CHAPTER II

REVIEW OF THE LITERATURE

This chapter presents review of the literature that is connected to the topic of this study. It consists of; presentation, difficulties in presentation, efforts to solve the difficulties in presentation, ways to make a good presentation, Business English.

2.1 Presentation

Joughin (2007) states that we can look at presentation from three viewpoints: presentation as a transmission of the ideas of others to passive audience with anxiety at a low level, presentation as an imparting of the material studied from which students try to make their own meanings from the ideas of others, and presentation as a position to be disputed and defended by persuading the audience.

Moreover, Chivers and Shoolbred (2007) states that there are a few motivations behind having a presentation as a part of lesson. The first is to train the presenters so as to have self-confidence in speaking in front of public. Second, it was to inform that the presenters communicate to the audience and give them as much the information as possible. Third, it is a way used by the teacher to evaluate the students' ability. Fourth, it is for support or influence. Fifth, it trains students to take some important decisions. Sixth, presentation is a good activity to show and teach others and learn something from one's mistakes in presenting.
According to Chivers and Shoolbred (2007), understanding the style of presentation will assist you with exploring the primary objective of giving this presentation. Therefore, according to the aim of the presentation the presenters can decide the type of their presentation. As per Chivers and Shoolbred (2007), "doing presentation is generally excellent learning experience."

### 2.2 Difficulties of presentation

According to Sivadjati (2016), although knowing the advantage and importance, just as the factors that influence the presentation, it does not automatically evacuate the problems of difficulty in introduction. Students still find difficulties in doing presentation. The following discussion will share some difficulties in doing presentation based on the several studies.

#### 2.2.1 Constructing good grammar

According to Thornbury and Slade (2007), one of the students’ difficulties in presenting was transferring Language I into Language II which was done manually. It will make the presenter has another difficulty in constructing good sentences with correct grammar because the presenter needs to think twice about the rule of grammar. According Rajoo (2010), grammar plays an important role in the students’ mistake. It is because students sometimes make a sentence without considering the grammar.

#### 2.2.2 Memorizing problem which led to the blankness

According to Rajoo (2010), memorizing problem become one of the students' considerations in speaking in front of public. Rajoo said that the
students suddenly forgot what they would say when speaking in front of public.

2.4.3 Difficulty in keeping the audiences’ interest

According to Macintyre, Thivierge, and MacDonald (1997), there is no doubt that the audience is an important part of the overall public speaking situation. Khoury (2015) states that one of the presenter problems when they do a presentation is on keeping or making the audience to tune in to the presenters. In other words, keeping up the audiences’ interest when the presenter performs a presentation is difficult. If the audiences are unresponsive, the presenter essentially perceives them as saying "You may be talking but I am not listening to you", which can be stressful (Macintyre, Thivierge, and MacDonald, 1997).

2.4.4 Difficulty in understanding the topic

Rivers (1968), in Tuan and Mai (2015), states that it is different for the students if the teacher gives a topic which is not familiar to the students and as a result it will make the students confused because they did not have enough knowledge about the topic. In relation with the topic, the students also face some difficulties in organizing the presentation. The students should know about the organization of the presentation about the topic that was going to be presented (Gibson, 2014).

2.4.5 Teacher’s expectation

According to Gigante, Lewin, and Dell (2012), most of the students were having problems in the teacher’s expectation to the students who are going
to do in presentation. Teacher’s expectation also makes the students difficult in doing a presentation.

2.4.6 Time problem

A study which was done by Tuan and Mai (2015) investigated on the students’ problem in doing in presentation. They state that the students also faced time problem when they were doing a presentation.

2.4.7 Feeling nervous

One of the main difficulties reported facing learners in doing presentation was nervous or fear of speaking. According to Wiramihardja (2005), nervous is a feeling that natural or general when someone feels fear or loses self-confidence that is not clear in origin or form. Feeling nervous when starting to speak in public is often experienced by most people, even someone who has experience speaking in public cannot be separated from this feeling (Prakoso, 2014). Recent studies have found that nervousness becomes the most difficult obstacles that the students faced when speaking in public (Basic, 2011; Al-Nouh, Abdul-Kareem, and Taqi, 2015). Furthermore, according to Emden and Beeker (2004), as cited in El Enein (2011) that most of the students were very nervous about presenting in front of public. Nervous can arise by itself or because of other symptoms of various emotional disorders (Ramaiah, 2003).
2.3 Efforts to solve the difficulties of presentation

Sivadjati (2016) states that some studies also revealed the efforts in solving with the presenters’ problems when doing presentation. The following discussion will share some efforts to solve the difficulties of presentation.

2.3.1 Effort in solving the grammatical problem

Lewis (2011) argued that reading more about the grammar and the structure was the best way in overcoming the students’ problem in defeating with grammar and structure mistake.

2.3.2 Effort in solving the memorizing problem

Mitchell (2009) gives a useful guideline for the students who are bad at memorizing. He believes that keep talking or repeat the previous point when the presenter could not memorize the material was very useful strategy.

2.3.3 Effort on how to keep the audiences’ interest

In order to keep the audiences’ interest, putting some jokes, story, etc. inside the presentation was a good strategy. It is because it could make the audiences become comfortable to tune in to the presenter’s presentation (Kim, 2014).
2.3.4 Effort in solving about understanding topic problem

The students should master the topic well in solving the topic problem or difficult in understanding the topic by using the internet was very helpful for the learners in order to know more about the topic (Blake, 2013).

2.3.5 Effort in solving the teacher’s expectation

Changing the students’ mindset when they feel afraid or anxiety of what the teacher was expected to the presenter. In solving the teacher’s expectation, changing your mindset into the positive one was a good choice in dealing with the under pressure feeling. The way narrator’s think which turned the negative into the positive thinking affect their performance in giving a presentation later (Allan, 2015).

2.3.6 Effort in solving the time problem

Marshall (2009) states that in solving the time problem or length of time when the students do a presentation, the students should calculate the time well. If the students calculate the time, the students would know which unimportant parts that needed to be erased.

2.3.7 Effort in solving the nervousness

In according with Daniel and Hall (2014) practice, breathing exercise and do not look at the audiences’ eyes can reduce the nervousness level on the students while he/she was doing a presentation. Buchler (2013) states that breathing exercise is the most effective strategy in solving the nervousness
because when the students controlled their breathing they became more relaxed.

2.4 Ways to make a good presentation

According to Seth Godin (2018), the best presentation is one actually given. Try not to cover up, do not defer it, and audiences need to hear from you. A presentation is valuable. It is many of audiences, in real time, in sync, all watching the presenter, do your best. If you are going to do it live, make it worth it. In his site, Seth Godin also writes several of ways to make a good presentation.

1. Make it shorter. No extra points for filling time.

2. Be really clear about what it is for. If the presentation works, what will change? Who will be changed? Will people take a different course of action because of the presentation? If not, then why should do a presentation?

3. Do not use slides as a teleprompter. If it has details, write them up in a short memo and give it to audiences after the presentation.

4. Do not sing, do not dance, do not tell jokes. If those three skills are strange, it is not a good time to try them out.

5. Be here now. The reason presenter gives a presentation and not send a memo is personal presence, energy and humanity add value. Do not hide them. Do not use a prescribed format if that format does not match the best version of the presenter.
2.5 **Business English (BE)**

Business English definition has explained by many experts. According to Hartiningsih (2000), in her research, stated at Muhammadiyah University of Malang, Business English is studying about how to apply it in the world of working. In other words, Business English is learning about English to face the world of working. In addition, Huh (2006) states that Business English subject is aimed at improving learners’ general Business English communication skills.

From the two definitions above, it can be said that Business English is learning and improving English communication skill to face the world of working.

2.5.1 **Level of Business English Class**

Business English is given in three periods to students as stated in the curriculum of English Department at Muhammadiyah University of Malang.

a. **Business English**

Business English is given in the fifth semester that must be taken by all students of English Department. It is Business English in general, such as definition of Business English and English correspondence.

b. **Business English I**

Business English I is given in the sixth semester for students who choose Business English as their elective course to get business and management knowledge deeply. It focuses on organization and management of working place (the structural in the company, the functions of each division and
company, and also the factors which affects performance in the company). Students are able to apply the management at least to themselves.

c. Business English II

Business English II is given in the seventh semester. In Business English II, the students should apply and practice their theories they have got in previous semester in private or state organizations as apprenticeship.