2001), facilitates professional dialogue, creates a student-centered learning environment, connects theory and practice and promotes students’ ability to think critically (Murray-Harvey & Slee, 2000), and develops in students’ deep sense and understanding of schools, classroom work, and the multiples roles of
teacher (Kiggins, 2001, p. 6). The steps to work through problem based learning scenarios are defining learning objectives in advance, finding problems which are appropriate to the stage of the curriculum and the level of learner understanding, arranging scenarios which are relevant to practice, presenting the problems in context to encourage integration of knowledge, presenting scenarios to stimulate discussion and encourage learners to seek an explanation, and engaging the students to be actively involved in searching for information (Chambers, 2003:78).

One appropriate method best implemented in problem based learning is a presentation technique. Presentation is a talk or speech delivered by a presenter to the audience. A successful presentation is not only given to the audience, but also it is given for the audience. There are many different kinds of presentation such as academic presentation which is given in a classroom, lecture theatre or conference hall; sales presentation which is used when having a product to sell; job presentation interview when selling ourselves into a company to be an employee; formal presentation report which is made by the officers of an organization to its annual general meeting or to a committee meeting. Whatever the kind of presentation, there is always a topic or a subject which can be chosen or which may be assigned, and also a setting or the environment, both physical and organizational in which the presentation takes place. Every presentation needs a communication between presenter and audience. When preparing material for a talk, good presenters try to put themselves in the shoes
of their audience members. Presentation technique consists of two stages; those are the process of preparation and delivery. The principles of through every step of the presentation process are restraining in preparation, simplicity in design, and naturalness in delivery. All of which, in the end, lead to greater clarity for us and for audience (Reynolds: 17).

b. Preparation

Before conducting a presentation, every presenter of course needs a preparation. The first step when preparing the presentation is learning; learning the topic that will be discussed in public and learning how to build a good presentation. Based on the book titles “Presentation Zen” by Garr Reynolds (2008), before designing a presentation, the presenter needs to see the big picture and identify the core messages. The presentation would have been greatly improved if the presenter had simply kept two questions in mind when preparing to the talk: What’s my point? And what does it matter? Preparing a proper document with as much detail as necessary frees the presenter to focus on what is most important for the particular audience on the particular presentation (page 58). If the presenter prepares well for the presentation, he/she can exactly tell the core messages well in any situation because the preparation process itself should help you really know the story. With proper preparation, the presenter should be able to still tell the story or the topic of presentation even if the projector breaks five minutes before the presentation. Mastering the topic can also build the presenters’ confidence in delivering the presentation; therefore, the presenters
need to take some efforts like finding and reading many resources such as books, journals, etc. in order to gain much information related to the topic discussed.

The responsibility to conduct an effective presentation in front of the audiences encourages the presenters to prepare the materials well by learning and understanding the topic so that he/she can transfer the knowledge accurately to the audiences.

c. Delivery

After preparing a well-organized presentation, the presenter should be ready to deliver and present the materials on front of the audiences. House and McCune (2001) in their paper “Making the Most of Oral Presentations by Undergraduates” explain a number of factors influencing students’ performance in having presentations. These factors are the condition when the presentations are made such as physical setting and layout, the approach taken to questions and comments, ground rules and etiquette); the strategy applied by the students to communicate their material effectively to the audiences; the impact of listening and presenting experiences; and the role of pre-presentation guidance and post-presentation feedback. The way the presenters deliver the materials of the presentation really affects the understanding of the audiences towards the topic discussed. It is because presentation is about individuals’ performance in public area and it deals with communicative competence of the presenter. Presenting well is a “whole minded” skill that target people’s “left brain” and “right brain”. One example of a good and memorable presentation conducted by CEO
presentations because the presenter knew the material inside and out and knew what he wanted to say.

Based on Levin and Topping (2006) in the book “Perfect Presentations!” spoken presentations are commonly equipped by visual aids such as slides projected on to a screen using an overhead projector, computer slide programs such as using PowerPoint, or film clips. The presenter sometimes also gives handouts or documents containing text or pictures or both to the audiences so that they can follow the presentation and understand the presentation materials better. Projected slides should be as visual as possible and support the points quickly, efficiently, and powerfully. There are six principles from the book Made to Stick by Chip Heath and Dan Heath that should keep in mind when transferring ideas and messages for speeches, presentations, or any other forms of communication:

1. Simplicity. A presenter must be ruthless in simplifying the message to its absolute core because every idea can be reduced to its bare essential meaning. For the presentation, what’s the key point? What’s the core? Why does (or should) it matter?

2. Unexpectedness. A presentation will be interesting for the audiences if it stimulate their curiosity about something. The best way to do that is to pose questions or open holes in people’s knowledge and then fill those holes.

3. Concreteness. It would be better if a presenter uses natural speech and give real examples with real things, not abstractions. Giving real examples help
the audiences understand the thought and have a good connection to the presenter during the presentation.

4. Credibility. If a presenter wants to attract the audiences’ attention to the presentation, he/she should have a good credibility towards the audiences. There are many ways to establish credibility such as a quote from clients or friends may help.

5. Emotions. People are emotional beings and it is not enough to take people through a list of talking points and information from the slides so that a presenter should make the audiences feel something about the content of the presentation. One example is by giving images to have audiences not only understand the point better, but also feel and have a more emotional connection to the idea.

6. Stories. Before delivering a presentation, a presenter can start with an interesting story to get audiences’ attention. For example, the story that inspires the presenter to conduct particular presentation or the story that experiences by the presenter during the preparation. Stories get more attention and are easier to remember than list of rules. Great ideas and great presentations have an element of story inside.

Presentations can be conducted in group or individual, however, this study focuses more on the practice of individual presentation. Brown et al (1997) gives the criteria used to assess presentations including structure of presentation,
clarity of presentation, enthusiasm of presenter, and interest of presentation. However, one is argued by Race and Brown (1998) who advise the teachers to:

“Be clear about the purposes of student presentations. For example the main purpose could be to develop students’ skills at giving presentations, or could be to cause them to do research and reading to improve their subject knowledge. Usually, several such factors may be involved together.” (p.69)

Therefore, presentations are not just about transferring information from one head to other heads by listing points on a slide. People usually expects something that fundamentally more human when following a presentation. They want to hear the facts of the story and get the idea of the thought from the presenter explanation during the presentation.

B. Theoretical Framework

Having presentation technique in teaching-learning activities is usually applied in content-based courses in English Language Education Study Program, Sanata Dharma University. This technique is one example of the implementations student-centered approach in education field nowadays. Every presentation needs a preparation that consists of deciding the topic, finding the sources such as book, journals related to the topic, learning the information from the sources, and preparing the visual aids to help the presenter in delivering the materials. The preparation process of the presentation gives significant effects to the process of delivering materials in front of the audiences. The more they understand the materials for the presentation, the more they feel confident in transferring and communicating the materials to the audiences.
One of the main purposes the lecturer conducts presentation in teaching-learning activity is encouraging students’ autonomy in learning in which they have the capacity to take control over learning. The students will take more initiative to start learning if there are some degrees of requirements in passing the course such as preparing an effective presentation in front of the class. Presentation technique can be done in the form of group or individual work depending on the requirement from the lecturer. However, students will be more challenged in developing their autonomy towards learning if they are required an individual work which forces them to be more responsible in finishing the work. Therefore, an individual presentation is best practiced as the way to build students’ independence as well as self-directed learning. Developing a well-organized and an effective individual presentation also needs some degree of understanding towards the material discussed. It deals with the way how the students, as the presenters, learn and master the materials by processing gathered information from the sources during the preparation process.

Reynolds (2008) states that a presentation is believable and authentic not only because the presenter is prepared and logical, but also because the presenter are moved by the topic. The presenter has to believe in the topic completely or no one else will. That is why when delivering the presentation, the presenter must believe in the topic fully and be “lost in moment” of engaging the audiences. The presentation will look easy and natural if it is prepared and practiced regularly. The more the presenter rehearses, the more confident they will become and the easier it will seem to the audiences.
Good presentations are about conversing, sharing, and connecting at an intellectual and emotional level in an honest and sincere way. The first step to become a great presenter is taking more attention to the way how to learn, understand, remember, and engage because presentation deals with performance and communicative skills. Therefore, the more the students, as the presenter, learn the
materials independently, the more confident they become, and the more effective the presentation will be.

Students’ experience towards the process of preparing the presentation, deciding the key points, and delivering the materials to the audiences independently through individual presentation, will affect their perception towards the use of individual presentation in Seminar on Language Teaching class. However, how about students’ perception on the use of individual presentations as the way to develop self-directed learning? Do they perceive that individual presentation really encouraging them to be more autonomous as well as self-directed learners? As stated by Altman et.al (1985), the way the students perceives something influence their mental development and behavior response towards the environments surroundings. If the students’ perception is good and high, it will lead them to the positive responses towards the implementation of individual presentation in Seminar on Language Teaching class. Then, they will support the use of individual presentations by doing the preparation and delivering the materials sincerely since it develops their responsibility and independence as mature students. On the other hand, if they perceive that individual presentations give no impact towards their autonomy in the process of learning and gaining new information, they will act in different and negative way.
CHAPTER III
RESEARCH METHODOLOGY

The purpose of chapter 3 is to explain the method used to answer the three questions stated in Chapter 1. This chapter consists of (A) the research method, (B) the research participants, (C) the research instruments, (D) the data gathering technique, (E) the data analysis technique, and (F) the research procedure.

A. Research Method

Since the researcher needed to figure out students’ perception towards the use of individual presentation in Seminar on Language Teaching class, the method used in this study was a survey research. A survey research gathers information from a number of people called respondents by interviewing only a few of them to generalize findings from a drawn sample within the limits of random error (Backstrom and Charles Herbert, 1926, p.1). The survey research was used in this study because it could improve the assumption by providing timely and accurate information and the validity can also be checked. There were two instruments used in the survey research: questionnaire and interview. After distributing the questionnaire, the researcher interviewed some participants to get deeper responses towards the use of individual presentation to develop self-directed learning. The researcher combined qualitative and quantitative approach to obtain the data needed. Thus, in this research, the
researcher interpreted the data gathered from the respondents in the form of number and verbal description.

B. Research Participants

The participants as sources data of this research were the students of Seminar on Language Teaching course in English Education Study Program Sanata Dharma University year who have ever taken Seminar on Language Teaching course and have experienced in having an individual presentation. The researcher chose 40 students as the participants randomly, who had taken Seminar on Language Teaching class in academic year 2010/2011. This study aimed to gain information related to the participants’ experiences during the preparation and delivery for the individual presentation.

C. Research Instruments

There are two instruments used by the researcher to obtain the data needed namely questionnaire and interview.

1. Questionnaire

Questionnaire was an instrument used in this study to gather information from the respondents’ written responses to a list of questions asking about the process of preparing and delivering individual presentation. It was also asking students’ perception towards the use of individual presentations as a way to develop self-directed learning. The questionnaire was divided into two parts. The first part was
close-ended questions consisted of 25 statements related to how the students prepare and deliver the individual presentation, and how they perceive the use of individual presentation in Seminar on Language Teaching class. Closed questions were questions in which the research provides a suitable list of responses (ex. Yes/No) that mainly produces quantitative data. The first 10 statements were used to find out how the students prepare the materials for the individual presentation, while the statements number 11 up to 15 were used to find out the process of delivering the individual presentation in front of the audiences. The last 10 statements were used to figure out students’ perception towards the use of individual presentation. In the first part, the students were asked to put a tick in provided column in giving their responses towards the statements. The researcher provided five columns for each statement. They were strongly disagree, disagree, uncertain, agree, and strongly agree.

The researcher used Likert Scale in analyzing the questionnaire with a number of points that provide ordinal scale measurement (Wiersma, 1995: 183). The value of each statement was 1 to 5 in which the low value represented negative responses and high value represented positive responses. The value of each column was concerned based on the following agreement:

- 1 was for strongly disagree
- 2 was for disagree
- 3 was for uncertain
- 4 was for agree
- 5 was for strongly agree
The second part of the questionnaire consisted of 3 open-ended questions. Open questions were questions that asked the respondents to answer in their own words and this mainly produces qualitative data. The open-ended questions were used to find out deep answer and explanation about students’ preparation, delivery, and perception dealing with the implementation of individual presentation in Seminar on Language Teaching class.

Before distributing the questionnaire to the ‘real’ respondents, the writer did preliminary activity by distributing the questionnaire to some friends first as a trial. The writer asked some friends to fill in the questionnaire based on their experiences having an individual presentation in Seminar on Language Teaching class. If the results of the trial questionnaires were appropriate with the writer’s expectation of the response and figured out the two research problems, then the writer directly distributed the questionnaires to the ‘real’ respondents. If there were some errors or mistakes or else the result could not figure out the research questions, the writer revised the statements in the questionnaire.

2. Interview

After distributing the questionnaire, the researcher also conducted an interview to some respondents to verify the result of the main instrument. It was also used to ensure and recheck students’ responses in the questionnaire since the interview was an instrument that relies on people’s self-reported testimony about their own characteristics (Backstrom and Charles Herbert, 1926, p.17). Every word used by the respondents during the interview was a microcosm of the consciousness that
gave access to the most complicated social and educational issues because those issues were abstractions based on the concrete experience of people (Vygotsky, 1987, pp. 236-237). Seidman (1991) states that,

“Interviewing provides access to the context of people’s behavior and thereby provides a way for researcher to understand the meaning of that behavior. A basic assumption in in-depth interviewing research is that the meaning people make of their experience affects the way they carry out that experience” (pp. 4).

By doing the interview to some respondents, the writer could dig out how the individual presentations in Seminar on Language Teaching course could develop the students’ self-directed learning.

D. Data Gathering Technique

The first data were gathered through the distribution of the questionnaires. The researcher chose 40 students taken from 3 Seminar on Language Teaching classes in academic year 2010/2011. The researcher decided to distribute the questionnaire to the students in that year because all of them had taken Seminar on Language Teaching class in semester 7, while at that time, the students who took Seminar on Language Teaching class in semester 8 was still in progress so that not all of them had experienced individual presentation. Therefore, the researcher distributed the questionnaires to the respondents in different days.

After distributing the questionnaire and knowing the score result, the researcher conducted the interview to some of the students to get in-depth explanation related to their responses in the questionnaires. The researcher only chose five
students as the interviewees based on the classification of perception. Three interviewees was the students who had positive response on the questionnaire and other two interviewees had average responses on their questionnaire since there were no students who had negative responses towards the statements on the questionnaire. The researcher interviewed the students one by one on different day to keep the researcher focusing on the material for the interview. The researcher tried to obtain any important information needed for the research by taking notes and using tape recorder. The interviewees were all cooperative in giving detail information towards their responses in the questionnaire about their preparation, performance, and perception on the use of individual presentation in Seminar on Language Teaching class dealing with the development of their self-directed learning.

E. Data Analysis Technique

The first step in analyzing the data gathered from the respondents was counting the result from the questionnaire and putting the data in the table. The data was divided into three categories to answer two research problems that can be seen in the blueprint of the questionnaire (Appendix). They were an individual presentation preparation process, an individual presentation delivery process, and students’ perception in the use of individual presentation. The students who had positive perception on the use of individual presentation to develop their self-directed learning tended to choose agree or strongly agree column. It is indicated that the implementation of individual presentation in Seminar on Language Teaching class
helped the students in developing their self-directed learning. The students who had negative perception on the use of individual presentation tended to choose disagree or strongly disagree column, while the students who were confused or not certain with the development of self-directed learning through the implementation of individual presentation would choose uncertain column.

The researcher made a classification of students’ perception based on the total score of each questionnaire result. By the scale, students’ perception on the use of individual presentation in Seminar on Language Teaching class could be measured from the total score of each respondent.

1. The students had negative perception if the total score was between 25-58
2. The students had average perception if the total score was between 59-91
3. The students had positive perception if the total score was between 92-125

The categories of making the classifications were based on the following consideration that:

1. The maximum total score of strongly agree was 125 (5x25 items)
2. The maximum total score of agree was 100 (4x25 items)
3. The maximum total score of uncertain was 75 (3x25 items)
4. The maximum total score of disagree was 50 (2x25 items)
5. The maximum total score of strongly disagree was 25 (1x25 items)

Percentile rank was used in the first part of the questionnaire to show the level of agreement of each statement responded by the students. The calculation was used
to inform the students’ tendency on each statement. The percentage was calculated as following:

\[
\frac{\sum \chi}{\sum n} \times 100\%
\]

in which:

\[\sum \chi = \text{the number of respondents based on the degree of agreement}\]
\[\sum n = \text{the number of all respondents}\]

The percentages of the students’ responses on the questionnaire results were presented in the table and discussed in the form of paragraphs.

After the questionnaire data in the first part were all collected and analyzed, the researcher came to the second data in the second part that was the results of open-ended questions. The researcher read all the students’ answers in the second part and the classified the data gathered into three categories (preparation, delivery, and perception). The percentages of students’ answers were presented and discussed in the form of paragraphs.

Finishing with the data gathered from the questionnaire, the researcher came to the last data from the interview results. The recorded data from the interview was transcribed in the Appendix and finally the data results from the interview were compiled with the other data from the questionnaire results both close and open-ended questions to answer the research problems. The data analyses would help the writer to find out how far the individual presentations develop students’ self-directed learning.
F. Research Procedure

The researcher passed several steps in conducting a research. First, the research decided the topic and the subject of the study. The researcher formulated research problems related to the topic. Then, the researcher conducted survey by designing a set of questionnaire as the instrument for doing descriptive research. The questionnaire consisted of several statements used for answering the research problems. The researcher distributed the questionnaire to some friends as a trial first and after that the questionnaire was distributed to the ‘real’ respondents that were the students of Seminar on Language Teaching class. The researcher chose 40 students taken from 3 classes and the results of the questionnaires were classified into three categories. The researcher took two students who had higher scores and three students who had average scores based on the classification from the questionnaire results. The interview was conducted to reveal more detail information towards the use of individual presentation. Then, the researcher analyzed all the data gathered from the questionnaire and interview and correlated the findings to be presented and discussed.
CHAPTER IV
RESEARCH FINDINGS AND DISCUSSIONS

In this chapter, the writer presents and analyzes the data acquired by employing the research instruments: the questionnaires and interviews from the participants. The findings from the analyzed gathered data are discussed to answer two questions stated in the problem formulation. Therefore, there will be two discussions in this chapter. The first one is the discussion about what the students do for the individual presentation. It explains the process that the students passed before and during the individual presentation. The second one discusses students’ perception towards the use of individual presentation as a way to develop self-directed learning.

A. The Process of Individual Presentation

This section answers the first question in the problem formulation. This section is divided into two parts which are students’ preparation process and students’ delivery process.

1. Students’ Preparation Process

Researcher employed questionnaire to acquire the data about how students’ prepare for the individual presentation. The close-ended questions were used to measure students’ degree of agreement or disagreement on the statement and the open-ended questions were used to find detail explanation or information of certain
features. The interview results are also presented to support the data gathered from the questionnaire.

a. Preparation Process Based on Questionnaire

The data results as presented in appendix show that most of the participants had positive responses towards the process of preparing the individual presentation. From the first statement, 30% of the total participants strongly agreed that they take initiative to start learning the topic when they are going to have individual presentation, 57.5% of participants agreed, 7.5% of participants uncertain, 5% of participants disagreed, and none strongly disagreed with the statement. The findings showed that 87.5% of total participants (the sum of strongly agree percentages and agree percentages) agreed that they take initiative to start learning the topic because of the individual presentation.

On the second statement, 47.5% participants strongly agreed that they find any sources related to the topic for the individual presentation independently, 40% participants agreed, 7.5% participants uncertain, 5% participants disagreed with the statement. It is shown that 87.5% of total participants find any sources related to the topic for the individual presentation independently or without any help from others.

For the third statement, 37.5% participants strongly agreed that they analyze the information gathered from the sources independently, 50% participants agreed, 12.5% of participants were uncertain, and none participants disagreed with the statement. It can be seen that the majority of the participants were in agreement that
they analyze the information gathered from the sources independently by having 87.5% level of agreement and 0% level of disagreement from the total participants.

The result from the fourth statement shows that 22.5% participants strongly agreed that they have high motivation in learning the materials independently if they have individual presentation, 47.5% participants agreed, 25% participants uncertain, and 5% disagreed with the statement. It is shown that 70% participants have high motivation in learning the materials independently if they have such an individual presentation. This finding was interesting to find out since the uncertain rate is relatively high, therefore, interview data was employed to figure out the findings in the questionnaire.

From the fifth statement, 30% participants strongly agreed that they read and understand the materials carefully in the process of preparing individual presentation, 55% participants agreed, 15% participants uncertain, and none participants disagreed with the statement. Reaching 85% of participants agreed with the statement, participants had positively responses towards the statement that they read and understand the material carefully in the process of preparing individual presentation.

On the sixth statement, 47.5% participants strongly agreed that they are encouraged to get better understanding on the materials if they prepare an individual presentation, 42.5% participants agreed, 7.5% participants uncertain, and 2.5% participants disagreed with the statement. The findings showed that 90% of the total participants are encouraged to get better understanding on the materials if they prepare an individual presentation.
The seventh statement result shows that 37.5% participants strongly agreed that they spend more time to learn the materials independently rather than in a group for the individual presentation, 40% participants agreed, 15% participants uncertain, 7.5% disagreed with this statement. It is shown from the data that 77.5% participants spend more time to learn the individual presentation materials independently rather than in a group.

For the eight statement, only 15% of total participants strongly agreed with the statements that they set their own goals when learning the materials for the individual presentation. However, 62.5% participants agreed, 20% participants uncertain, and 2.5% participants disagreed with this statement. It is seen that 77.5% participants agreed that they set their own goals when learning the materials for the individual presentation, while 20% participants are confused how to set their own goals in learning the materials so that they felt uncertain with their answers.

On the ninth statement, 37.5% participants strongly agreed that they manage the time by themselves during the preparation process of the individual presentation, 55% participants agreed, only 5% participants uncertain, and 2.5% disagreed with this statement. It is shown that 92.5% of total participants really manage the time by themselves during the preparation process of the individual presentation.

The result of the last statement in the preparation process part showed that 42.5% participants strongly agreed that they develop their independence in learning when preparing the materials for the individual presentation by themselves, 55% participants agreed, none participants uncertain, and only 2.5% participants disagreed.
Since 97.5% of total participants agreed with this statement, it shows that almost all of the participants argued that their independence is developed through preparing the materials for the individual presentation.

Table 4.1 The Result of the Students’ Preparation Process
(Close-ended)

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Frequency</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>SD</td>
</tr>
<tr>
<td>1.</td>
<td>The participants take initiative to start learning the topic when having individual presentation.</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0%</td>
</tr>
<tr>
<td>2.</td>
<td>The participants find any sources related to the topic for the individual presentation independently.</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0%</td>
</tr>
<tr>
<td>3.</td>
<td>The participants analyze the information gathered from the sources independently.</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0%</td>
</tr>
<tr>
<td>4.</td>
<td>The participants have high motivation in learning the materials independently if you have individual presentation.</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0%</td>
</tr>
<tr>
<td>5.</td>
<td>The participants read and understand the materials carefully in the process of preparing individual presentation.</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0%</td>
</tr>
<tr>
<td>6.</td>
<td>The participants are encouraged to get better understanding on the materials if you prepare an individual presentation.</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0%</td>
</tr>
<tr>
<td>7.</td>
<td>The participants spend more time to learn the materials independently rather than in a group for the individual presentation.</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0%</td>
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</table>
Other findings were drawn by the researcher from the open-ended questions. The researcher asked the participants about how they prepare the materials and the paper for the individual presentation in Seminar on Language Teaching class. All of the participants answered that they found the sources for the individual presentation by looking for some books or journals in the library and using internet to find any additional information in order to support and complete the materials from the library. Some of them also stated that they learnt the materials from the previous presentation such as borrowing seniors’ paper or looking for similar presentation from other subjects. Furthermore, the researcher asked whether the participants did the preparation by themselves or not. All of the participants answered that they prepared all the things needed for the individual presentation by themselves or independently. The participants stated that since it was an individual presentation, they had to prepare the paper and the presentation by themselves because it helped them to

<table>
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<tr>
<th>No.</th>
<th>Statement</th>
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<tbody>
<tr>
<td>8.</td>
<td>The participants set your own goals when learning the materials for the individual presentation.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>SD</td>
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<tr>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0%</td>
</tr>
<tr>
<td>9.</td>
<td>The participants manage the time by yourself during the preparation process of the individual presentation.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>SD</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0%</td>
</tr>
<tr>
<td>10.</td>
<td>The participants develop your independence in learning when preparing the materials for the individual presentation by yourself.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>SD</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0</td>
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<tr>
<td></td>
<td></td>
<td>0%</td>
</tr>
</tbody>
</table>
understand more towards the materials so that they could make an understandable PowerPoint presentation that was understandable for the audiences. The participants also stated that by constructing their own paper and presentation independently, it could make them more independent and responsible towards the success of the individual presentation. They were aware that when they understood their own material and presentation, they could do the individual presentation well and the materials kept in their mind for a longer time. However, when they found any difficulties in finding the sources or writing the paper, they asked their friends to help them or consulted the materials with their lecturer.

b. Preparation Process Based on Interview

The researcher chose five students to participate in the interview in order to get detail information related to their responses from the questionnaire. On the interview section, the researcher asked the students to give more detail information about what kind of preparation they have for the individual presentation. The first student answered that firstly she mastered the materials by reading and understanding the sources deeply, then she found some theories or expert statements to support the materials, and after that she made the presentation slideshow. The second student began with finding sufficient references dealing with his topic such as references from book and internet, then enough with the references necessary, he started making an outline to write his paper. Finish writing his paper, he started thinking of making the presentation. He also made an outline of what to do in the presentation such as the opening, discussion, closing, etc, and after that he tried to practice it out.
“Many days before presentation, I should begin with finding sufficient references dealing with my topic such as references from books and internet. Enough with the references necessary, I start making an outline of my paper. After that, I write down my paper and start thinking of making the presentation” (Respondent B, in appendix 6)

The preparation process of the third student started from taking the sources from the internet and reading some book. He also had discussion with his friends if he found any difficulties in finding the appropriate sources related to the topic. After that, he prepared the presentation slides, and prepared himself to perform in front of the class so that he could deliver his messages, ideas, and thought in the Seminar on Language Teaching well. He also prepared the possibility questions that came from the audience so that I could answer all of the questions clearly.

“I prepared the presentation slides, and also I prepared myself to perform in front of the class so that I can deliver my message, my ideas, and my thought well. I also prepared the possibility of questions that came from the audience so that I could answer all of the questions. I took the sources from the internet, I read some book and also I had discussion with my friends“ (Respondent C, in appendix 6)

The fourth student firstly looked for some sources and references by going to the library and searching on the internet also. After that she compiled all of the materials that she read from the sources and she wrote the paper to be submitted to the lecturer one day before the presentation. Then she made the presentation slideshows. The last students also had a same way of preparation as the previous students. She did the library study to find some books which were related to her topic and then she combined all of the materials needed which were taken from the sources to make the paper required by the lecturer. After writing the paper, the last thing that she made was the PowerPoint slideshow.
2. Students’ Delivery Process

After preparing the paper and the PowerPoint slideshow, the students had to present the materials in front of the audiences individually. The researcher figures out the correlation between preparation and delivery by employing the questionnaire and interview to reveal whether the preparation process influenced or affected students’ delivery during the individual presentation.

a. Delivery Process Based on Questionnaire

From the questionnaire result, it is shown that 65% participants strongly agreed that they become more responsible of they have to prepare and deliver a presentation individually, 32.5% of total participants agreed, and only 2.5% participant uncertain. The level of agreement to this statement was 97.5% which is considered fairly high. There are also 15% participants who strongly agreed that during the individual presentation they delivered the materials fluently, 65% participants agreed, 17.5% participants uncertain, and 2.5% participants disagree. It shows that 80% participants could deliver the materials fluently during the individual presentation. Furthermore, 32.5% participants strongly agreed that they can deliver the materials effectively because they prepare the materials by themselves, 55% participants agreed, and 12.5% participants uncertain. Since the level of agreement was 87.5%, it is seen that the majority of the total participants argued that they can deliver the materials effectively because they prepare the materials independently.

For the next statement, 55% participants strongly agreed that they become more confident in delivering the materials for the individual presentation if they learn
and understand the topic by themselves, 35% agreed, and 7.5% participants uncertain. It is shown that 90% of total participants believed that they become more confident in delivering the materials for the individual presentation if they learn and understand the topic independently. Therefore, on the last statement there are 32.5% participants strongly agreed that they needed the individual presentation technique to develop their independence, 50% participants agreed, 12.5% participants uncertain, and 5% participants disagreed with this statement. From the total level of agreement, 82.5% of total participants recognized that they need an individual presentation technique to develop their independence. It shows that the participants have positive responses towards the individual presentation techniques dealing with the development of their independence.

Table 4.2 The Result of the Students’ Delivery Process (Close-ended)

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Frequency</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>SD</td>
</tr>
<tr>
<td>11.</td>
<td>The participants become more responsible if they have to prepare and deliver a presentation individually.</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(0%)</td>
</tr>
<tr>
<td>12.</td>
<td>During the individual presentation, the participants deliver the materials fluently.</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(0%)</td>
</tr>
<tr>
<td>13.</td>
<td>The participants can deliver the materials effectively because they prepare it independently.</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(0%)</td>
</tr>
<tr>
<td></td>
<td>The participants become more confident in delivering the materials for the individual presentation if they learn and understand the topic by themselves.</td>
<td>SD</td>
</tr>
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<td>---</td>
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<td>----</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(0%)</td>
</tr>
<tr>
<td></td>
<td>The participants need the individual presentation technique to develop their independent learning.</td>
<td>0</td>
</tr>
<tr>
<td>15</td>
<td></td>
<td>(0%)</td>
</tr>
</tbody>
</table>

**b. Delivery Process Based on Interview**

Based on the interview result, the first student prepared a printed slideshow in which she put some words there to help her in reminding the explanation needed before she delivered the individual presentation. Furthermore, she stated that her material preparation really helped her deliver the presentation successfully and effectively. Since she prepared all the things needed individually, it made her become more confident in front of the audiences. She would be confused if she asked somebody’s help for her presentation because sometimes she had different opinions with her friends. In her opinion, the preparation really affected her delivery. If she did not prepare well, as the result her presentation was chaotic because she did not know what she should say first and how to answer the question from the audiences, so it would mess up the individual presentation. The second student only prepared an outline to help him deliver the presentation as well because his primary tool was the
PowerPoint slides. Based on his opinion, the main factor that supported him in delivering the material effectively was his preparedness since he should have really understood the topic which was going to discuss in the individual presentation. The other factors are his confidence and environment. If the atmosphere in the class was bad, it would decrease the mood of the presentation itself. Another thing was the enthusiasm of the audience. If there was no active participation and good communication each other, the presentation would not be well conducted. Therefore, the preparation process since he found the sources until he made the presentation played a big role in his delivery. Since he prepared the materials seriously, he was able to share ideas in the forum of discussion appropriately lead the topic effectively so that the others could join the presentation. Furthermore, since he prepared by practicing to deliver the presentation in front of the class, it improved his quality to deliver the materials.

“The main factor is of course our preparedness. I mean we should've really understood the topic that we're going to discuss in the presentation. The other factor is coming from our own confident. Another is environment. If the atmosphere in the class is bad, say hot, for instance it would decrease the mood of the presentation itself. Another thing is the enthusiasm of the audience.” (Interviewee B, in appendix 6)

For delivering the materials, the third student prepared media to support his presentation and also wrote down a cue card that helped him perform well and deliver the materials fluently to the audiences. The most important factor that really supported him in delivering the materials effectively was his preparation. It was because without any good preparation, he thought he couldn’t deliver the materials well. Compiling some materials besides his presentation materials also give more
help to him so that he would not look nervous in front of the class especially when
the audiences asked something dealing with the materials that he presented. Since he
prepared the cue card before delivering the materials, he could deliver the materials
well. It is because the cue cards helped him to know what to say in front of the class
and the step instruction or information that he had to deliver to the audiences.
Therefore, the main important point for his individual presentation was the
preparation of the materials and the cue cards.

“The most important factor is my preparation. It is because without any good
preparation, I think couldn’t deliver the materials well and also compiled some
materials beside my presentation slides so that I did not look nervous in front of the
class when the audiences asked something dealing with the materials that I presented.”
(Interviewee C, in appendix 6)

Not different with the third students, besides the PowerPoint slideshows, the
forth student also prepared all of the materials that had been collected in the form of
notes and cue cards before delivering the materials in order to help her answer the
question from the audiences. The most important thing that really helped her in
delivering the presentation successfully was the mastery of the materials itself. It
included the preparation of the topic. Since she was well-prepared for the topic, she
could master the topic. It made her not to be nervous in front of the class so that she
could answer the questions from the audiences easily. Besides that, she remembered
the lecturer always emphasized to the students to practice doing the presentation in
front of the mirror. It was really important before the students did the individual
presentation in order to build their confidence, therefore, the forth student also
practiced in the same way more than once before the day of the presentation.
Different with the previous students, the fifth student only prepared the PowerPoint slides before she delivered the materials in front of the class. Since she was taking on preparing the presentation, she had been confident enough in delivering the materials using the PowerPoint slideshow only without any notes or cue cards needed. She practiced a little what to say in front of the audiences before the day of the presentation so that she could deliver the materials fluently. The factors that really helped her in delivering the materials successfully were the media used during the presentation, the PowerPoint slides, and the most important thing was the material preparation process. Since she found appropriate sources related to the materials discussed in the presentation, she could transfer the knowledge that she gained during the preparation process to the audiences clearly. She explained the materials well-ordered although she only used the PowerPoint slideshow as the guidelines of the presentation. Therefore, in her opinion, the preparation process really affected the way she delivered the materials to the audiences and also affected her confidence when she had to stand in front of the class individually during the presentation.

B. Students’ Perception on the Use of Individual Presentation to Develop Self-directed Learning

To figure out students’ perception on the use of individual presentation as the way to develop self-directed learning, the researcher firstly acquired data from the questionnaire both in the close-ended questions and open-ended questions. The researcher also employed an interview to find more explanation from the data
gathered in the questionnaire. The following are the discussion dealing with students’ perception on the use of individual presentation.

a. Students’ Perception Based on the Questionnaire

The researcher proposed 10 close-ended questions dealing with students’ perception on the use of individual presentation. This part was interesting because some statements were responded ‘uncertain’ by many participants, while there are only little amounts of participants disagreed with those statements. It means some participants were also confused with their own perception towards the use of individual presentation in Seminar on Language Class as a way to develop self-directed learning. Therefore, the researcher also conducted an interview with some participants to dig out their perception on the method used in Seminar on Language Teaching class. For the first statement, it shows that 17.5% participants strongly agreed that they believe they can make a good presentation individually, 60% participants agreed, 20% participants uncertain, and 2.5% participants disagreed. There are 77.5% of total participants believe that they can make a good presentation individually.

However, for the second statements, 17.5% participants strongly agreed that they are more satisfied when they prepare the materials for the presentation individually rather than with their friends, 42.5% participants agreed, 27.5% participants uncertain, and 12.5% participants disagreed. The finding for this statement was interesting. Although 60% of total participants agreed with this statement, the percentages of the participants responded ‘uncertain’ and ‘disagree’
were also relatively high compared with the findings from other statements. It means that many students were not satisfied enough when they prepare the materials for the presentation individually. The result of the third statement shows that 17.5% participants strongly agreed they can present the materials better through the individual presentation, 55% participants agreed, 25% participants uncertain, and 2.5% participants disagreed. It shows that there are 72.5% of total participants can present the materials better through the individual presentation.

For the fourth and fifth statements, the degree of agreement responded by the participants in these statements are highly same. There are 92.5% of total participants agreed that the individual presentation really encourages them to be an independent learner and also it can develop their independent learning. To be detailed, there are 32.5% participants strongly agreed and 60% participants agreed with the fourth statement, while for the fifth statement 40% participants strongly agreed and 52.5% participants agreed. It is only 2.5% participants uncertain and 5% participants disagreed that the individual presentation really encourages them to be an independent learner, while 5% participants uncertain and 2.5% disagreed that the individual presentation can develop their independent learning.

On the sixth and seventh statement, the percentages of the participants that chose to respond ‘uncertain’ were high. It is shown by 30% participants uncertain that the individual presentation technique gives them more benefits towards independent learning rather than group presentation technique and 32.5% participants uncertain that they are interested in having individual presentation in Seminar on Language
Teaching class. Therefore, although 65% participants agreed with the sixth statements, 62.5% agreed with the seventh statements, and only 5% participants disagreed with both statements, the interview result were needed to find out more information related to benefits of individual presentation.

For the eighth statement, 85% participants enjoy the implementation of individual presentation in Seminar on Language Teaching class, 4% participants uncertain and 5% participants disagree with this statement. The result of the ninth statement shows that 90% participants agreed that the individual presentation is suitable to be implemented in Seminar on Language Teaching class to develop independent learning, 7.5% participants uncertain, and 2.5% participant disagreed with this statement. Whereas, for the last statement, 77.5% participants agreed that the teaching technique in Seminar on Language Teaching class really support them to be an independent learner, 22.5% participants uncertain, and none disagree with this statement.

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<tr>
<th>No.</th>
<th>Statement</th>
<th>Frequency</th>
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<tbody>
<tr>
<td>16.</td>
<td>The participants believe that they can make a good presentation individually.</td>
<td>SD 0 (0%) D 1 (2.5%) U 8 (20%) A 24 (60%) SA 7 (17.5%)</td>
</tr>
<tr>
<td>17.</td>
<td>The participants are more satisfied when preparing the materials individually rather than in group.</td>
<td>SD 0 (0%) D 5 (12.5%) U 11 (27.5%) A 17 (42.5%) SA 7 (17.5%)</td>
</tr>
<tr>
<td>No.</td>
<td>Statement</td>
<td>Frequency</td>
</tr>
<tr>
<td>------</td>
<td>---------------------------------------------------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>18.</td>
<td>The participants can present the materials better through the individual presentation.</td>
<td>SD: 0 (0%)</td>
</tr>
<tr>
<td>19.</td>
<td>The individual presentation encourages being an independent learner.</td>
<td>SD: 0 (0%)</td>
</tr>
<tr>
<td>20.</td>
<td>The participants agree that individual presentation can develop independent learning.</td>
<td>SD: 0 (0%)</td>
</tr>
<tr>
<td>21.</td>
<td>The individual presentation gives more benefits on independent learning rather than group presentation.</td>
<td>SD: 0 (0%)</td>
</tr>
<tr>
<td>22.</td>
<td>The participants are interested having individual presentation in Seminar on Language Teaching class.</td>
<td>SD: 0 (0%)</td>
</tr>
<tr>
<td>23.</td>
<td>The participants enjoy the individual presentation in Seminar on Language Teaching class because it helps them to be more independent.</td>
<td>SD: 0 (0%)</td>
</tr>
<tr>
<td>24.</td>
<td>The participants think that individual presentation is suitable to be implemented in Seminar on Language Teaching class to develop independent learning.</td>
<td>SD: 0 (0%)</td>
</tr>
<tr>
<td>25.</td>
<td>The teaching technique in the Seminar on Language Teaching class really supports them to be independent learners.</td>
<td>SD: 0 (0%)</td>
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</table>
Then, the researcher analyzed the data from the open-ended question to know whether the students think an individual presentation is an effective way to develop their independent learning or encourages them to be an independent learning. From the data gathered, it is shown that there are only 10% of total participants stated that the individual presentation in Seminar on Language Teaching class is not an effective way to develop their independent learning. It is because sometimes they also need to share information or have discussion with their friends. They think that even they have a group presentation technique in this class, but still they can be an independent learner. However, the majority of the participants or 90% of total participants responded that the individual presentation is exactly an effective way to be an independent learner. It is because they have the responsibility to present the materials well without any help from others since they have an individual presentation. They think that they are responsible for their own paper and presentation so that they have to understand the content of their paper in order to have a good presentation. By having an individual presentation, they were forced to prepare everything well individually so that it trained them to be more independent. They stated that the individual presentation not only taught them how to be an independent learner, but also how to be responsible to ourselves since they were responsible for what they write and share (knowledge) to the audiences. Therefore, they cannot rely on others if they did an individual presentation. The individual presentation encourages them to understand the topic and the materials needed so that they can deliver their presentation well and confidently because they master the materials.
b. Students’ Perception Based on the Interview

As stated on the result of the interview section, the first student realized that the individual presentation:

- helped her in practicing thesis defense or how to defend her statement.
- developed her independence since everyone had different topic so that they had the responsibility to develop their knowledge as well.
- improved her confidence and independent learning.
- found appropriate materials
- solved the problems when she had to answer difficult questions from the audiences dealing with the materials presented.

The second student realized that one objective study of the Seminar on Language Teaching class was being able to conduct an individual presentation. By doing that, the individual presentation:

- improved his ability of how to arrange a well-systematic materials and how to deliver it into the presentation.
- encouraged him to do everything independently
- trained him to do the preparation by themselves
- enhanced his independence.

Actually, the second student usually did several assignments by the help of his friends such as doing homework, papers and something else. However, in Seminar on Language Teaching class, he tried not to ask for help from his friends. He did the
preparation individually so that it triggered his independence and it made him more confident in delivering the materials.

Another opinion was given by the third student. He thought that if he made the presentation in group, he could not give his best, his thought, and all of his ideas to the presentation. If he had the chance to deliver the presentation in his own way, it will help him to:

• increase his confidence
• study more about the topic and the materials
• give more motivation to present his best in front of the class
• master the materials so that he would not look so nervous.

Sometimes he also thought that he could not rely on others. He had to decide what he had to do during the presentation, therefore, the individual presentation give more effects especially towards his self-confidence and independence. Since the lecturer asked the students to not only prepare a good preparation but also how to be responsible with their duty, he thought the individual presentation in Seminar class had given some good effects for him. In his opinion, the students should be given more chance to deliver the presentation individually because in group presentation we did not know who really master the materials. Therefore, the individual presentation really gave more benefits for him.

In the fourth student opinion, the first priority of the individual presentation was teaching us how to be responsible for ourselves. She thought that she could not
depend herself on others since she decided the topic by herself, looked for the references by herself, and wrote the paper by herself. The difference between individual and group presentation was that the audiences knew who really mastered the topic and the materials. That was why she called it by ‘how to be responsible with ourselves’ and the individual presentation really brings many good effects and benefits for her. In Seminar on Language Teaching class, the individual presentation taught her not to be nervous and as the presenter, she had the authority in the class since she was the master of the topic. Therefore, if she was not serious to do the individual presentation, what knowledge that the audiences could expect to get from the presentation given by her.

For the fifth student, by doing the individual presentation she could develop herself more. It was because if the presentation was conducted in group she tended to rely on her friends. Since she prepared the materials and the paper individually, it developed the independence of herself. She preferred to have individual presentation because when she had to deliver a group presentation with her friends, she usually became the victim who answered the questions given by the audiences or the lecturer. If she could not answer well, the presentation of her group will be failed and she had to be responsible to the whole members of the group. It is different with having an individual presentation in which she only had to be responsible to her own. The success or the failure of the presentation only depended on herself so that she did not have to be blamed or even she could not blame others if the presentation was not going well. She thought that the individual presentation gave positive effects to her.
Since she had to prepare all the things needed by herself, it could enrich her knowledge because it was she herself who found the books, read the books, and learnt the materials from the sources. It also gave more motivation to her in learning the materials deeper since she had to deliver the materials individually in front of the audiences. Furthermore, if she did the group presentation, she could not master all the materials because each member just understood or mastered their own part so that she could learn whole materials of the presentation.
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

The last chapter in this study contains the conclusions and suggestions. The conclusions which are about what the students do for the individual presentation and the students’ perception towards the use of individual presentation as the way to develop self-directed learning. On the suggestions part, the writer provides some suggestions to develop the use of individual presentation in Seminar on Language class.

A. Conclusions

This study is aimed to find out the students’ perception on the use of individual presentation as the way to develop self-directed learning in Seminar on Language Teaching class. This study proposes two research problems. The first is what do the students’ carry out for the individual presentation? The second is what are the students’ perceptions on the use of individual presentation as the way to develop self-directed learning? To gain the research data, the writer employs two instruments which are questionnaire consisted of 25 closed-ended statements and 3 open-ended questions, and also interview to 40 participants. The data collected by the questionnaires were used as the main data, while the interview result was used to recheck and reveal some deeper data. The following are the conclusions based on the research findings.
1. The Process of Individual Presentation

Based on the data gathered from the both instruments, the majority of students of English Language Education Study Program of Sanata Dharma University who have ever taken Seminar on Language Teaching class especially in academic year 2010/2011 had positive perceptions on the use of individual presentation. It is shown from the material preparation and the delivery preparation process. Most of the students prepared the materials by looking for some sources such as books, journals, articles in the library and searching for some supported online sources from the internet. They did the preparation process starting from finding the sources, writing the paper, and making the PowerPoint slides independently. The individual presentation preparation process helped the students to develop their independence since they have to do it individually. They were responsible to the success of the presentation. The responsibility to master the materials which were going to deliver in the presentation encourages the students to start learning the topic, finding the appropriate sources, understanding the materials gathered from the sources by themselves so that they could transfer the knowledge clearly and understandably for the audiences. This learning process really develops their self-directed learning. The students also realized that when they understood their materials for the presentation well, the materials would keep longer in their mind.

From the research finding, the writer can also figure out the influences of the preparation process towards the students’ delivery during the individual presentation. Since the students had to deliver the materials individually in front of the class, it
would motivate them to have better understanding about the topic they were going to
discuss to the audiences. The responsibility to deliver well-organized presentation
built the students’ motivation to prepare and learn deeper the materials so that they
can master the materials related to the topic of individual presentation. When they felt
that they had already prepared all the things needed for the individual presentation
including mastering the materials well, it built their confidence in transferring the
knowledge to the audiences. Their confidence also affected on the way they delivered
the materials. The more confident the students, the more fluent they delivered the
materials in front of the audiences. The mastery of the materials also built their
confidence in answering the questions from the audiences so that the questions could
be answered accurately based on the explanation given during the presentation and
the sources.

2. Students’ Perception on the Use of Individual Presentation

Most of the students had positive perceptions since they could feel the
benefits of the individual presentation. For students, the individual presentation was
beneficial:

a) To improve their independence so that they will not always rely on others and
believe on their own ability in arranging a good presentation,

b) To improve their confidence in delivering the presentation individually in front
of the audiences,

c) To develop their responsibility in understanding and mastering the materials
discussed in the presentation
d) To develop independent or self-directed learning in which they decide their own goals in the learning process,

e) To improve the ability of arranging well-systematic presentation which are understandable for the audiences.

Therefore, the students need more chances by having more than one individual presentation in Seminar on Language class so that they can develop more their self-directed learning. It is because the nature of the class itself also supports them to be more independent as learners.

In Chapter 2, the writer has presented that self directed learners (1) know their needs and work productively with the teacher towards the achievement of their objectives (2) learn both inside and outside the classroom (3) can take classroom-based material and can build on it (4) know how to use resources independently (5) learn with active thinking (6) adjust their learning strategies when necessary to improve learning (7) manage and divide the time in learning properly (8) do not thing the teacher is a god who can give them ability to master the language (Tricia Hedge, 2000:76). Based on the research findings in Seminar on Language Teaching class on the use of individual presentation, the writer can conclude that PBI students suited almost all of the characteristics of self-directed learners when experiencing individual presentation. It is because they had already applied all of the characteristics during the process of preparation and delivery. They did not receive any command from others when they started learning the topic and they had already implemented self-directed learning.
However, there are some important notes that the writer reflected during the process of conducting this research or collecting the data:

a. It is better to simplify each statement of the questionnaire so that the participants would not be confused in giving their responses.

b. It is better if the writer makes more statements dealing with students’ delivery during the individual presentation so that the writer can figure out more influences of the preparation process towards the delivery.

c. It is better to give more questions related to the process of having an individual presentation in Seminar on Language Teaching class rather than focus only the use of the individual presentation during the interview.

d. It is better to ask specific questions related to the students’ opinion on the use of individual presentation in Seminar on Language Teaching class so that the participant did not need to repeat the same answers from the previous question.

e. It is better if the students make some personal reflections towards their performances in Seminar on Language Teaching so that they can notice their strengths or weaknesses during the preparation or the delivery individual presentation and reflect their self-directed learning.

f. It is better if the writer observes the implementation of individual presentation in Seminar on Language Teaching class.

Those notes can help other future researchers if they want to conduct such a research dealing with students’ independent or self-directed learning so that they will receive clearer data related to the use of individual presentation.
B. Suggestions

After accomplishing the research and the data analysis of the study, the writer would like to give some suggestions for the students, lecturers, and future researchers. The suggestions are:

1. For the students
   a. The students are suggested to decide their own learning process during the material preparation process for the individual presentation.
   b. The students need to be more independent in mastering the materials since the success of the presentation depends on their preparedness so that they have to pay more attention to the material preparation process.
   c. The students should be able to find any appropriated sources related to the topic, not only depend on the lecturer because the lecturer is only a facilitator in the students’ learning process.
   d. The students should believe that they can make a good presentation even they make it individually without any help from others.
   e. The students are suggested to solve their own problems when they find any difficulties in preparing the materials or answering the questions from the audiences during the presentation.

2. For the lecturers
   a. The lecturers are suggested to give more chances to the students to develop self-directed learning by giving such activity as an individual presentation more than once.
b. The lecturers should be able to provide appropriate teaching-learning activities that focus on improving students’ independence, confidence, and active participation in the learning process.

c. The lecturers need to pay more attention to the students’ learning process, not only pay attention to the result.

d. The lecturers should help the students if they find any difficulties in understanding or in finding appropriate sources related to the materials.

3. For the future researchers

This study is dealing with students’ perception towards the use of individual presentation in Seminar on Language class as the way to develop self-directed learning in which the nature of the class also support the students to be more independent since the lecturer has never given any sources or explanation before the students do the individual presentation. Therefore, the future research who are willing to conduct a research dealing with the use of individual presentation can focus more on the use of individual presentation in other subjects in which the lecturers give some books as the references before the students do the presentation. Furthermore, the future research can also try to compare the level of independence between individual presentation technique and group presentation technique with other subjects. It is because college students can be considered as adults so that the lecturers need to apply appropriate learning activities that will build the students’ responsibility towards their own learning process so that the knowledge will keep longer in their mind for the future life.
REFERENCES


Appendices
Appendix 1

QUESTIONNAIRE

Student number: ............

I would like to ask you to fill this questionnaire which states some conditions experienced by you when having an individual presentation in Seminar on Language Teaching class. Please give your opinion and answer honestly.

A. Give your response on each statement by giving a tick (✓) in the space provided!

1--- STRONGLY DISAGREE
2--- DISAGREE
3--- UNCERTAIN
4--- AGREE
5--- STRONGLY AGREE

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>You take initiative to start learning the topic when you are going to have individual presentation.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2.</td>
<td>You find any sources related to the topic for the individual presentation independently.</td>
<td></td>
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<tr>
<td>3.</td>
<td>You analyze the information gathered from the sources independently.</td>
<td></td>
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<tr>
<td>4.</td>
<td>You have high motivation in learning the materials independently if you have individual presentation.</td>
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</tr>
<tr>
<td>5.</td>
<td>You read and understand the materials carefully in the process of preparing individual presentation.</td>
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<tr>
<td>6.</td>
<td>You are encouraged to get better understanding on the materials if you prepare an individual presentation.</td>
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<tr>
<td>7.</td>
<td>You spend more time to learn the materials independently rather than in a group for the individual presentation.</td>
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<td>No.</td>
<td>Statements</td>
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<td>8.</td>
<td>You set your own goals when learning the materials for the individual presentation.</td>
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<td>9.</td>
<td>You manage the time by yourself during the preparation process of the individual presentation.</td>
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<td>10.</td>
<td>You develop your independence in learning when preparing the materials for the individual presentation by yourself.</td>
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<tr>
<td>11.</td>
<td>You become more responsible if you have to prepare and deliver a presentation individually.</td>
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<tr>
<td>12.</td>
<td>During the individual presentation, you deliver the materials fluently.</td>
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<tr>
<td>13.</td>
<td>You can deliver the materials effectively because you prepare them by yourself.</td>
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<tr>
<td>14.</td>
<td>You become more confident in delivering the materials for the individual presentation if you learn and understand the topic by yourself.</td>
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<tr>
<td>15.</td>
<td>You need the individual presentation technique to develop your independent learning.</td>
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<td>16.</td>
<td>You believe that you can make a good presentation individually.</td>
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<tr>
<td>17.</td>
<td>You are more satisfied when you prepare the materials for the presentation individually rather than with your friends.</td>
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<tr>
<td>18.</td>
<td>You can present the materials better through the individual presentation.</td>
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<td>19.</td>
<td>The individual presentation really encourages you to be an independent learner.</td>
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<td>20.</td>
<td>You agree that individual presentation can develop your independent learning.</td>
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<td>21.</td>
<td>The individual presentation technique gives you more benefits towards independent learning rather than group presentation technique.</td>
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<td>22.</td>
<td>You are interested in having individual presentation in Seminar on Language Teaching class.</td>
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<tr>
<td>No.</td>
<td>Statements</td>
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<tr>
<td>23.</td>
<td>You enjoy the implementation of individual presentation in Seminar on Language Teaching class because it helps you to be more independent.</td>
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<tr>
<td>24.</td>
<td>You think that individual presentation is suitable to be implemented in Seminar on Language Teaching class to develop independent learning.</td>
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<tr>
<td>25.</td>
<td>The teaching technique in the Seminar on Language Teaching class really supports you to be an independent learner.</td>
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</tbody>
</table>

**B. Write down your answer on the space provided!**

1. How did you prepare the materials and the paper for the individual presentation in Seminar on Language Teaching class? (Ex. finding the sources in the library, using internet, learning the material from the previous presentation, etc.) Did you mostly prepare it by yourself? Please explain your answer.

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2. Do you think that individual presentation in Seminar on Language Teaching class is an effective way to develop your independent learning or encourage you to be independent learners? Please explain your answer.

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PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
3. Did you find any problems or difficulties during the process of preparing materials for the individual presentation? Please explain your answer.

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☺ Thank You☺
### Appendix 2

**The Blueprint of the Questionnaire**

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>Theories Underlying the Statements</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>You take initiative to start learning the topic when you are going to have individual presentation.</td>
<td>Self-directed learning is described in its broadest meaning as: “a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies and then evaluating their learning outcomes.” (Knowles, 1975:18)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>You find any sources related to the topic for the individual presentation independently.</td>
<td>In Seminar on Language Teaching class, the lecturer doesn’t give any theories or sources related to the topics given to the students before having the individual presentation. Thus, the students have to find human or material resources for learning by themselves and it has implemented self-directed learning.</td>
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</tr>
<tr>
<td>3</td>
<td>You analyze the information gathered from the sources independently.</td>
<td></td>
<td>Preparation</td>
</tr>
<tr>
<td>4</td>
<td>You have high motivation in learning the materials independently if you have individual presentation.</td>
<td>Littlewood (1996:428) argues that autonomy as a capacity involves two aspects which are ability and willingness that depends on having both the motivation and the confidence to take responsibility for the choices. Since self-directed learners have autonomy towards their learning process, they will start learning something if they have high motivation and confidence to take responsibility in deciding the learning strategies that fit their needs.</td>
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<tr>
<td>5</td>
<td>You read and understand the materials carefully in the process of preparing individual presentation.</td>
<td></td>
<td>Preparation</td>
</tr>
<tr>
<td>6</td>
<td>You are encouraged to get better understanding on the materials if you prepare an individual presentation.</td>
<td></td>
<td>Preparation</td>
</tr>
<tr>
<td>7</td>
<td>You spend more time to learn the materials independently rather than in a group for the individual presentation.</td>
<td>Self-directed learners are often described as being autonomous towards learning (Candi, 1991; Guglielmino, 1977; Knowles, 1975). Tricia Hedge (2000:76) states that self-directed learners (1) know their needs and work productively with the teacher towards the achievement of their objectives (2) learn both inside and outside the classroom (3) can take classroom-based material and can build on it (4) know how to use resources independently (5) learn with active thinking (6) adjust their learning strategies when necessary to improve learning (7) manage and divide the time in learning properly (8) don’t thing the teacher is a god who can give them ability to master the language. Thus, the students in Seminar on Language Teaching class can develop self-directed learning if they have already performed the characteristics of self-directed learners in the process of preparing and delivering the individual presentation.</td>
<td></td>
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<tr>
<td>8</td>
<td>You set your own goals when learning the materials for the individual presentation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>You manage the time by yourself during the preparation process of the individual presentation.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**No** | **Statements**                                                                                                                                                                                                                                                   | **Theories Underlying the Statements**                                                                                                                                                                                                                                           | **Classification** |
---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
10. | You develop your independence in learning when preparing the materials for the individual presentation by yourself.                                                                                                                                             | Brockett and Hiemstra (1991:24), for example, states that the dimension of self-directed learning is the learner self-direction that centers on a learner’s desire or preference for having responsibility for learning. Thus, by preparing the individual presentation, the students will be more responsible in learning the materials better. | Preparation       |
11. | You become more responsible if you have to prepare and deliver a presentation individually.                                                                                                                                                                       | Brockett and Hiemstra (1991:24), for example, states that the dimension of self-directed learning is the learner self-direction that centers on a learner’s desire or preference for having responsibility for learning. Thus, by preparing the individual presentation, the students will be more responsible in learning the materials better. |                   |
12. | During the individual presentation, you deliver the materials fluently.                                                                                                                                                                                          | Based on Scharle and Szabo from the book “Learner Autonomy”, there are several skills and attitudes that teachers have identified as building blocks of responsibility and autonomy: intrinsic motivation, self-confidence, monitoring, learning strategies, cooperation, group cohesion, sharing information with the learner, consistent control, and delegating task and decisions. Those skills and attitudes are also needed during the preparation and the delivery of individual presentation since the students have to present the materials related to the topic correctly and effectively to the students. Therefore, students’ autonomy in the learning process for individual presentation plays a big role towards the development of self-directed learning. | Delivery          |
13. | You can deliver the materials effectively because you prepare them by yourself.                                                                                                                                                                              | Based on Scharle and Szabo from the book “Learner Autonomy”, there are several skills and attitudes that teachers have identified as building blocks of responsibility and autonomy: intrinsic motivation, self-confidence, monitoring, learning strategies, cooperation, group cohesion, sharing information with the learner, consistent control, and delegating task and decisions. Those skills and attitudes are also needed during the preparation and the delivery of individual presentation since the students have to present the materials related to the topic correctly and effectively to the students. Therefore, students’ autonomy in the learning process for individual presentation plays a big role towards the development of self-directed learning. |                   |
14. | You become more confident in delivering the materials for the individual presentation if you learn and understand the topic by yourself.                                                                                                                     | Based on Scharle and Szabo from the book “Learner Autonomy”, there are several skills and attitudes that teachers have identified as building blocks of responsibility and autonomy: intrinsic motivation, self-confidence, monitoring, learning strategies, cooperation, group cohesion, sharing information with the learner, consistent control, and delegating task and decisions. Those skills and attitudes are also needed during the preparation and the delivery of individual presentation since the students have to present the materials related to the topic correctly and effectively to the students. Therefore, students’ autonomy in the learning process for individual presentation plays a big role towards the development of self-directed learning. |                   |
15. | You need the individual presentation technique to develop your independent learning.                                                                                                                                                                            | Based on Scharle and Szabo from the book “Learner Autonomy”, there are several skills and attitudes that teachers have identified as building blocks of responsibility and autonomy: intrinsic motivation, self-confidence, monitoring, learning strategies, cooperation, group cohesion, sharing information with the learner, consistent control, and delegating task and decisions. Those skills and attitudes are also needed during the preparation and the delivery of individual presentation since the students have to present the materials related to the topic correctly and effectively to the students. Therefore, students’ autonomy in the learning process for individual presentation plays a big role towards the development of self-directed learning. |                   |
16. | You believe that you can make a good presentation individually.                                                                                                                                                                                            | Kelly (1956) stated that perception is a mental process of interpreting and giving a meaning to sensation of a particular object, but still it is closely associated with bodily activities which involve the activities of the sense organs and the nervous system. The nature of perception is a compound result of a sensation and associations of former sensory experience, the basis of every perception consists in present or past experiences. Learning is a component in every act of perception since moods, an attitude, a state of depression are related to some act of adjustment (Stroud, 1946: 89). Since the students experience the learning process during the preparation of individual presentation by themselves, each of them has different perception to the development of the self-directed learning in their own learning process. Their perception towards the use of individual presentation as the way to develop self-directed learning affect their attitudes, whether they act positively or negatively, to the implementation of ‘student-centeredness’ in Seminar on Language class as well as the implementation of self-directed learning. | Perception        |
17. | You are more satisfied when you prepare the materials for the presentation individually rather than with your friends.                                                                                                                                     |                                                                                                                                   |                   |
18. | You can present the materials better through the individual presentation.                                                                                                                                                                                      |                                                                                                                                   |                   |
19. | The individual presentation really encourages you to be an independent learner.                                                                                                                                                                               |                                                                                                                                   |                   |
20. | You agree that individual presentation can develop your independent learning.                                                                                                                                                                              |                                                                                                                                   |                   |
21. | The individual presentation technique gives you more benefits towards independent learning rather than group presentation technique.                                                                                                                        | Reynolds (2008) stated that a presentation is believable and authentic not only because the presenter is prepared and logical, but also because the presenter are moved by the topic. The first step to become a great presenter is taking more attention to the way how to learn, understand, remember, and engage because presentation deals with performance and communicative skills. Having individual presentation builds students’ autonomy and responsible more than group presentation. It is because the students have to work independently during the preparation until the delivery of the presentation. |                   |
22. | You are interested in having individual presentation in Seminar on Language Teaching class.                                                                                                                                                                     | Reynolds (2008) stated that a presentation is believable and authentic not only because the presenter is prepared and logical, but also because the presenter are moved by the topic. The first step to become a great presenter is taking more attention to the way how to learn, understand, remember, and engage because presentation deals with performance and communicative skills. Having individual presentation builds students’ autonomy and responsible more than group presentation. It is because the students have to work independently during the preparation until the delivery of the presentation. |                   |
<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>Theories Underlying the Statements</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>23.</td>
<td>You enjoy the implementation of individual presentation in Seminar on Language Teaching class because it helps you to be more independent.</td>
<td>Thus, if the students can prepare well-organized presentation individually and then share the information understandably in order to connect with the audiences effectively, it means that their self-directed learning have already developed during the process of preparation and delivery the individual presentation.</td>
<td>Perception</td>
</tr>
<tr>
<td>24.</td>
<td>You think that individual presentation is suitable to be implemented in Seminar on Language Teaching class to develop independent learning.</td>
<td></td>
<td></td>
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<tr>
<td>25.</td>
<td>The teaching technique in the Seminar on Language Teaching class really supports you to be an independent learner.</td>
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</table>
## Appendix 3

### Students’ Final Scores of Close-ended Statements

<table>
<thead>
<tr>
<th>No.</th>
<th>Respondents (Student #)</th>
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## Appendix 4

### The Percentage Results of Close-ended Statements

**a. The statements related to the process of preparing the individual presentation**

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Frequency</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>SD</td>
</tr>
<tr>
<td>1.</td>
<td>You take initiative to start learning the topic when you are going to have individual presentation.</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>2.</td>
<td>You find any sources related to the topic for the individual presentation independently.</td>
<td>0 (0%)</td>
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<tr>
<td>3.</td>
<td>You analyze the information gathered from the sources independently.</td>
<td>0 (0%)</td>
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<tr>
<td>4.</td>
<td>You have high motivation in learning the materials independently if you have individual presentation.</td>
<td>0 (0%)</td>
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<tr>
<td>5.</td>
<td>You read and understand the materials carefully in the process of preparing individual presentation.</td>
<td>0 (0%)</td>
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<tr>
<td>6.</td>
<td>You are encouraged to get better understanding on the materials if you prepare an individual presentation.</td>
<td>0 (0%)</td>
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<tr>
<td>7.</td>
<td>You spend more time to learn the materials independently rather than in a group for the individual presentation.</td>
<td>0 (0%)</td>
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<tr>
<td>8.</td>
<td>You set your own goals when learning the materials for the individual presentation.</td>
<td>0 (0%)</td>
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<tr>
<td>9.</td>
<td>You manage the time by yourself during the preparation process of the individual presentation.</td>
<td>0 (0%)</td>
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<tr>
<td>10.</td>
<td>You develop your independence in learning when preparing the materials for the individual presentation by yourself.</td>
<td>0 (0%)</td>
</tr>
</tbody>
</table>
b. The statements related to the process of delivering the individual presentation

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.</td>
<td>You become more responsible if you have to prepare and deliver a presentation individually.</td>
<td>SD: 0 (0%), D: 0 (0%), U: 1 (2.5%), A: 13 (32.5%), SA: 26 (65%)</td>
</tr>
<tr>
<td>12.</td>
<td>During the individual presentation, you deliver the materials fluently.</td>
<td>SD: 0 (0%), D: 1 (2.5%), U: 7 (17.5%), A: 26 (65%), SA: 6 (15%)</td>
</tr>
<tr>
<td>13</td>
<td>You can deliver the materials effectively because you prepare them by yourself.</td>
<td>SD: 0 (0%), D: 0 (0%), U: 5 (12.5%), A: 22 (55%), SA: 13 (32.5%)</td>
</tr>
<tr>
<td>14</td>
<td>You become more confident in delivering the materials for the individual presentation if you learn and understand the topic by yourself.</td>
<td>SD: 0 (0%), D: 0 (0%), U: 3 (7.5%), A: 14 (35%), SA: 22 (55%)</td>
</tr>
<tr>
<td>15</td>
<td>You need the individual presentation technique to develop your independent learning.</td>
<td>SD: 0 (0%), D: 2 (5%), U: 5 (12.5%), A: 20 (50%), SA: 13 (32.5%)</td>
</tr>
</tbody>
</table>

c. The statements related to students' perception on the use of individual presentation

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Frequency</th>
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<tbody>
<tr>
<td>16.</td>
<td>You believe that you can make a good presentation individually.</td>
<td>SD: 0 (0%), D: 1 (2.5%), U: 8 (20%), A: 24 (60%), SA: 7 (17.5%)</td>
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<td>17.</td>
<td>You are more satisfied when you prepare the materials for the presentation individually rather than with your friends.</td>
<td>SD: 0 (0%), D: 5 (12.5%), U: 11 (27.5%), A: 17 (42.5%), SA: 7 (17.5%)</td>
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<tr>
<td>18</td>
<td>You can present the materials better through the individual presentation.</td>
<td>SD: 0 (0%), D: 1 (2.5%), U: 10 (25%), A: 22 (55%), SA: 7 (17.5%)</td>
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<tr>
<td>19</td>
<td>The individual presentation really encourages you to be an independent learner.</td>
<td>SD: 0 (0%), D: 2 (5%), U: 1 (2.5%), A: 24 (60%), SA: 13 (32.5%)</td>
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<tr>
<td>20</td>
<td>You agree that individual presentation can develop your independent learning.</td>
<td>SD: 0 (0%), D: 1 (2.5%), U: 2 (5%), A: 21 (52.5%), SA: 16 (40%)</td>
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<tr>
<td>21</td>
<td>The individual presentation technique gives you more benefits towards independent learning rather than group presentation technique.</td>
<td>SD: 0 (0%), D: 2 (5%), U: 12 (30%), A: 16 (40%), SA: 10 (25%)</td>
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<td>22.</td>
<td>You are interested in having individual presentation in Seminar on Language Teaching class.</td>
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<td>23.</td>
<td>You enjoy the implementation of individual presentation in Seminar on Language Teaching class because it helps you to be more independent.</td>
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<td>(0%)</td>
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<td>24.</td>
<td>You think that individual presentation is suitable to be implemented in Seminar on Language Teaching class to develop independent learning.</td>
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<td>(0%)</td>
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<td>25.</td>
<td>The teaching technique in the Seminar on Language Teaching class really supports you to be an independent learner.</td>
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Appendix 5

Raw Data from Open-ended Questionnaire Questions

Question 1: How did you prepare the materials for the individual presentation in Seminar on Language Teaching class? (Ex. finding the sources in the library, using internet, learning the material from the previous presentation, etc.) Did you mostly prepare it by yourself? Please explain your answer.

Students’ answer:

1. I did library study so that all of the sources were taken from the library. The paper and slideshow were prepared by myself.
2. I found the sources from the internet, library, journal, and also learnt it from the previous presentation. I got ‘Capita Selecta’, so I searched the topic from the real life. Yes, I prepared is by myself but when I found difficulties, I asked my friends to help me.
3. I found the sources from the internet and then arranged it for the paper and presentation.
4. I prepared it by library study, internet study, and also learning from the previous presentation. Yes, because I used my own style when preparing the materials and made the PowerPoint that was understandable for the audiences.
5. I prepared the materials by finding the sources in the library, internet, and also using my previous experience when I was teaching. Yes, since it was an individual presentation I had to prepare it by myself, but I also had consultation with my lecturer.
6. I found the sources from the internet and library. I chose the materials and prepared the presentation by myself.
7. I took the sources in the library and internet, and also from the previous similar presentation. Then, I analyzed it and arranged all the information into a paper. Individually, I prepared my paper and presentation.
8. I prepared the materials for my presentation by finding the sources in the library and also using the internet to support and complete the materials from the library. Yes, I prepared it by myself to help me understand more towards the materials.
9. I found the sources for my presentation by using internet, reading journals and book in the library. Yes, of course I prepared my paper by myself seriously.
10. I prepared it by myself using my previous paper from another lesson, and then I edited it again.
11. I found the sources in the library, decided the theme, and had a consultation with the lecturer. Yes, I did it by myself, but I also shared information with my friends.
12. I found the sources from the internet and I learned the material from the previous presentation by myself. However, I was not satisfied enough because I just had little source.
13. I did all of the examples and also discussed it with my lecturer. Yes, I did it by myself because every student had our own topic so that we should prepare our paper by ourselves.
14. I tried to gather the data for my individual presentation from the internet and some book in the library. I found those data by myself.
15. I did it by myself, and fortunately, I had the material from the previous semester so that I didn’t need to search in the library or from the internet since the topic was already same.
16. I chose and decided the topic first, and then I looked for some materials in the library, from the internet, and also used others’ materials just to make sure that I would not make similar mistake. Mostly, I prepare all the things by myself.

17. I determined the topic that I considered interesting, and then I found the sources in the library and from the internet. I mostly prepare it by myself, but I also ask some friends if I got difficulties.

18. First, I chose the topic for my presentation and tried to understand the materials by reading some books, and then I did all of the examples for finding the sources I needed. Yes, I did all of the things by myself.

19. I used internet or online sources, tried to find some books in the library, and learned materials from the handouts. Yes, I did it by myself because I was the person in charge of my individual presentation.

20. I found the sources by going to the library, browsing in the internet, learning the material from the previous presentation, asking from the senior, and asking to the lecturer. Yes, I prepared my paper and presentation by myself.

21. I found the sources from the internet, read some books in the library, and learned from previous presentation. I prepared all of the materials by myself.

22. I decided the topic, gathered the material from any from any sources (ex. from books and online sources), and then I made the paper and PowerPoint presentation. I did the preparation by myself since I was sort of person who would do the task effectively and faster by myself.

23. I decided the topic for my presentation, looked for some sources in the library and also from the internet. In preparing the materials, I mostly did it by myself.

24. I tried to look for any information needed to support my presentation through any sources (library, internet, journal) and I prepared my presentation by myself.

25. I prepared everything by myself, but sometimes I also asked for my friends’ help.

26. I found the sources from the internet and library. I prepared it my myself through reading the sources and consulting the materials with my friends or lecturer.

27. I found the sources from the library and internet. Yes, I prepared it by myself because the paper I presented was related to my PPL experiences.

28. I combined searching printed materials (books, journals, etc.) and electronic materials (e-journals, web pages, etc) by myself.

29. I found the sources from the internet and I also prepared the material by myself because I usually chose a unique topic which was seldom used by other people.

30. I used books as the main sources and internet as the additional sources and I did it by myself.

31. I learned the material from the previous presentation, found the sources in the library and internet, and I prepared it also by myself.

32. I looked for much information related to the topic in the library and also from the internet. Yes, I constructed my own paper and presentation individually and it could make me more responsible.

33. I usually found the sources in the library and search from the internet as additional information. Mostly, I prepared it by myself because I was aware that when I understood my own material and presentation I could do my presentation well and kept it in my mind for a longer time.
34. I prepared everything by myself, of course, by getting the materials from any sources such as (books, e-books, internet, etc.)
35. Firstly, I tried to find a unique or interesting topic to discuss. Then, I tried to find the sources related to the topic through library and internet. I sometimes also consulted it with my lecturer. I mostly prepared it by myself because consultation was sometimes needed only to support me.
36. I found the sources in the library and also from the internet or from the books from the previous semester. I prepared all the things by myself so that it made me independent.
37. I prepared the materials by finding the sources and materials in library, internet, and also from the previous article or presentation. I did it by myself to improve my understanding.
38. I individually prepared it by the help from mostly internet sources and I sometimes asked my friend to borrow me some books at the library.
39. I prepared the materials by myself and I collected the materials and sources from related books in the library and from the internet. Then, I learned the materials and collaborated them for my paper and presentation.
40. I found the sources from the internet and learned some materials from the previous presentation.

Question 2: **Do you think that individual presentation in Seminar on Language Teaching class is an effective way to develop your independent learning or encourage you to be an independent learners?**

Students’ answer:
1. It is effective because it helps me to be an independent learner.
2. Yes, I think so. We have to prepare it well because we are responsible for our own paper and presentation. We have to understand the content of our own paper so that we can have a good presentation. Thus, individual presentation is very effective to develop our independent learning.
3. Yes. We try to depend on ourselves.
4. Yes. It can develop my understanding on the topic and create a new teaching-learning method.
5. Yes. An individual presentation helps the students to be more independent since they have to learn individually rather than depends on the lecturer or their friends.
6. Yes, because I rely on myself.
7. Yes, it can develop my independent learning because we are responsible to our own paper and presentation. It will be better if we do all the preparation by ourselves to have better understanding. The success of my presentation is my responsibility so that I have to prepare it well individually.
8. Yes. It is because we have the responsibility to present the material well without any help from others so that we have to prepare and do the presentation well.
9. Yes. It is because when we have an individual presentation, we will learn the material by ourselves.
10. Yes. Individual presentation can develop my independent learning because I have to develop the topic given, find the appropriate title, and then find the sources related to the topic by myself.
11. Yes, because when we have an individual presentation we are the only one who masters the topic so that we can present it to the audiences.
12. Yes, I think so. It is because we prepare the material by ourselves so that we can know the material well.
13. Yes, I do. In preparing the materials for Seminar on LT class, I really tried to understand, read, learn the materials independently, gathered the sources by myself, and wrote my paper individually. So, all of the process of preparing and creating my paper is really an effective way to develop my independent learning.
14. Yes, because it gives an opportunity to the students to learn the materials by themselves. It is an effective way to develop my independent learning because I had to prepare all the things by myself.
15. Yes, I do. However, it is not only individual presentation in Seminar on LT class but also many activities in other classes help me to learn independently.
16. Yes, I do. Individual presentation teaches us to do something by ourselves. In this case, we have responsibility to give our best. Therefore, whether we realize it or not, this encourages us and elevates our independent learning.
17. Yes, it is an effective way because it really encourages the students to be independent learners.
18. Not really, because in my opinion, developing our independent learning is not only by doing individual presentation but also doing group presentation can be an effective way to develop our independent learning because we can share our knowledge and enrich our knowledge in learning.
19. Yes, I do think so because the individual presentation more focuses on the individual way of thinking something.
20. Yes. It is because by doing an individual presentation, I have to know my and understand my topic well so that I can explain it well to my friends.
21. Yes, I think so because by having individual presentation, I have a responsibility to perform it well so that I have to prepare everything well. Since it is an individual work, automatically we become an independent learner.
22. Yes. We can all see that we did it individually, so whether we liked it or not, we learned it by ourselves though we might ask our friends’ help.
23. Yes. It is because I have to prepare my presentation by myself and I need to really understand it.
24. Yes, I think so because it encourages the students to present the materials individually so that the students should prepare everything by themselves including finding the sources and learn the materials.
25. Because we just had an opportunity to present once during the semester, so I think more than once is better.
26. I’m not really sure about that because independent learning can be developed through any other ways and a presentation does not really encourage me to be independent. Sometimes, some friends only copy-paste from the senior’s work, so it’s not guarantee our independence.
27. Yes. It is because through individual presentation we are encouraged to have our own topic and look for some sources by ourselves so that we can learn through them.
28. Yes. It will encourage one somehow to do the best he/she can with their own comprehension.
29. Yes, because it forces me to prepare everything well and it trains me to be more independent.
30. No, I don’t think so because sometimes we need to discuss with our friends not just work individually.
31. Yes, because I could not rely on others because this would be my own presentation so that what I presented was what I knew about the topic.
32. Yes, it is one of the effective methods because it can encourage me to be more independent and innovative in delivering my presentation.
33. An individual presentation is not always effective and appropriate in Seminar on LT class. In some cases, group presentation is more suitable applied in this class.
34. Yes, I think so. It is because what we have prepared was for the sake of our presentation also, so we tried to do the best and it did make us to be more independent and responsible.
35. Yes, I do. I think it’s not only to teach the students how to be independent learners, but also how to be responsible to ourselves. We are responsible for what we write and share (knowledge) so that we cannot depend on others if we do individual presentation. This is my topic, that’s why I have to know what I am going to do with that topic.
36. Yes, because through that method I realized that I should understand the material which I wanted to present. Therefore, I learned a lot and found lots of sources to deeper my knowledge and it made me more independent.
37. Yes, I do agree. It is because I have such “pleasure” to understand the materials by myself so that I cannot depend on others; therefore, I have to master my topic well. I also can learn how to be independent and confident which is important in this individual presentation.
38. Yes, because that is the intension of the course.
39. Yes, I do. It is because the individual presentation encourages me to understand the topic and materials needed so that I can deliver my presentation well and confidently because I master the materials.
40. Yes, I think so. The individual presentation prepares me to develop my independent learning because I have to prepare everything by myself.

Question 3: Did you find any problems or difficulties during the process of preparing materials for the individual presentation? Please explain your answer.

Students’ answer:
1. Sometimes I just felt whether my paper had been good enough or not, but there was no one could help.
2. Yes, I did. The problems were the way how to deliver the materials towards the audiences and how to make it understandable so that the audiences would respond my presentation easily.
3. So far so good.
4. Not really because I could find the sources easily.
5. Yes. Sometimes it was hard to find the appropriate materials.
6. Actually, I didn’t find many problems, but my laziness became a big problem for me.
7. The problems are related to time management and the way to deliver the presentation.
8. I found the difficulties in understanding the topic and finding the suitable literature to support my presentation.
9. Yes, but when I found any difficulties during the process I usually asked my friends or lecturer or went to the library.
10. I had difficulties in finding the appropriate title and the appropriate sources for my topic.
11. I found difficulties in finding the sources, making outline, and revising the paper.
12. I just found little source by using internet but at least I could understand the content of the materials.
13. At that time I found difficulties in finding the sources for my topic, but then I could find and work on it.
14. Fortunately, I did not find any problems or difficulties during the process of preparing materials for the individual presentation.
15. I did not really find any problems.
16. It was difficult to find look for some resources related to the topic I chose. When I had already found it, it was also difficult to analyze so that I need longer time to compare it with some theories.
17. I had no difficulty because I could found the sources easily and consult my topic with my friends or lecturer.
18. The difficulty is when mastering the materials that I have chosen.
19. The difficulty is because I cannot share my understanding with others.
20. I found difficulty in finding an appropriate topic.
21. It was difficult in combining about “Autism” and teaching English since my topic was rather rare.
22. The problem was how to master the materials well.
23. Some sources were different to one another so that I need to analyze the newest sources or theories.
24. Since it was an individual work, I found it easier to prepare everything because I can develop the materials to be presented by myself.
25. I found difficulties in finding good sources or media for presenting the paper to make it easier to be understood by the audiences.
26. The problem is the laziness of myself.
27. I found difficulties in writing the discussion part in the paper because the sources do not support enough.
28. Yes, especially technical problems like selecting appropriate resources and appropriate presentation materials.
29. I did not find any problems or difficulties since I usually chose the material which I already understood.
30. I found difficulty in finding the sources.
31. Honestly, I really needed any ideas, knowledge, suggestion, and experience from others to make this presentation better.
32. It was sometimes difficult to find out related information towards the topic.
33. The difficulty is when I have to find and choose suitable sources to support my materials.
34. I found problem in deciding the topic. I just got the general topic from the lecturer and I as little bit confused to find the specific one.
35. I really needed a long time to prepare the presentation, master the topic, and understand the sources I read. Any consultation and “proofreading” were needed to support the materials.
36. It was hard for me to limit the number of the sources since they were related to each other.
37. Sometimes the sources were difficult to understand.
38. Yes, it was supposed to be that way because if we did not find any problems, that must be non-sense.
39. I found that finding the related books and good sources for individual presentation was not easy.
40. I found some difficulties in choosing the topic and the sources.
1. Can you tell me more what kind of preparation did you have for the individual presentation?

<table>
<thead>
<tr>
<th>No.</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A</td>
<td>First, I mastered the materials by reading and understanding deeper and found some expert theories to support the materials. After that, I made the PowerPoint slides.</td>
</tr>
<tr>
<td>2.</td>
<td>B</td>
<td>Many days before the presentation, I began with finding sufficient references dealing with my topic such as references from books and internet. Enough with the references necessary, I started making an outline of my paper. After that, I wrote down my paper. Finish writing my paper, I started thinking of making the presentation. I also made outline of what to do in the presentation such as the opening, discussion, closing, etc. After that I tried to make the PowerPoint slides. Having done with the power point, I practiced it out.</td>
</tr>
<tr>
<td>3.</td>
<td>C</td>
<td>I prepared the presentation slides, and also prepared myself to perform in front of the class so that I can deliver my message, my ideas, and my thought in the Seminar on Language Teaching well. I also prepared the possibility questions that may come from the audience so that I could answer all of the questions. I took the sources from the internet, I read some book and also I had discussion with my friends.</td>
</tr>
<tr>
<td>4.</td>
<td>D</td>
<td>I looked for some sources and references. Then, after I compiled the materials, I wrote the paper and made the presentation slides.</td>
</tr>
<tr>
<td>5.</td>
<td>E</td>
<td>I did a library study. I went to the library, found the books, made the paper and the last thing was I made the PowerPoint slides.</td>
</tr>
</tbody>
</table>

2. Did you prepare something before you delivered the individual presentation materials besides the PowerPoint slides?

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<thead>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>A</td>
<td>Yes, I prepared the printed slideshow and put some words to remind me about the explanation.</td>
</tr>
<tr>
<td>2.</td>
<td>B</td>
<td>All I need was just the power point slides as my primary tool and the outline to help me delivering the presentation as well.</td>
</tr>
<tr>
<td>3.</td>
<td>C</td>
<td>Yes. I prepared the media that supported my presentation besides the slides. I also wrote down the cue cards to help me perform well and deliver the materials clearly.</td>
</tr>
<tr>
<td>4.</td>
<td>D</td>
<td>Yes. I prepared the materials that had been collected in the form of notes and cue cards to help me answer the question from the audiences</td>
</tr>
<tr>
<td>5.</td>
<td>E</td>
<td>Actually, I was taking on preparing the presentation, so I just made the slides and practiced it.</td>
</tr>
</tbody>
</table>
3. What factors that really supported you in delivering the materials effectively?

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A</td>
<td>The factors that supported me in delivering the materials effectively were my preparation and materials mastery. Since I prepared it by myself, it made me more confident in delivering it.</td>
</tr>
<tr>
<td>2.</td>
<td>B</td>
<td>The main factor was of course my preparedness. I should have really understood the topic that I was going to discuss in the presentation. Other factors were coming from our own confident and environment. If the atmosphere in the class was bad, say hot, for instance it would decrease the mood of the presentation itself. Another thing was the enthusiasm of the audiences. If there was no active participation and good communication each other, the presentation would not be well conducted.</td>
</tr>
<tr>
<td>3.</td>
<td>C</td>
<td>The most important factor was my preparation. It was because without any good preparation, I think couldn’t deliver the materials well. I also compiled some materials beside my presentation slides so that I did not look nervous in front of the class when the audiences asked something dealing with the materials that I presented.</td>
</tr>
<tr>
<td>4.</td>
<td>D</td>
<td>The most important thing was the mastery of the materials itself. It included the preparation of the topic so if we were well-prepared for the topic so it could be called that we mastered the topic and we would be nervous in front of the class so that we could answer the questions from the audiences easily.</td>
</tr>
<tr>
<td>5.</td>
<td>E</td>
<td>Paling cuma kayak medianya, mostly for PowerPoint, dan supported materialsnya. Kalo ga nemu materi yang pas baru bingung gimana bikinnya.</td>
</tr>
</tbody>
</table>

4. Did the preparation really affect your delivery in front of the audiences?

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A</td>
<td>Yes. The preparation really affected my delivery because if I did not prepare well as the result my presentation would be chaotic. Furthermore, I did not what I should say first or how to answer the question if there was no preparation before and it messed up the presentation.</td>
</tr>
<tr>
<td>2.</td>
<td>B</td>
<td>Yes. Without any preparation, we would not be able to share ideas in the forum of discussion appropriately. We were the guest speaker; of course, we had to lead the today's topic so that the others could join the presentation. Furthermore, if we were preparing by practicing to deliver the presentation in front of the class it would much improve our quality to deliver the materials. Preparation also determined whether our presentation was worth or defective.</td>
</tr>
<tr>
<td>3.</td>
<td>C</td>
<td>Yes. The main point was when I didn’t made the cue card I didn’t think that I could deliver the materials well because I didn’t know what to say in front of the class, the steps, the instruction or the information that I had to deliver to the audiences. The main point was preparing the cue cards.</td>
</tr>
<tr>
<td>4.</td>
<td>D</td>
<td>The lectures always emphasized that preparation like practicing in front of the mirror really important before you do the show.</td>
</tr>
</tbody>
</table>
5. Do you realize the use of individual presentation in Seminar on Language Teaching class?

<table>
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<tr>
<td>1.</td>
<td>A</td>
<td>Yes. It developed my independence as a practice of thesis defense since everyone had different topic, so they had the responsibility to develop their knowledge.</td>
</tr>
<tr>
<td>2.</td>
<td>B</td>
<td>Yes. We know that one of the objective study of the seminar class is being able to conduct an individual presentation. By doing that, we could improve our ability of how to arrange a well-systematic materials and how to deliver it into the presentation. I also learn to do everything independently. Maybe many of us are used to do such presentation together in a group, but in the seminar class we are trained hard to do it ourselves. Therefore, it enhances our independence.</td>
</tr>
<tr>
<td>3.</td>
<td>C</td>
<td>Yes. If we made the presentation in a group I think we couldn’t give our best. If we have the chance to share all of my thought, all of my ideas. Delivering the presentation in our own will help us increase our confident. It helps us to study more about the topic and give motivation to present our best in front of the class and master the materials so that we did not look nervous. Sometimes we cannot rely on others; we have to decide what we have to do so that individual presentation gives more effects especially towards self-confidence and independence.</td>
</tr>
<tr>
<td>4.</td>
<td>D</td>
<td>In my opinion, the first priority of the individual presentation is teaching us how to be responsible for ourselves.</td>
</tr>
<tr>
<td>5.</td>
<td>E</td>
<td>Yes.</td>
</tr>
</tbody>
</table>

6. How do you feel about the use of individual presentation in Seminar on Language Teaching class?

<table>
<thead>
<tr>
<th>No.</th>
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</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>B</td>
<td>Well, we learned basic speaking, public speaking, etc, and individual presentation in the seminar class made it perfect.</td>
</tr>
<tr>
<td>No.</td>
<td>Student</td>
<td>Answers</td>
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</tr>
<tr>
<td>3.</td>
<td>C</td>
<td>I think my lecturer told us not only to prepare a good preparation but also how to be responsible with our duty ourselves so that I think individual presentation in Seminar class had given some good effects for me. The students should be given more chance to deliver the presentation individually because in group presentation we don’t know who really master the materials.</td>
</tr>
<tr>
<td>4.</td>
<td>D</td>
<td>The individual presentation really brings many good effects for us. In seminar class, it teaches me not to be nervous and as the presenter I have the authority in the class because you are the master of the topic. If you do not serious to do the individual presentation, what the audiences do to attend the seminar class.</td>
</tr>
<tr>
<td>5.</td>
<td>E</td>
<td>By the individual presentation I can develop my self-more because I usually depend on my friend if we have a group presentation especially when preparing the paper.</td>
</tr>
</tbody>
</table>

7. Do you find any benefits of the use of individual presentation in Seminar on Language Teaching class?

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<tr>
<td>1.</td>
<td>A</td>
<td>Yes. Through the individual presentation, I learn how to: defend my statement, improve my independent learning, find appropriate materials, improve my confidence, solve the problem karena selalu ada kekurangan yang tidak terlihat terutama dalam menjawab pertanyaan-pertanyaan yang tidak terduga dari audiences.</td>
</tr>
<tr>
<td>2.</td>
<td>B</td>
<td>Yes. I find many benefits dealing with my independence. It gives some precious experiences to speak in front of public. I also usually did my several assignments by the help of my friends such as doing homework, papers and something else, but in seminar class, I tried not to ask for help from them. I did it individually, so it triggered my independence.</td>
</tr>
<tr>
<td>3.</td>
<td>C</td>
<td>Yes. It increases our self-confidence since we get the chance to deliver the presentation in our own; it also helps us to study more for the presentation and gives us self-motivation to present our best in front of the class.</td>
</tr>
<tr>
<td>4.</td>
<td>D</td>
<td>Yes. Since we have to be responsible towards our presentation, I cannot depend ourselves on others because we decide the topic by ourselves and we looked for the references by ourselves and we wrote the paper by ourselves and the difference between individual and group presentation is that the audiences know who really master the topic and the materials that’s why I called it ‘how to be responsible with yourselves’.</td>
</tr>
<tr>
<td>5.</td>
<td>E</td>
<td>Yes. Since I have to be responsible for my own presentation, I don’t have to be responsible for others. I learn a lot from the presentation and it enriches my knowledge because I myself, who found the book and read the book. I also can understand all parts of my presentation since I prepared it by myself.</td>
</tr>
</tbody>
</table>
8. Do you have any suggestions for the use of individual presentation in Seminar on Language Teaching class?

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</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A</td>
<td>In the beginning of the class, bisa menekankan kalau papernya harus real implication from the topic supaya dapet knowledge baru dari problems-nya.</td>
</tr>
<tr>
<td>2.</td>
<td>B</td>
<td>Until now, Seminar class has been doing well, but one of the weaknesses of it is the student's preparation itself. So, my suggestion is maybe the lecturer should put a more disciplined rule to make the students really prepare everything before the due date of presentation.</td>
</tr>
<tr>
<td>3.</td>
<td>C</td>
<td>I think the topic should be free for the students. I mean students should not be given the topic that bounds their ideas. If the students want to present the topic that they like, it will be better for their presentation.</td>
</tr>
<tr>
<td>4.</td>
<td>D</td>
<td>First, I think the lecturer should give some limitation in the topic or make a specific topic. Second, I think it is better if there is a simulation between the presentations. Jadi ada kontribusi dari presentasinya itu untuk apa dilakukan di kelas.</td>
</tr>
<tr>
<td>5.</td>
<td>E</td>
<td>Kalo menurutku itu kan diundi ya jadi harusnya yang akhir-akhir bisa menampilkan kan yang terbaik, yang kasian kan yang dapet undian awal-awal karena waktu preparationnya cuma dikit. Mungkin biar lebih adil kalo ada pertemuan awal dulu baru mulai presentasi dan kalo bisa topicnya ga diberikan di awal kelas tapi sebelum presentasinya aja.</td>
</tr>
</tbody>
</table>