CHAPTER II

LITERATURE REVIEW

A. Oral Presentation

1. Definition of presentation

Presentation is one of the types of assessment. In doing presentation, the learners will deliver some purposes as a material learned. Presentation includes verbal communication. Oral presentation skill is essential for employability and true academic study as they lead students to enter into debate and sustained reasoning (Morley, 2006). It enables students to participate in their learning process, demonstrate their ability to communicate, and help them developing competencies in an area of their future working places.

Oral presentation is one of the most common assignments in college courses. Learners in all fields are required to give the new knowledge they produce to other learners, and this is often accomplished by delivering oral presentations. Therefore, learning to deliver effective oral presentations is a necessary skill to be mastered. Separating the presentation into meaningful sections achieves some of the cognitive work for your audience (Platow, 2002).

It is important for the learners to improve their performance in making an effective presentation. Carroll (2006), states that improving the quality of presentation actually improves the quality of thought, and vice versa. This is the ultimate result of a successful presentation. This innovative framework...
provides a holistic approach in assessing a student’s performance based on the content and the delivery of their presentation. He also states that the content element of the presentation includes aspects that need to be assessed such as knowledge, logical appeal, fielding of objections, questions posed, improvisation shown, and conclusion.

2. Steps of oral presentation

The important aspects of oral presentations are the following:

a. Planning

In planning, it is necessary for the presenter to address the following issues:

a) Audience

1. Focusing the presentation on the audience

   A presentation is not about how much the presenter can say, but about how much your audience can understand.

2. Organizing the information into three to five points or categories

   The audiences can only easily remember a maximum of three to five points. So, they can understand the material that is delivered in the presentation.

3. Building repetition

   Listening is much different than reading. The audiences cannot go back and read over something they missed or did not understand.
Build repetition through internal summaries, transitions, analogies, and examples.

b) Introduction

An introduction in doing presentation includes greeting the audience, introducing ourselves, explaining the purpose of the talk, starting by introducing the topic, outlining the main points, stating the purpose and announcing the outline of the presentation in very simple. Moreover, a good introduction will capture an audience’s attention.

c) The main body (methods, results)

There are several parts in main body, such as moving to a point or outlining the talk, stating the main ideas clearly and presenting examples, and introducing a visual aid. In doing presentation, using visual aids will engage the interest of the audience. The information in the body needs to be well-structured. Decide on an organizing principle, it could be by chronological order, theme or order of importance.

d) Conclusion (Discussion)

In the last part of presentation, concluding the talk is very important. In this part, the presenter usually summarizes the main points and invites questions, suggestions and comments from the audiences.
b. Practicing

Practicing the presentation is essential. This stage is the process that the presenter will figure out word and phrase emphasis and the timing of the sections and overall presentation.

1. Recording and reviewing our presentation can help us know how our sound and appear to the audience. In practice, we may notice that we are pausing awkwardly, talking too fast, or using distracting gestures.

2. Considering in using the different colored highlighters to remind ourselves when to pause, when to emphasize a particular point, when we have a slide change on the PowerPoint.

3. Practicing in front of peers and asking our peers to give feedback on delivery and content. What aspects of our delivery work well to convey the information and argument of the presentation, and what aspects of our delivery are not working as well.

4. Repeating practice will appear far more polished and professional while delivering the real presentation because the more practice, the more comfortable we will do the presentation.

c. Presenting

As the person in charge of the situation when presenting, it is your job to make your audience feel comfortable and engaged with both you and the material of the presentation. The following are some steps in presenting a presentation:
1. Maintaining eye contact and only look at notes or slides very briefly.

2. Being aware of your body posture.

3. Being enthusiastic about your topic.

4. Slowing down our speech. We naturally talk faster when we are nervous. Include pauses to allow the audiences to keep up and time for us to think ahead.

5. Using gestures to emphasize points and move about the space if possible.

6. Calibrating the volume of our voice so that people in the back of the room can hear our voice.

7. Avoiding the fillers to ensure the audiences about our mastery of the information.

3. Advantages of oral presentation

In doing an oral presentation, the learners can gain more knowledge and experiences to increase their learning outcomes. Through presentation, they will be easier to understand the material learned, because presentation serves some examples as the evidences of the information that being delivered. Moreover, King (2002) states that there are some advantages of designing oral presentation for learners, those are:

a. Bridging the gap between language study and language use.

b. Using the four language skills in a naturally integrated way.

c. Helping students to collect, inquire, organize and construct information.
d. Enhancing team work.

e. Helping students become active and autonomous learners.

4. The Context of Oral Presentation in this Study

An oral presentation in classroom learning activity is the focus of this research. Oral presentation is the way of assessment in which the learners get an opportunity to gain the knowledge through presenting ideas followed by doing discussion between the presenter and the audiences. In oral presentation, the presenter can take personal responsibility in responding the questions from the audiences, so that the learners can understand the material or topic discussed well through this question and answer session.

Oral presentation enables the learners to participate fully in their learning process, demonstrate their ability to communicate, and help them develop competencies in an area of their future working places. Oral presentations provide “a rewarding and stimulating experience both for teachers in developing facilitating skills and for students in training themselves to have confident presentations in public“ (King, 2002).

Oral presentation is a chance for learners to gain insight into knowledge and skills that make a good teacher or a lecturer which often turns to become their vocation. Oral presentation can be done by doing individually or grouping students. An effective individual presentation helps students to gain confidence while speaking in front of a large group. Whereas, a group presentation
encourage students to work in team and help them get feedback from each through the process of developing the presentation.

B. Motivation

There are various factors affecting the language teaching and learning processes of language learners. Among these different factors motivation plays an important role in the learning process. Moreover, motivation has been widely acknowledged by both teachers and researchers as one of the key factors that influence the rate and success of the second/foreign language learning.

Motivation is one of the most important factors that lead the goals of language learners. Motivation provides the primary encouragement to establish the foreign language learning and later the driving force to support the long learning process. Without a motivation, the learners even for those having the most remarkable abilities cannot accomplish their long-term goals, and neither is appropriate curricular and good teaching enough on their own to ensure student achievement (Dornyei, 1998). Motivation is like the backbone in language learning. There are two kinds of motivation, as follow:

a. Intrinsic Motivation

Intrinsic motivation is not the only form of motivation, or even of self-determination activity, but it is an important one. Intrinsic motivation refers to motivation that is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on any external pressure.
Intrinsic motivation has emerged as important phenomena for educators, a natural source of learning and achievement that can be systematically catalyzed or undermined by parent and teacher practices (Ryan & Stiller, 1991). Because intrinsic motivation can result in high-quality learning and creativity, it is especially important to detail the factors and forces that cause versus undermine it.

b. Extrinsic Motivation

Extrinsic motivation comes from outside of the individual. Extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some separable outcome. Extrinsic motivation thus contrasts with intrinsic motivation, which refers to doing an activity simply for the enjoyment of the activity itself, rather than its instrumental value.

However, unlike some perspectives that view extrinsically motivated behavior as invariantly non-autonomous, extrinsic motivation can vary greatly in the degree to which it is autonomous. For example, a student who does his homework only because he fears parental sanctions for not doing it is extrinsically motivated because he is doing the work in order to attain the separable outcome of avoiding sanctions.

C. Demotivation

1. Definition of demotivation

Motivation is critically important to student learning, lack of motivation is a frequent problem with students at all levels. Demotivation is
the factors that give negative impact for a demotivated person. It can be said that by demotivation we mean a state or conditions that hinders a person from doing his or her best in achieving a specific purpose (Soureshjani & Riahipour, 2012). Trang and Baldauf (2007) defined demotivation is described as having negative impact on students, and preventing them from gaining expected learning outcomes.

Thus, demotivation could be regarded as the negative counterpart of motivation. Similarly, demotivated person could be regarded as the negative counterparts of motivated person. Furthermore, a demotivated learner is someone who has lost his or her interest for some reason. The loss of interest can derive from various sources of demotivation. For instance, a teacher who cannot control the class or a boring textbook can demotivates the learners.

Demotivation is “specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action” Dörnyei (as cited by Tabatabaei & Molavi, 2012). These negative external forces include the teacher, the inadequate school facilities, the reduced self-confidence, the negative attitude towards the second language and second language community, the compulsory nature of second language, the attitude of group members and course book.

Dörnyei’s study explores the demotivating in several areas, those are teachers’ personalities, commitment, competence, teaching methods; Inadequate school facilities (very big group, not the right level, or frequent
change of teachers); Reduced self-confidence due to their experience of failure or lack of success; Negative attitude toward the foreign language studied; Compulsory nature of the foreign language study; and Interference of another foreign language that students are studying.

In his study, he also points out that demotivation do not mean that a learner has lost his or her motivation completely. On the contrary, the positive influences that originally made up the motivational basis of behavior can still be there. When a learner has lost his or her motivation completely that refers to amotivation. The difference between these demotivation and amotivation is that when an amotivated learner is someone who has found the general outcome expectations to be unrealistic for some reason, a demotivated learner is someone whose motivation has decreased due to some external factor.

2. **Demotivating Factor**

Any factors which can demotivate learners, even individuals in a real life called *demotivating factors*. Connie (2000) found that the demotivating factors included a lack of enthusiasm in teaching, low salary, a lack of teaching materials, a heavy workload and an inflexible curriculum. Similarly, based on the responses of a questionnaire, Tiziava (2003) found that EFL teachers in Greece received rather low salaries. In a correlational research, Zhang (2007) investigated teacher misbehaviors as learning demotivators across the American, Chinese, German and Japanese cultures, and noted that
most teacher misbehaviors were related to learning demotivators pan-culturally and within each culture.

Moreover, in a study that collected data using questionnaires and semi-structured interviews, Addison and Brundrett (2008) had focused on the type of issues impacting motivation and demotivation, and concluded that poor responses from the children and the workload factors caused the demotivation. Similarly, based on group discussions and interviews, Mooij (2008) examined the reasons for teacher motivation and demotivation in government-run schools and highlighted the need for a new professional ethos and culture.

Additionally, in a correlational study, Linares, Diaz, Fuentes, and Acien (2009) examined the teachers’ perceptions of problems in schools in Spain, Hungary and the Czech Republic, and found that learner Selami Aydin 3 demotivation affected teachers. Finally, in a survey study, Hettiarachchi (2010) investigated the elements of teacher motivation and demotivation in the EFL context and concluded that teacher transfers, the discrepancy between curriculum and learners’ ability and the poor relationship existing between colleagues were the demotivating factors.

In conclusion, the current study appears to contribute to the related literature for three reasons. First, studies on motivation and demotivation mainly focused on the EFL learners rather than teacher motivation and demotivation. Second, while motivation and demotivation include cultural aspects, only one study was found on EFL teaching in the Turkish context.
Third, the studies in terms of EFL teachers mainly focused on motivation, strategies to motivate teachers and student-teacher motivation relationship rather than teacher demotivation. Most of the studies on teacher demotivation researched some of the factors quantitatively and analytically rather than investigating all of the factors holistically and qualitatively. Thus, the current study aims to qualitatively investigate the factors causing demotivation in the EFL teaching process.

3. Types of Demotivating Factor

There are two types of demotivating factor, internal and external. The followings are the explanation of both factors:

a. Internal Demotivating Factor

The internal demotivating factor is from learner themselves. It means the factors come out from the learner themselves, like motivation. Although learners are aware of the importance of doing presentation effectively, they often are not able to do presentation well. As a consequence, the material is not well-delivered. That case deals with their communication ability when they speak on public.

There are some internal demotivating factors which influence learners speaking ability (Sakai & Kikuchi (2009), Ayers, 2006 in Hamad (2013), and Gardner & MacIntyre, 1992 in Yurong & Nan, 2008):
a) Experience of Failure

There are several reasons which can cause a failure. Kikuchi and Sakai (2009), stated experience of failures include disappointing test result, inability to memorize vocabulary and lack acceptance by others. Getting low mark in English test although having a lot of effort into preparation can cause demotivating. Failing to communicate on public may demotivate learners.

b) Attitudes toward English

Having sense that English used in the school is not practical and not necessary, little admiration toward English were categorized in negative attitude toward its language (Kikuchi and Sakai, 2009). When their admiration toward English is poor, it caused the lack of English language elements mastery, such as grammar, vocabulary, and pronunciation. Lack of language elements that the learners mastered gives the bad impact to their performance in presentation.

c) Self-Confidence (Affective factors)

Affective factors are those emotionally relevant characteristic of the individuals that influence how they will respond to any situation (Gardner & MacIntyre, 1992 in Yurong & Nan, 2008). Examples of affective factors are motivation, anxiety, and personality. They are worried about making mistakes, fearful of criticism or losing face.
b. External Demotivating Factor

External demotivating is factors which come from the outside situation or environment of the learners. Sakai & Kikuchi (2009), Ayers, 2006 in Hamad (2013), and Gardner & MacIntyre, 1992 in Yurong & Nan (2008) presented the following demotivating factors based on the studies about the possible external factors of demotivation:

1) Teachers/Lecturers’ personalities and commitments.

The teachers were the subject of student-report focus (Hasegawa, 2004). In her study, she suggested that inappropriate teacher behaviors may make “the strongest impact” on student demotivation, amongst other factors. The teachers’ demand in giving the assignment to the learners might be the reason why the learners cannot make an effective oral presentation.

2) Inadequate school facilities

Every school has the different facilities to support the learning process. Kikuchi and Sakai (2009) stated that if the computer equipment like visual or audio materials and internet connection are not used well, it could be the factors that demotivate students to conduct the learning process.

3) Attitudes of other learners (Audiences on the presentation).

The learners’ behavior is one of the factors that can demotivate individuals in learning process. It can happen when the
students make an oral presentation. Less getting the attention from
the audiences can make the student who becomes the presenter feel
demotivates.

4) Material learnt

The difficult material that the learners should learn can be a
problem for them in making an effective oral presentation. It can
make the learners suppressed. It caused they cannot make the
presentation effectively.

4. Study of Demotivation

The following presents the main findings of the studies by Chambers
(1993), Dörnyei (1998b) and Oxford (1998). The studies by Chambers and
Ushioda offer a general overview on motivational factors, including
demotivating factors. The studies by Dörnyei and Oxford are conference
presentations but focus specifically on demotivation.

a. Internal demotivating factors on English speaking skill

This study was conducted by Desi Indriani (2016), a graduate
student from Muhammadiyah University of Purwokerto. Indriani
conducted a survey study on English Department students of
Muhammadiyah University of Purwokerto to explore the internal factors
that demotivated students on speaking skill, particularly in English context.
She focused on internal demotivating factors only. Based on her study, the
learners’ level of demotivation was moderately demotivated.
Moreover, the highest mean of demotivating factor was ‘experience of failure’ followed by ‘reduce self-confidence’, then the lowest mean was ‘attitudes toward English’. The learners also were afraid of making mistakes while they spoke up. They felt whether their grammar was correct or not. Sometimes, they also found themselves speechless because they had not enough vocabulary.

b. The demotivating factors identified by Dörnyei

Dörnyei (originally 1998b but based on 2001) conducted a study on demotivation, aiming to find out the variety of demotivating factors. The notion of demotivation cannot be related to every reluctant learner. Dörnyei (2001) has distinguished at least three negative factors that cannot be referred to as demotives. Firstly, there are powerful distractions, e.g. watching television instead of doing one’s homework. These cannot be regarded as demotives because they do not carry negative value.

Therefore, instead of reducing motivation they distract a learner by presenting a more attractive alternative. Secondly, gradual loss of interest cannot be regarded as a demotive because demotives are specific factors or incidents that reduce motivation on a single event. Thirdly, there are circumstances when a learner recognizes the inconvenience or high costs of pursuing the goal. This means, for example, that a learner realizes that classes take place too late in the evening or that the studying is too time-consuming.
The reason why this cannot be referred to as demotivation is that it involves internal processes of deliberation and no external inducements are present. The situation would be different if someone else convinced the learner that the costs for pursuing the goal are too high. Then, this other person could be regarded as an external factor demotivating the learner.

c. Demotivating factors identified by Oxford

Oxford (1998) conducted a qualitative study on demotivation, which focused on a teacher’s influence on demotivation. The data were collected by essays. Approximately 250 students of high schools and universities were asked about their experiences over a period of five years.

Four broad themes emerged from the data. The teacher’s personal relationship with the students was the first theme and it included issues such as, the teacher showing lack of caring and general belligerence. Furthermore, the teacher was criticized for being hypercritical and for patronizing or favoring a student.

The teacher’s attitude towards the course or material was the second theme and it referred to his or her lack of enthusiasm, sloppy management and close-mindedness. Style conflicts between teachers and students were the third theme. This theme included issues such as, multiple style conflicts and conflicts about the amount of structure and or detail. Also, there were conflicts about the degree of closure or seriousness of the class. The nature
of classroom activities was the fourth theme. It included aspects such as, irrelevance overload and repetitiveness.

D. Basic Assumption

Presentation is one of the assessments which is mostly used in college. In doing presentation, the students surely do their best to make their presentation becomes effective. Making an effective presentation is not easy to do, sometimes the students are demotivated by certain factors. In consequence, their presentation becomes ineffective and the materials that they present are not well-delivered. Considering that case, this study helps students to know even understand why their presentation becomes ineffective caused by internal and external demotivating factors. Hence, they can motivate themselves to make the better presentation.