

CHAPTER I

INTRODUCTION

A. Background of the Research

The ability to communicate is a goal that communicative language teaching aims to reach. It is to be able to operate effectively in the real world (Hedge, 2000). In the learning process, the students need an opportunity to practice their language in situations which encourage them to communicate their needs like ideas, opinions or arguments. Communication has also been defined as sharing and giving meaning occurring at the same time through symbolic interactions (Seiler & Beall, 2005).

Communication skill is required by students whether they are expected to do presentations orally at school or college, seminar, conferences, or other meetings. Communication skill is a non-verbal skill, giving feedback, presenting ideas verbally and in written form, doing presentations and negotiating to achieve a goal and getting support or agreement (Idris, 2010).

Oral presentation has become an effective way to increase students' communication skills. The students can gain more knowledge not only from the researches they and other students perform, but also by observing the other presenters' strengths and weaknesses to develop a better communication and presentation skill.

Thus, students' presentation becomes an important element in delivering positive learning experiences. They are an integral part of almost every professional environment, as professional need to communicate with other professional at other situations such as a meeting, seminar, and conference. In doing an oral presentation, the students need a lot of motivation in order to get a success in delivering their ideas and their knowledge.

In sharp contrast to motivation and motivating factors is demotivating factors which have been completely or at least partly neglected in language teaching and learning studies especially in EFL contexts. 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. According to Küper (2001) "demotivation is not just a reversal of motivation". Demotivation refers to more than just non-acting or unmotivated behavior. It can also refer to an engagement into 'wrong' or contra-productive directions.

The fact that happens in real life is some students cannot make a presentation effectively. It might be caused by many factors which demotivate them in doing oral presentation. A demotivated person is one who lacks deliberate effort, willingness, and investment for achieving a specific purpose. Likewise, a demotivated student is someone who was once motivated but has lost his or her interest for some factors. The factors can be internal and external. In such a

context, it is important to be aware of the factors that demotivate language learners, particularly when a presentation is concerned in learning process.

This study focuses on both internal and external demotivating factors which are commonly faced by students when they make an oral presentation, especially in English Foreign Learner context. The impact of demotivating factors is more conspicuous because of the lack of students' opportunity to communicate each other and lack of motivation for language learners in making presentation. In such a context, it is important to be aware of the factors that demotivate students, particularly when they make English oral presentation in the class.

B. Reason of Choosing the Topic

1. An effective oral presentation can improve the students' communicative skill.
2. Students can gain more knowledge and experiences by making an oral presentation.
3. Most students cannot make an oral presentation effectively caused by demotivating factors.
4. It is commonly found a research about motivation in general, but research about demotivation is rarely found.

C. Research Problems

1. What is the level of students' demotivating factors in oral presentation?
2. What is the dominant demotivating factors effecting students' performance in oral presentation?

D. The Objectives of the Research

Based on the research problem mentioned above, this study aims to find the levels of demotivating factors in oral presentation and the dominant ones of them.

E. The Clarification of the Terms

This study needs clarification to make it clear. The clarified terms which are proposed in the title “Demotivating Factors in Oral Presentations (A Survey Study on Students of English Education Department in Muhammadiyah University of Purwokerto)” as follow:

1. Oral presentation

Oral presentation can provide the learners with an opportunity to improve their English language abilities. According to King (2002), oral presentations represent an opportunity for developing real-world communications as well as leadership skills. Then, Singh (2007) also found that use of oral assessment for a multicultural group of students led to “tremendous benefits in terms of language, interpersonal relations and preparation for workplace”.

2. Motivation

Motivation is the activation of goal-oriented behavior. Motivation may be rooted in the basic need to minimize physical pain and maximize pleasure, or it may include specific needs such as eating and resting, or a desired object, hobby, goal, state of being, ideal, or it may be attributed to less-apparent reasons such as altruism, selfishness, morality, or avoiding mortality.

3. Demotivation

Demotivation can be regarded as the negative counterpart of motivation. According to Dornyei (2001:143), demotivation is "concerns specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action". The demotivated learners are someone who lost their interest because of some reason. The loss of interest can derive from various sources of demotivation.

4. Types of demotivation

There are two types of demotivation, internal and external. Internal demotivation is factors which come from the learners themselves. However, external demotivation is factors which come from other situation of the learners.

F. The Contribution of the Research

The writer hopes this study will be beneficial for all elements of education. The following are the specific contributions:

1. For English Teacher

Hopefully this study will be useful for teacher to give more motivation to students in making oral presentation effectively.

2. For Learners

This study is expected to encourage students to build their self-confidents when they do an oral presentation. So, they can deliver the information or ideas well.

3. For Readers

This study gives information about the factors which demotivate students when they make an oral presentation, especially in English foreign learner context.

4. For other Researchers

This study can be a reference to develop further research.

