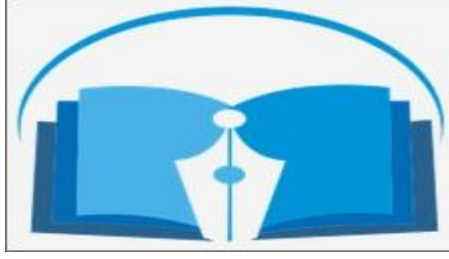




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Difficulties faced by students in oral presentation in classroom interaction

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ABSTRACT: The purpose of this study was to determine the difficulties with an oral presentation in the third-Year English students at El-mergib University in the academic years 2021 and 2022. Because it was comparable to gathering data from students, it applied observation and descriptive qualitative approaches as a design and framework. The data was collected using a questionnaire that had 25 statements in it. 24 students made up the sample for this study.

During observations of the English Department College of Arts at El-mergib University for 10 students, the questionnaire will be distributed to 24 students, and it will be collected using a random sampling technique. The findings showed that the students struggle with oral presentations in classroom interaction due to a lack of confidence, issues with understanding the subject, issues with organizing their thoughts, teachers' expectations, and issues with time management. Furthermore, the students' main fears were anxiousness and lack of confidence, especially while giving oral presentations. Therefore, the appropriate approaches are required to address those difficulties.

Keywords; oral presentation, techniques, classroom interaction

1.0 INTRODUCTION

1.1. Background

Language is a tool of communication to make human interaction. Johnston (2008: 26) defined language is the process or a set processes used to ensure there is agreement between the sender and receiver for meanings assigned to the symbol and schema or combining them used for each communication. In the globalization era, English language as an important especially international communication to development education, economy, and politic. Many people spend time to study English language to use as an international communication.

In Libya, English is taught as one of the compulsory subjects from elementary school for fifth and sixth level, junior to senior high school up to the universities. In learning English there are four skills namely: speaking, writing, listening and reading. Promoting students' speaking skill is fundamental to their progress in acquiring the language. In the same way, we give them the opportunity to use this language, make mistakes, and learn from them.

In this sense the researcher especially discusses about the students' skill of oral presentation in English classrooms interaction that has impact in speaking skill. Giving an oral presentation is a challenge because the presenter needs to be able to deliver a message with a good language so that the audience could understand it easily. Horwitz (1986: 12) said that "In ELF context, oral presentation involves oral communication using English as a foreign language.

It has been noted that people who have difficulty in communicating with people are likely to experience more anxiety in a foreign language class because these people encounter many various difficulties that negatively affect their ability during the oral presentation".

Giving an oral presentation is believed to be "an important element in delivering positive learning experiences" (Alshare & Hindi, 2004:6). In other words, giving an oral presentation is a good practice to equip the students with not only experience in delivering their materials in public with a proper language but also opportunities to improve their confidence. In fact, to be



able to do so, the presenter needs to have good presentation skills. Just as Rajoo (2010:43) argued, “oral presentation skills will empower students to communicate complex ideas and information in a manner that would be easily understood by the audience.” Furthermore, having good oral presentation skills was very useful in the future especially for the students’ career (Emder& Becker, as cited in El Enein, 2011).

Regarding the importance of giving an oral presentation, Faculty of Art has included group and individual presentation as one of the assessment criteria in most of its courses. Yet, the majority of students still have difficulties in delivering their materials in front of the audiences. This phenomenon was in line with Emden and Becker, as cited in ElEnein (2011), who pointed out that most of the students were very nervous about presenting in public .Tuan and Mai (2012) found that understanding the topic become one of the students’ problem in doing an oral presentation. Gibson (2014) pointed out that organizing the ideas based on the topic that was given by the teacher became one of the students’ considerations.

Based on the preliminary research observation, the researcher found that on oral presentation in the class of English department in EL-Mergib university, there were some students that had problems in doing oral presentation. The problems that they were faced such as problem in organizing ideas, understanding topic and anxiety. So, the presentation was not running well .To handle those problems, proper strategies are needed. Therefore, the researcher is interested to conduct a research under the title “Students’ Difficulties on Oral Presentation in Classroom Interaction.

1.2. Problem Statement

Based on the background above, the researcher formulated the problem statement as follows:

What difficulties are faced by the fourth year students on oral presentation in the classroom interaction?

1.3. Objective of the Research

The researcher of this study expects that the findings of this research might be considered a resource for English teachers in order to identify solutions for overcoming students' challenges with oral presentations in classroom interactions. As a result, the students can develop their oral presentation skills

1.4. Significance of the Research

The main objective of this study is to identify the problems and potential solutions to the challenges encountered by the students of tertiary classroom interaction in the English department during oral presentations .

1.5. Research questions

The present study aims to answer the following research questions:

1. What are the perceived causes of academic oral presentation difficulties faced by English language students?
2. How does your inner fears affect the performance of your presentation?
3. How do support elements help with the development of your presentation skills?
4. Are there statistically significant differences between males and females in regard to the causes of academic oral presentation difficulties?
5. How to deal with time pressures while conducting an oral presentation



1.6. Scope of the Research

The scope of this research was students' difficulties on oral presentation in classroom interaction focused on contents/ideas, personal traits and external factors.

1.7. Definitions of Terms

• Oral presentation

According to Baker (2000:115), an oral presentation is like a formal conversation, speaking to a group as a natural activity. Most people spend hours of their day time speaking to others. However, making an oral presentation that is a formal conversation is a difficult task for them. The oral presentation is part of spoken language. The purpose of this practice is to communicate. It is designed to inform or persuade. Oral presentations occur in an organizational setting and with a limitation in time.

• Interaction

According to Longman Dictionary of Contemporary English (2009), Interaction has two meanings, such as:

- a. A process by which two or more things affect each other.
- b. The activity of talking to other people, working together with them, etc...

2.0 REVIEW OF RELATED LITERATURE

2.1 Concept of Oral Presentation

2.1.1 Definition of Oral Presentation

According to Baker (2000: 115) oral presentation is like a formal conversation, speaking to group as a natural activity. Most of people spending hours of their day time, speaking to others, however making an oral presentation that is a formal conversation, it is difficult task for them. Oral presentation is part of spoken language. The purpose of this practice is to communicate. It is design to inform or persuade. Oral presentation occurs in organizational setting and with limitation in time. Presentation should been structured carefully. In addition the speakers can support their talk with visual aids.

Melion and Thompson (1980: 503) state that if oral presentation is guided and organized, it will give the students a learning experience and teach them an important skill which will be beneficial to ESL/EFL in all their education subject and later in their work. In addition, Chivers and Shoolbred (2007:5) state that "doing presentation is very good learning experience." In the end of oral presentation, the speakers give their audience the opportunity to ask about things that are not clear to them. The speakers answer them to complete their work.

Mandal (2000: 8) defined presentation is speech that is usually given in a business, technical, professional, or scientific environment. The audience is likely to be more specialized than those attending a typical speech event. There are different between normal speech and oral presentation. The later is a type of speech, but the former is more nature than oral presentation.

According to King (2012) oral presentation is an effective communicative activity that has been widely adopted by ELF conversation teachers to promote oral proficiency. Thus, based on some definition above, the researcher concludes that oral presentation is an activity of sharing ideas and or information in front of audiences which has purpose to improve students' oral proficiency.



2.1.2 Kinds of Oral Presentation

Oral presentation is a common feature of many courses at university. They may take the form of a short or longer presentation at a tutorial or seminar, delivered either individually or as part of a group. According to Heaton (1991) there are two kinds of oral presentation as follows:

A. Individual Presentation

The benefits of individual presentation include helping students to gain confidence while speaking on their own in front of a large group, or to take personal responsibility for critically understanding and responding to questions. In the process, students become localized “experts” on certain subjects.

b. Group Presentation

There are substantial benefits to assigning presentation in groups. Groups encourage team work and help students get feedback from each throughout the process of developing the presentation. Groups can prepare presentations during or outside of class.

Group presentation require students to work together to plan and prepare for their presentation. During group work students can be encouraged to use English to negotiate meaning with the other members of their group and to work together, in English, to plan how they will present their ideas to the other members of the class. This facilitates English use to meet a specific goal, in an authentic way, and with very little intervention from the teacher (Brooks & Wilson, 2014). In this study, the researcher focus in group presentation in EFL classroom.

2.1.3 Students' Difficulties in Oral Presentation

The following discussion will share some difficulties in giving an oral presentation based on several studies:

a. Difficulty in Constructing Good Grammar in Speaking

Thornbury and Slade (2007) believe that one of the students' problems in speaking was transferring L1 into L2 which was done manually. Therefore, it will make the presenter has another problem in constructing a good sentence with correct grammar/vocabulary because the presenter needs to think twice about the grammar rule. Rajoo (2010) pointed out that grammar also plays an important role in the students' mistake. It is because students sometimes make a sentence without considering the grammar.

b. Difficulty in Understanding the Topic

Tuan and Mai (2012) said that it is difficult for the learners if the teacher gives a topic which is not familiar to the students and as a result it will make the students confuses 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).

c. Problem in Keeping the Audiences' Interest

Khoury (2015) argued that one of the presenter problems when they do a presentation is on keeping or making the audience listen to the presenters. In other words, maintaining the audiences' interest when the speaker performs an oral presentation is difficult.

d. Problem Pace in Speaking

Speaking speed also became one of the student's challenges in speaking in front of public. There was a study which examined the student's problems especially about the tempo. Rajoo (2010) said that most of the student's tended to speak too fast. As a result, the audiences could not understand well.



e. Memorizing Problem

Memorizing problem, which led to the blankness. Rajoo (2010) also found that 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.

f. Anxiety

Recent studies have found that anxiety becomes the most difficult obstacles that the students face when speaking in public (Al-Nouh, Abdul-Kareem, &Taqi: 2015). Furthermore, according to El-Enein (2011) that most of the learners or students were very nervous about presenting in public.

g. Teacher's Expectation

Teacher's expectation also makes the students difficult in doing an oral presentation. There are studies which believed that teacher expectation also make the students difficult when they do the presentation. Gigante, Lewin, and Dell (2012) argued that most of the students were having problems in the teachers' expectation to the students who are going to do an oral presentation.

h. Time Management

A study which was done by Tuan and Mai (2012) investigated on the students' problem in doing an oral presentation. They stated that the students also faced time problem when they were doing the presentation.

Moreover, a study who have done by Rajoo (2010) also categorized the students' difficulties during oral presentation into 4 groups; vocabulary/language/grammar (not fluent in speaking English, grammatical problem and lack of vocabulary), contents/ideas (having problem in giving examples, topic problems, difficult in attracting the students' interest, being afraid if the points are not correct), personal traits (talk too fast, nervousness, memorizing problem, not confidence enough and teachers expectation), and external factors (lack of preparation, lack of time).

2.1.4 Strategies to handle difficulties in Oral Presentation

Some studies also revealed the strategies in dealing with the speakers' problems when doing the oral presentation:

A. The strategy when dealing with grammatical problem. Lewis (2011) argued that reading more about the grammar and the structure was the best way in overcoming the students' problem in regarding with grammar and structure error.

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

C. A strategy to conquer problem in organizing the ideas. Gibson (2014) also argued that the students, who suffered from organizing the idea of the presentation, should master the topic or the material and organize it really well. Organize it really well means that the presenter should divide the main body of the presentation into some points.

D. A tactic on how to keep the students 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 audience become comfortable to listen to the presenter' presentation (Kim, 2014).

E. In dealing with the speaking speed problem, the students should adjust their speed. Pain (2014) pointed out that adjusting the speed or slowing down the speed is the answer if the



students' have problem in their speaking speed because the way the presenter gives the presentation, especially in the pace of speaking is very important.

F. The strategy in dealing with memorizing problem. Mitchell (2009) gave a useful guideline for the students who are bad at memorizing. He believed that keep talking or repeat the previous point when the presenter could not memorize the material was very useful strategy.

G. Some strategies in facing anxiety problems while speaking in front of public. According to Daniel and Hall (2014) practice, breathing exercise and do not look at the audiences' eyes can reduce the anxiety level on the students while he/she was doing an oral presentation. Additionally, Buchler (2013) examined the strategies in dealing with the sixth graders' problem especially about anxiety when the students did the presentation in front of the public by doing an experimental study. Buchler (2013) stated that breathing exercise is the most effective strategy in dealing with the nervousness because when the students controlled their breathing they became more relaxed.

H. Strategy about changing the students' mindset when the students feel afraid of what the teachers were expected to the presenter. In dealing with teachers' expectation, Allan (2015) said that changing your mindset into the positive one was a good choice in dealing with the under pressure feeling. Further, he also said that the way narrator's think which turned the negative into the positive thinking affect their performance in giving an oral presentation later.

I. Handling the time problem. Marshall (2009) stated that in dealing with the time problems or length of time when the students did an oral presentation, the students should calculate the time well. If the students calculated the time, the students would know which unimportant parts that needed to be erased.

2.2 Concept of Classroom Interaction

2.2.1 Definition of Classroom Interaction

Brown (2001) relates interaction to communication, said interaction is the heart of communication; it is what communication is all about. Then, Ellis (1999) also points out that interaction is generally used to refer to the interpersonal activity that arises during face-to-face communication. However, it can also refer to the interpersonal activity involved in mental processing. The formal place which people used to receive the knowledge and attitude is school where the teaching and learning process take a part. Interaction is one of the factor to make the process of teaching and learning process especially English run effectively. Thus, there are some definitions that can explores what the interaction is.

The other theory related to the interaction is theory from Khan (2009), he stated that interaction is an important word for language experience and classroom observation of the teacher. Interaction can be developed through different types of activities. It can be done because every activities in classroom interaction has different impact for the teacher. Learners interaction patterns personalities and their individual cognitive styles are so different.

In addition, interaction is the considered as the main factors in facilitating on teaching and learning process especially in English subject. The should not dominate all the communication, therefore it can create the situation that make student share each other. Malamah& Thomas (1985) stated that if teacher talks most dominate of the class time, students' participation will be limited and classroom interaction will be diminished.

Classroom interaction pattern involves individual and group where they usually get communicate each other, in this case, they involves themselves in context which is called social interaction (Banner, 2007). Therefore the interaction in the classroom is same with the



interaction in social context. Every day in social context, interaction exists in the teaching and learning process between teacher and students, or between students and students. Interaction commonly defines as a kinds of action that involved as two or more objects has an effect upon one another.

Defined by Quirk (1987), classroom interaction is the patterns of verbal and non-verbal communication and the types of social relationship which occur within classroom. The study of classroom interaction mat be a part of studies of classroom discourse. Coultrard (1998) stated that classroom interaction covers classroom behaviors such us turn taking, questioning and answering, negotiation of meaning and feedback.

Based on the definition above, the researcher concludes that classroom interaction is an act or action that held by two or more people in the classroom that involved in mental processing.

2.2.2 Kinds of Classroom Interaction

There are various ways in recognizing the classroom interaction. Rodriguez and Barrera (2001) stated the theories of kinds of interaction as follows:

A. Teacher – student Interaction

Usually this form of interaction can be understood in the lesson which is teacher-centered, students assume a passive role in which they only listen, answer some question made by the teacher, and take notes about his speech. Theories behind student and teacher interaction state that this type of interaction is vital for students because it compares to the relationships they will have in their live, such as the relationship with a boss or superior. Students must learn to interact respectfully, but must also learn how to be assertive without being rude, so that, their points and opinions are heard without disruption.

B. Student – student Interaction

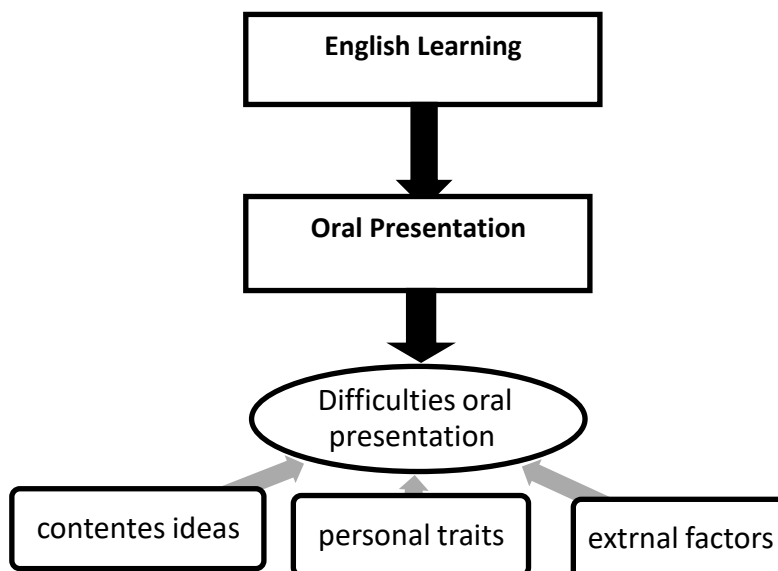
The other face of the classroom's interaction is the student-student interaction. In this form of interaction, he mention that in this case “students are the main participants and the teacher plays a role of monitor or observer”. Usually it is a better opinion rather than teacher – students' interaction because it can conclude on collaborative practices that should facilitate language development. This normally occurs as learners share information with their peers and receive feedback.

One-on-one students' interaction is important because it allows students to understand what it means to work with a partner. Theories of this type of interaction say that it prepares students for one-on-one relationships they will have with work associates, friends and even their spouses. Students must learn to rely on one other person and must be able to evaluate what their own strengths and weaknesses are as they try to complete a task.



2.3. Conceptual Framework

The conceptual framework of this research give in the following diagram:



Conceptual Framework

Based on the conceptual framework above, the researcher described the difficulties that faced by the students in doing oral presentation. First of all, the researcher observed the students activity in English learning especially in oral presentation in the classroom interaction. Secondly, the researcher identified the difficulties that faced by the students, after that the researcher divided into internal and external difficulties to describe it.

3.0 RESEARCH METHODOLOGY

3.1 Introduction

In this chapter I am going to introduce the methods and the procedures that are selected by the researchers for the purpose of collecting data in order to obtain answers for the research questions. Two instruments well be used for collecting data; the first one is students observation during speaking class, and the second one is student questionnaire.

3.2 The participants (The subjects):

The participants of this study are 24 students of English at Al-mergib university. They were eight males and sixteen females; their ages are between eight-teen and twenty-five years old, while the participants in the observation were 10 students of the same ages, 3 males and 7 females who presented different topics during speaking class interaction

3.3 Instruments:

The researcher of the current paper proceeded systematically to conduct the study applying the quantitative research method This study applied descriptive research which described students' difficulties on oral presentation in classroom interaction at tertiary students of English department in Al-mergib University. Qualitative descriptive method is a method of research that involves collecting data in order to test hypotheses or to answer the questions concerning correct status of the subject of the study. The descriptive method also designed to obtain the current status of phenomenon and was directed toward determining the nature of situation as it exists at the time of the research (John, 2012).



3.3.1 Students questionnaire:

A student survey is a method of gathering, processing, and evaluating your students' opinions about the school's educational practices; especially in terms of its pedagogical approach and professionalism. It allows students to provide honest and objective feedback about an educational institute. The questionnaire in collecting data helps to gain deeper insights, since it allows for adaptability in questioning as it reflects the personal side of the participants, 25 questions were addressed in this questionnaire So here students will be asked about their difficulties while conducting oral presentation during class interaction, its effect on them, how they react to it, and so many questions furthermore.

3.3.2 Students Observation:

Observational research is a research technique where you observe participants and phenomena in their most natural settings. This enables researcher to see their subjects make choices and react to situations in their natural setting, as opposed to structured settings like research labs or focus groups.

Five lectures have been observed by the researcher, these lectures were having oral presentations as an assessment, the students asked to present a topic that they choose it.

4.0 Data Analysis

4.1 Introduction

The analysis is a fundamental discussion point of this chapter. The results of this study also provide a scoring category for both the questionnaire and student observations. The goal of this observation changed to comprehend the students' difficulties with oral presentations and to provide an explanation of the students' mistakes.

The statistics show that many students had some difficulties with their oral presentations. The data from the questionnaire and observations were utilized in Chapter 3's formula to determine the percentage of students who had difficulties with their oral presentations during class interaction.

4.2 The instance

Students from the faculty of arts at Al-Mergib University made up the sample for this study. Their ages range from 20 to 25 years old. 25 students were subjected to the questions. In five lectures on various subjects, observations of 5 students were recorded.

4.3 The analysis of questionnaire

	disagree	undecided	agree	strongly agree	Total
female	2	1	5	9	17
male	0	1	6	0	7
total	2	2	11	9	24

Based on the table above, the result reveals that there were 24 students involved in responding to the statement "I feel very anxious before an oral presentation exam." The result indicates that 9 students strongly agreed and 11 students agreed with the statement. Meanwhile, there were 2 students who were undecided about the statement, 2 students who agreed with the statement, and none who strongly disagreed with the statement. It shows that most of the students feel anxious before an oral presentation.



	strongly disagree	disagree	undecided	agree	strongly agree	total
female	0	2	3	10	2	17
male	1	1	1	3	1	7
total	1	3	4	13	3	24

Based on the table above, the result reveals that there were 24 students involved in responding to the statement "I feel embarrassed when I do an oral presentation." The result indicates that 3 students strongly agree and 13 students agree with the statement. Meanwhile, there were 4 students who were undecided about the state of the matter, 3 students who strongly disagreed with the statement, and one student who strongly disagreed with it. It shows that most of the students feel embarrassed when you do an oral presentation.

	strongly disagree	disagree	Undecided	agree	strongly agree	total
female	1	3	1	11	1	17
male	0	0	2	3	2	7
total	1	3	3	14	3	24

Based on the table above, the result reveals that there were 24 students involved in responding to statement number 3. Ignoring the audience encourages a shy person to carry on an incredible performance." The result indicates that 3 students only agreed and 14 students agreed.

with the statement. Meanwhile, there were 3 students who were undecided about the statement, 3 students who disagreed with the statement, and 1 strongly disagreed with the statement. It shows that most of the students, ignoring the audience, encourage a shy person to carry on an incredible performance.

	strongly disagree	disagree	Undecided	Agree	strongly agree	total
Female	1	5	3	6	2	17
Male	0	3	1	3	0	7
Total	1	8	4	9	2	24

Based on the table above, the results reveal that there were 24 students involved in responding to the statement "I find oral presentation exams difficult because I have low self-confidence." The result indicates that 2 students strongly agree and 9 students agree the statement. Meanwhile, there were 4 students who were undecided about the statement, 8 students who agreed with the statement, and 1 strongly disagreed with the statement. It shows that most of the students find oral presentation exams difficult because they have low self-confidence.



	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Total
Female	1	2	5	5	4	17
Male	1	2	0	1	3	7
Total	2	4	5	6	7	24

Based on the table above, the result reveals that there were 24 students involved in responding to statement number 5, "When I start my oral presentation, I forget everything that I wanted to say." The result indicates that 7 students strongly agree and 6 students disagree with the statement. Meanwhile, there were 5 students who were undecided about the statement, 4 students who disagreed with the statement, and 2 strongly disagreed with the statement. It shows that most of the students forget everything they wanted to say when they start their oral presentation.

	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Total
Female	2	7	3	4	1	17
Male	3	1	1	2	0	7
Total	5	8	4	6	1	24

Based on the table above, the result reveals that there were 24 students involved in responding to statement number 6, "I am worried because of my low English speaking ability." The result indicates that 1 student strongly agrees and 6 students agree with the statement. Meanwhile, 4 students were undecided about the statement, 8 students disagreed with the statement, and 5 strongly disagreed with the statement. It shows that most of the students are worried because of their low English speaking ability.

	Disagree	Undecided	Agree	Strongly agree	Total
Female	0	3	12	2	17
Male	3	1	2	1	7
Total	3	4	14	3	24

Based on the table above, the result reveals that there were 24 students involved in responding to statement number 7. "I feel worried even if I have prepared well beforehand." The result indicates that 3 students strongly agree and 14 students agree with the statement. Meanwhile, 4 students were undecided about the statement, 3 students disagreed with the statement, and



none strongly disagreed with the statement. It shows that most of the students feel worried even if they have prepared well beforehand.

	strongly disagree	disagree	undecided	agree	strongly agree	total
female	1	3	0	8	5	17
male	0	0	2	5	0	7
total	1	3	2	13	5	24

Based on the table above, the result reveals that there were 24 students involved in responding to statement number 8, "I like to do an oral presentation with a group." The result indicates that 5 students strongly agree and 13 students agree with the statement. Meanwhile, 2 students were undecided about the statement, 3 students disagreed with the statement, and 1 strongly disagreed with the statement. It shows that most of the students like to do an oral presentation with a group.

	Disagree	Undecided	Agree	Strongly agree	Total
Female	2	5	7	3	17
Male	4	0	1	2	7
Total	6	5	8	5	24

Based on the table above, the result reveals that there were 24 students involved in responding to the statement "I feel shy during an oral presentation". The result indicates that 5 students strongly agree and 8 students agree with the statement. Meanwhile, 5 students were undecided about the statement, 6 students disagreed with the statement, and none strongly disagreed with the statement. It shows that most of the students feel shy during an oral presentation.

	strongly disagree	disagree	undecided	agree	strongly agree	Total
female	1	1	2	9	4	17
male	0	1	1	3	2	7
total	1	2	3	12	6	24

Based on the table above, the result reveals that there were 24 students involved in responding to statement number 10, "I am afraid of failure in an oral presentation." The result indicates that 6 students strongly agree and 12 students agree with the statement. Meanwhile, 3 students were undecided about the statement, 2 students disagreed with the statement, and 1 strongly disagreed with the statement. It shows that most of the students are afraid of failure in an oral presentation.



	strongly disagree	disagree	undecided	agree	strongly agree	total
female	1	3	3	7	3	17
male	1	3	1	2	0	7
total	2	6	4	9	3	24

Based on the table above, the result reveals that there were 24 students involved in responding to statement number 11, "I find difficult time management when I do an oral presentation." The result indicates that 3 students strongly agree and 9 students agree with the statement. Meanwhile, 4 students were undecided about the statement, 6 students disagreed with the statement, and 2 strongly disagreed with the statement. It shows that most students find time management difficult when they do an oral presentation.

	strongly disagree	disagree	undecided	agree	strongly agree	total
female	4	2	2	4	5	17
male	1	1	0	1	4	7
total	5	3	2	5	9	24

Based on the table above, the result reveals that there were 24 students involved in responding to statement number 12. "I prefer to see someone else's presentation before starting my own." The result indicates that 9 students strongly agree and 5 students agree with the statement. Meanwhile, 2 students were undecided about the statement, 3 students disagreed with the statement, and 5 strongly disagreed with the statement. It shows that most of the students prefer to see someone else's presentation before starting their own.

	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Total
Female	0	8	1	4	4	17
Male	1	3	1	1	1	7
Total	1	11	2	5	5	24

Based on the table above, the result reveals that there were 24 students involved in responding to the statement "I care about grammar more than fluency in an oral presentation." The result indicates that 5 students strongly agree and 5 students agree with the statement. Meanwhile, 2 students were undecided about the statement, 11 students disagreed with the statement, and 1



strongly disagreed with the statement. It shows that most of the students care about grammar more than fluency in an oral presentation.

	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Total
Female	2	6	2	4	3	17
Male	3	3	0	1	0	7
Total	5	9	2	5	3	24

Based on the table above, the result reveals that there were 24 students involved in responding to statement number 14, "I prefer to memorize the topic rather than understand it." The result indicates that 3 students strongly agree and 5 students agree with the statement. Meanwhile, 2 students were undecided without the statement; 9 students disagreed with the statement, and 5 strongly disagreed with the statement. It shows that most students prefer to memorize the topics rather than understand them.

	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Total
FEMALE	1	4	2	8	2	17
MALE	1	3	2	0	1	7
Total	2	7	4	8	3	24

Based on the table above, the result reveals that there were 24 students involved in responding to statement number 15. "The difficulty of the topic is the reason behind my low performance in an oral presentation." The result indicates that 3 students strongly agree and 8 students agree with the statement. Meanwhile, 4 students were undecided about the statement, 7 students disagreed with the statement, and 2 strongly disagreed with the statement. It shows that for most of the students, the difficulty of the topic is the reason behind their low performance in an oral presentation.

	disagree	undecided	agree	strongly agree	total
female	8	4	4	1	17
male	2	1	4	0	7
total	10	5	8	1	24

Based on the table above, the result reveals that there were 24 students involved in responding to statement number 16, "I find it difficult to organize my ideas logically during an oral presentation." The result indicates that 1 student strongly agrees and 8 students agree with the statement. Meanwhile, 5 students were undecided about the statement, 10 students



disagreed with the statement, and none strongly disagreed with the statement. It shows that most students find it difficult to organize their ideas logically during an oral presentation.

	Disagree	Undecided	Agree	Strongly Agree	Total
Female	2	5	6	4	17
Male	0	3	4	0	7
Total	2	8	10	4	24

Based on the table above, the result reveals that there were 24 students involved in responding to the statement "I feel frightened when a lot of people are watching me". The result indicates that 4 students strongly agree and 10 students agree with the statement. Meanwhile, eight students were undecided about the statement, two students disagreed with the statement, and none strongly disagreed with the statement. It shows that most of the students feel frightened when a lot of people are watching them.

	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Total
Female	1	2	4	8	2	17
Male	0	2	1	2	2	7
Total	1	4	5	10	4	24

Based on the table above, the result reveals that there were 24 students involved in responding to statement number 18, "Students' reactions affect my performance in the oral presentation." The result indicates that 4 students strongly agree and 10 students agree with the statement. Meanwhile, 5 students were undecided about the statement, 4 students disagreed with the statement, and 1 strongly disagreed with the statement. It shows that most of the students' reactions affect their performance in the oral presentation.

	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Total
Female	1	8	3	4	1	17
Male	2	2	1	2	0	7
Total	3	10	4	6	1	24

Based on the table above, the result reveals that there were 24 students involved in responding to statement number 19, "I'm scared that students will laugh at me once I start speaking in English." The result indicates that 1 student strongly agrees and 6 students agree with the statement. Meanwhile, 4 students were undecided about the statement, 10 students agreed with the statement, and 3 strongly disagreed with the statement. It shows that most of the students are scared that other students will laugh at them once they start speaking English.



	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Total
Female	0	5	2	6	4	17
Male	1	4	1	1	0	7
Total	2	9	3	7	4	24

Based on the table above, the result reveals that there were 24 students involved in responding to statement number 20, "when late students enter the class or talk to each other during an oral." The result indicates that 4 students strongly agree and 7 students agree with the statement. Meanwhile, 3 students were undecided about the statement, 9 students disagreed with the statement, and 1 strongly disagreed with the statement. It shows that most of the students when tardy students enter the class or talk to each other during an oral.

	strongly disagree	disagree	undecided	agree	total
female	0	7	3	7	17
male	1	3	1	2	7
total	1	10	4	9	24

Based on the table above, the result reveals that there were 24 students involved in responding to statement number 21, "The instructor's interruption with questions or criticism affects my performance." The result indicates that none of the students strongly agreed with the statement, and 9 students agreed with it. Meanwhile, 4 students were undecided about the statement, 10 students disagreed with the statement, and 1 strongly disagreed with the statement. It shows that for most of the students, the instructor's interruption with questions or criticism affects their performance.

	disagree	undecided	agree	strongly agree	total
female	4	5	7	1	17
male	1	2	2	2	7
total	5	7	9	3	24

Based on the table above, the result reveals that there were 24 students involved in responding to statement number 22, "I feel anxious because the instructor is watching my language." The result indicates that 3 students strongly agree and 9 students agree with the statement. Meanwhile, 7 students were undecided about the statement, 5 students disagreed with the statement, and none strongly disagreed with the statement. It shows that most of the students feel anxious because the instructor is watching their language.



	disagree	undecided	Agree	strongly agree	total
female	5	2	9	1	17
male	1	3	3	0	7
total	6	5	12	1	24

Based on the table above, the result reveals that there were 24 students involved in responding to the statement "I try to avoid the instructor's eyes during my oral presentation". The result indicates that 1 student strongly agrees and 12 students agree with the statement. Meanwhile, 5 students were undecided about the statement, 6 students disagreed with the statement, and none strongly disagreed with the statement. It shows that most of the students try to avoid the instructor's eyes during their oral presentations.

	strongly disagree	disagree	undecided	agree	strongly agree	Total
female	1	3	5	7	1	17
male	0	2	2	3	0	7
total	1	5	7	10	1	24

Based on the table above, the result reveals that there were 24 students involved in responding to the statement "I don't get useful feedback from the instructor after an oral presentation." The result indicates that 1 student strongly agrees with the statement and 10 students agree with it. Meanwhile, 7 students were undecided about the statement, 5 students disagreed with the statement, and 1 strongly disagreed with the statement. It shows that most of the students aren't getting useful feedback from the instructor after an oral presentation.

	disagree	undecided	agree	strongly agree	total
female	4	4	3	6	17
male	0	1	3	3	7
total	4	5	6	9	24

Based on the table above, the result reveals that there were 24 students involved in responding to statement number 25, "Using visual aids in a presentation improves its effectiveness for the audience." The result indicates that 9 students strongly agree and 6 students agree with the statement. Meanwhile, 5 students were undecided about the statement, 4 students disagreed with the statement, and none strongly disagreed with the statement. It shows that most of the students are using visual aids in presentations to improve their effectiveness for the audience.

4.3 The analysis of observation

As I attended the classes and observed the difficulties that the students have when they presented their topics, I noticed that most of the students share the same problems and these



problems affected in their performance while they are presented. So here I tried to analysis the five lectures I attended

The first lecture the researcher observed that the students had :

- Difficulty pronouncing long words.

Most students ignored practicing before presentation that's why they make mistakes in pronunciation especially with the long word

- Instead of understanding the topic, memorize it.

This problem I noticed in all the presentation we observed , students concentrate on memorizing instead of understand the topic they present, that is the reason behind their silence in the middle of the presentation

The second lecture the researcher observed that the students had :

- Low self-confidence

Most the students feel afraid of making mistakes in front of their teachers and other students, so this problem makes students have low self-confidence.

- Brief presentations with no more than 5 minutes are given.

Again the problem of not concentrate on preparing and understanding the topic

The third lecture the researcher observed that students had :

- When someone walks in, all of their thoughts become muddled.

This is the problem of not understanding and not planning the topic and how should the presenter should organize the thoughts.

- There are many grammatical mistakes and misspellings

Not spending time in preparing the presentation make students have these problems, students should practice the presentation several times before they present it in front of the class.

The fourth lecture the researcher observed that students had

- Inability to concentrate.

Again this problem is a result of not practicing and also because of their choice of the topic.

- Eye contact also isn't maintained.

Most students have low-confidence and ignoring eye contact .

The fifth lecture the researcher observed that the students :

- They memorize the topic rather than understand it.

Based on the data the researcher has been collected, there were many difficulties that faced by the students of English department during an oral presentation. those difficulties were : they have a personal traits such as anxiety problem , un-confidence and blankness , most of students were having a trouble memorizing the topic instead of understanding it , whereas there were students who had grammatical errors and difficulty pronouncing long words , and there was external factors such as time management and teachers expectation

Among the difficulties of students, most pointed out that the problem of anxiety and un-confidence are the biggest challenges of oral presentation. In addition, according to the discoveries of some experts in their research, there are several strategies to solve them

5.0 Conclusion and Recommendations

5.1 Conclusion

Researcher concluded that the students experienced difficulties during the oral presentation. Students require plenty of time to develop and practice oral presentations, as well as for instructions and guidance on how to prepare, organize, and deliver oral presentations. They need to practice more and find strategies to solve the oral presentation problems. Oral



presentations have become a useful and effective way to raise students' awareness of communication skills. Improving the quality of your presentation improves the quality of your thinking and vice versa. This is the result of a successful presentation.

Also, I conclude that most of problems may be solved by the teachers, so teachers have a great role to make students good presenters by their guidance and make oral presentation an assessment in each subject, so they practice and used to present in front of other students with self-confidence.

5.2 Recommendations

- **For collage**

Language labs and projectors should be set up in the faculty to help students use these equipment to develop their oral skills.

- **For teachers**

Teachers need to provide a more encouraging environment for students to carry out their work Offers including encouragement and support. Also pay more attention to the importance of the oral presentation in the future of their students.

- **For students**

Students need to be able to select their topic It creates a deeper understanding and reduces their fear.

- Keep your content clear and concise, with visual aids to match. And make sure that you pitch it at the right level for your audience's understanding, so that your presentation doesn't patronize or bewilder

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