

Students' Difficulties on Oral Presentation in Classroom Interaction Faced by Fourth Semester Students at an Islamic State University

Sintya Nadila¹, Dion Efrijum Ginanto², Alfian³

^{1,2,3} State Islamic University Sulthan Thana Saifuddin

e-mail: sintyanadd@gmail.com¹, dioefrijum@uinjambi.ac.id², alfian@uinjambi.ac.id³

Abstrak

Penelitian ini bertujuan untuk mengidentifikasi dan menganalisis kesulitan-kesulitan yang dihadapi oleh mahasiswa semester empat dalam presentasi lisan di interaksi kelas pada sebuah universitas negeri Islam. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Data diperoleh melalui wawancara dan observasi langsung terhadap mahasiswa yang berpartisipasi dalam presentasi lisan. Hasil penelitian menunjukkan bahwa mahasiswa menghadapi berbagai kesulitan, seperti rasa gugup, kurangnya kepercayaan diri, keterbatasan kosakata, dan kesulitan dalam mengorganisasi ide. Selain itu, faktor-faktor eksternal seperti tekanan dari rekan sejawat dan persepsi terhadap penilaian dosen juga mempengaruhi kinerja mereka. Penelitian ini diharapkan dapat memberikan kontribusi bagi pengembangan strategi pembelajaran yang lebih efektif dalam meningkatkan kemampuan presentasi lisan mahasiswa.

Kata kunci: *Presentasi Lisan, Interaksi Kelas, Kesulitan Mahasiswa, Universitas Negeri Islam, Pendidikan Tinggi*

Abstract

This study aims to identify and analyze the difficulties faced by fourth-semester students in oral presentations in classroom interactions at an Islamic state university. This study uses a qualitative approach with a descriptive method. Data were obtained through interviews and direct observation of students participating in oral presentations. The results showed that students faced various difficulties, such as anxiety, lack of self-confidence, limited understanding, and difficulty in organizing ideas. In addition, external factors such as peer pressure and perceptions of lecturer assessments also affected their performance. This study is expected to contribute to more effective learning development strategies in improving students' oral presentation skills.

Keywords : *Oral Presentation, Classroom Interaction, Student Difficulties, Islamic State University, Higher Education*

INTRODUCTION

Language is a tool for human connection that allows for communication. Language as a systematic method for transmitting ideas or sentiments through the use of approved signs, sounds, gestures, or indications with intelligent meanings. English language is a crucial especially international communication to develop education, economy, and politics in the globalization period. Many people devote time to learning English in order to communicate internationally. The researcher concludes that for students, English is essential because it expands their perspectives, helps them build emotional intelligence, and enhances their quality of life through employment prospects. Furthermore, because English is the sole language used for communication in many nations, its usage as an international language is expanding with time.

English is one of the mandatory topics in Indonesia. There are four competencies to learn when learning English: speaking, writing, listening, and reading. Promoting pupils' speaking abilities is critical to their success in learning the language. In the same manner, we allow kids to use this language, make mistakes, and learn from them.

An oral presentation is thought to be "an important element in delivering positive English learning experiences". In other words, making an oral presentation is a useful practice since it

provides students with not just experience delivering their information in public with suitable language but also opportunities to build their confidence. In reality, in order to accomplish so, the presenter must have strong presenting abilities. According to, oral presenting abilities will enable students to express complicated concepts and facts in a way that the audience would understand. Furthermore, having strong oral presenting abilities was extremely beneficial in the future, particularly for the students' profession.

An oral presentation is considered as "an important element in delivering positive learning English experiences". In other words, giving an oral presentation is a beneficial practice since it offers students with not just experience delivering material in public with appropriate language but also opportunities to enhance their confidence. In fact, the presenter must be skilled at presenting in order to do this. According to oral presentation skills will help students to explain complex thoughts and information in a way that the audience would understand. Furthermore, having good oral presentation skills was tremendously advantageous in the future, particularly for the students' careers.

One of the many reasons why students choose to go to a university majoring in English is to make them have greater opportunities for their career in the future than other people because they master international languages. However, after studying majoring in English, there are still students who have difficulty in speaking English. This issue is frequently encountered particularly among English education students, where we know that English students should have better oral or speaking skills than non-English education students, but the fact is they still struggle to make oral presentations.

Just like in previous research studies, the researcher conducted a pilot project on this issue and found several fourth semester students of English education department in an Islamic University in Jambi still often experienced difficulties in making oral presentations. The difficulties that are often experienced, include: (1) mixing English and Indonesian, (2) stuttering when speaking, mispronouncing words and, (3) being afraid of making mistakes. We can also see the difficulties the students experienced when they make oral presentations in front of the class, they often show gestures that are not confident, look hesitant and embarrassed. Those are only small part of the difficulties discovered by researchers through the pilot project. In this study, researchers will examine in more depth the difficulties in oral presentations with several participants. Based on the reasons above, the researcher is interested in conducting a study of students' difficulties on oral presentation in classroom interaction faced by fourth semester English department students at Islamic University in Jambi.

METHOD

This study uses case study to describe the fourth semester students of the English Department at an Islamic University in Jambi with difficulties of oral presentations in classroom interaction. a case study can be defined as an intensive study about a person, a group of people or a unit, which is aimed to generalize over several unit. A case study has also been described as an intensive, systematic investigation of a single individual, group, community or some other unit in which the researcher examines in-depth data relating to several variables. If a researcher wants to study a specific phenomenon arising from a particular entity, then a single-case study is warranted and will allow for a in-depth understanding of the single phenomenon and, as discussed above, would involve collecting several different types of data. That is also the reason why the researcher chose case study approach in this research.

In simple terms, a research design is a rational strategy for moving from a given point here being the original set of questions to be addressed and a set of conclusions (answers) regarding these questions to a desired destination. There are several significant processes that fall between "here" and "there," such as gathering and evaluating pertinent data. The researcher has no control over or influence over the context of the qualitative study. To understand the viewpoints of the participants, qualitative researchers must interact broadly and directly with individuals throughout the study, using time-consuming data collection methods such as interviews and observations. As a result, the number of participants is frequently limited, and qualitative researchers investigate the material inductively by categorizing and organizing it into patterns that culminate in a descriptive,

narrative synthesis. In this study, interviews, observations and data analysis are utilized to collect data on factual facts as well as information on people's perceptions.

Interviews are especially useful when the phenomenon being examined cannot be directly witnessed. Therefore, they are an excellent instrument to find out what other people think or feel about a certain problem. They also enable us to communicate with others about events that have occurred in the past as well as those that will occur in the future. In qualitative research, interviews include much more than just the contact itself. The data gathering procedure for this study was separated into three parts. The first consists of holding an interview with the selected fourth semester students. The procedure for conducting interviews is just the same as other types of research: plan, develop instruments, collect data, analyze data, and disseminate findings. The second stage involved the researcher observing the students in the classroom during class. Document analysis is used to complement the data and information obtained from previous techniques. Objective This document analysis is to study documents related to assignments of oral presentations in class. With this technique, it is hoped that data will be obtained in the form of assignments from lecturers.

In this study, the researcher takes a qualitative data analysis approach and employs the technique suggested by Miles and Huberman. In qualitative research, data analysis is a time-consuming and difficult technique. It is the methodical exploration and organization of data by researchers in order to get a better understanding of the data and communicate the results to others. Data analysis is the process of organizing data into a good pattern, category, and fundamental unit. The process of qualitative analysis is complex and nonlinear. Data analysis is typically undertaken immediately or concurrently with data collection in qualitative research. According to Miles and Huberman, the data analysis in this study can be divided into three steps: data reduction, data display, and drawing conclusions or interpretation.

According to Cresswell, triangulation is the process of gathering information from several sources (principals and students, for example), from various data kinds (such as field observations and interviews), and from various data collection methods (documents and interviews). The researcher applied triangulation theory to explore events in the field from multiple viewpoints, such as through interviews and then analyzed the results in the field by comparing them to several of these perspectives. This is done to obtain accurate data and avoid mistakes. The final outcome of qualitative research in the form of a formulation of information or a thesis statement is what is meant by theoretical triangulation. This data is then compared to appropriate theoretical viewpoints in order to eliminate individual researcher bias in the results or conclusions.

Furthermore, theoretical triangulation can increase the depth of understanding as long as the researcher is able to analyze theoretical knowledge in depth based on the outcomes of the data analysis. Therefore, in this process the researcher will analyze and compare the results of the three data collection techniques, the results of the interview process, the results of observations and finally the results of document analysis. This step is considered to be the most challenging since researchers must employ professional judgment or expert opinion when comparing their findings with a specific viewpoint, especially if the comparison reveals drastically different results.

FINDING AND DISCUSSION

Research Finding

Finding is one of the most important parts of qualitative research. This part provides a description of the collected data. This study aimed to know the students' difficulties on oral presentation. From the data result, there are many students found some difficulties in oral presentation and some ways how to overcome them. The data from the interview and observation were used to know students' difficulties in oral presentation in classroom interaction and how students overcome the difficulties in oral presentation in classroom interaction at the fifth semester students of the English Department at an Islamic state university in Jambi.

1. Difficulties faced by the fourth semester students on oral presentation in the classroom interaction

The researcher will present the data in the form of a narrative from the matrix of interview results. To create a framework of thematic ideas about the text, coding is a method of

indexing or categorizing it. Coding is done to make it easier for academics to discover more conceptualized data. The researcher took those codes and categories and use them to construct the final narrative.

According to the data collection process results, the researcher found that students experienced various kinds of difficulties. Those difficulties can be categorize into three themes, such as linguistic factors (vocabulary, word pronunciation, correct use of grammar), background knowledge factor, and psychology factor (anxiety when presenting, motivation in making presentations and self-confidence) in presenting oral presentations in front of the class. The results are presented on these themes :

1. Linguistic Factor

Linguistic factors significantly contribute to the challenges students face during oral presentations. Key issues include limited vocabulary, which can hinder their ability to articulate ideas effectively, and inadequate grammar, leading to confusion and miscommunication. Pronunciation problems can make speech difficult to understand, causing frustration for both the speaker and the audience. These linguistic difficulties can undermine a student's confidence and overall presentation quality, highlighting the importance of strong language skills for successful oral communication.

a. Vocabulary

In terms of vocabulary, all students can identify challenges they encounter when delivering an oral presentation. It is evident that vocabulary is essential for presentations, as all nine students have affirmed. Even though, they face some difficulties related to vocabulary when presenting orally in front of the classroom. One of the student said it is difficult for her related to vocabulary as illustrated bellow.

b. Pronunciation

Pronunciation is indispensable in delivering a speech as it directly affects the whole performance. They believed that they mispronounced the words, means their pronunciation was not good for delivering a speech. In line with the answer from the interview question by some students as stated bellow.

c. Grammar

Grammar also has remarkable effects on presentation on communication skills which were discussed before. Common issues include incorrect verb tenses, improper sentence structures, and misuse of articles or prepositions. These grammatical errors can hinder the clarity and effectiveness of the presentation, making it difficult for the audience to understand the intended message. Addressing these difficulties requires focused practice and a solid understanding of grammatical rules, which can be developed through targeted exercises and feedback. As found in the interview process, a student said that she experienced difficulties related to grammar which is explained below.

2. Background knowledge Factor

Another factor that students considered as difficult in making an oral presentation is background. It is very necessary for students to make a presentation as it helps them manifest their opinions convincingly. One of the students who faced difficulties associated with background knowledge as present the information as detailed below.

..." *The role of background is important because if I don't have background knowledge when presenting, I won't be confident when presenting.*"

(Interview with YNA)

This statement underscores the crucial role that background knowledge plays in building confidence during presentations. A solid understanding of the topic not only enhances credibility but also reduces anxiety, as it equips the presenter with the information needed to address questions and engage the audience effectively. To further bolster confidence, it is beneficial to thoroughly research and familiarize oneself with the subject matter before presenting. Similar difficulties were reported by other students, as shown below.

...“There is knowledge that we don't get from class that can be added and implied when giving a presentation, so the knowledge we already have is very helpful when it comes to presenting something.”

(Interview with SSKA)

This statement highlights the value of supplemental knowledge beyond what is covered in class, emphasizing its importance for enhancing presentations. The integration of additional information can provide depth and context, making the presentation more comprehensive and engaging. Leveraging existing knowledge not only enriches the content but also boosts the presenter's confidence and credibility. Other students reported similar difficulties, as outlined below.

...“It's true that it's very important to master the material, so you'll be more confident too, if I didn't have previous knowledge I would find it difficult to make a presentation.”

(Interview with NS)

This statement emphasizes the critical role of mastering the material in building confidence for presentations. Having a solid grasp of the subject matter is essential for delivering a clear and effective presentation, as it reduces uncertainty and enhances the presenter's ability to handle questions and engage with the audience. The lack of prior knowledge can indeed make presentations challenging, underscoring the importance of thorough preparation and familiarity with the topic.

The interview data is corroborated by the findings from the observation. Observations in the classroom revealed that students encountered significant difficulties with background knowledge during their oral presentations. Many students seemed unprepared, struggling to provide accurate and relevant information about their topics. This lack of depth in their content led to vague or incorrect statements, making their arguments less persuasive and leaving their audience unclear about the subject matter. As a result, students often relied on generalizations and struggled to answer questions or engage in discussions, highlighting the critical importance of thorough research and understanding when preparing for presentations. Generally, most of the students agreed that background knowledge was one of the difficulties of their presentation skills.

3. Psychology Factor

Psychological factors significantly impact students' difficulty in oral presentations, with anxiety and self-doubt being among the most prevalent issues. Many students experience performance anxiety, which can lead to physical symptoms like trembling or a racing heart, and cognitive effects such as blanking out or losing focus. This anxiety often stems from a fear of negative evaluation or past experiences of failure. Additionally, self-doubt can undermine confidence, making students more likely to second-guess their content or delivery. The pressure to meet perceived expectations can exacerbate these feelings, causing them to struggle with maintaining composure and effectively communicating their ideas. Addressing these psychological challenges is crucial for helping students deliver more confident and effective presentations.

a. Anxiety

It was believed that anxiety of the presenters was also a factor that affected their presentation skills. Most of the students feel anxious whenever they are giving an oral presentation in front of the class. One of the students reported that she experienced the issues or concerns pertaining to anxiety as stated below.

b. Motivation

Motivation is necessary to encourage students to make good oral presentations. Motivation is seen as a fundamental variable in developmental and educational psychology, and an essential ingredient for the development of language success. All of the students agreed that motivation is very influential in making good oral presentation. If they don't have motivation, then they will have difficulty in making a good presentation, they will not prepare themselves completely and just present what they are so that there will be several errors in terms of pronunciation, self-confidence or use

of grammar. One of the students indicated that she encountered challenges related to motivation as stated below.

c. Self confidence

Self confidence increases trust and makes your presentation more impactful, confidence plays an important influence in the success of your presentation. Based on the interview result, students agreed that they experience difficulties regarding their self-confidence in delivering oral presentations in front of the class. A student shared that she faced difficulties associated with self-confidence during oral presentations, indicating that this lack of confidence had a notable impact on her ability to present effectively.

After all the data from the interview result, Researcher found answers to the difficulties students experienced when delivering oral presentations in class. Researcher found that there are seven difficulties that students faced during oral presentation. Difficulties related to vocabulary, pronunciation, grammar use, background knowledge, anxiety, motivation, and self-confidence. However, the two major difficulties which were agreed to by all students without exception are difficulties related to vocabulary and difficulties related to students' self-confidence. All students have agreed that these two things are the biggest difficulties they faced in making oral presentations in front of the class than are other difficulties such as difficulties in pronunciation, grammar, background knowledge, anxiety, and self-confidence. In conclusion, the difficulty related to vocabulary is usually that they suddenly go blank and forget the words they were going to mention. Regarding motivation, they will have difficulty in making a good and correct presentation if they don't have the motivation to do it.

2. How students overcome the difficulties in oral presentation in classroom interaction.

The second research question pertaining to the ways of students overcome the difficulties in oral presentation in the classroom interaction. Based on data from interviews and observations, there are six themes appear about the way students overcome the difficulties in oral presentation in the classroom interaction such as preparing properly, taking deep breaths, changing mindset, browsing and discussion, practicing English speaking and keep talking. They will be present in the following section.

a. Preparing properly

Preparing for a presentation and practicing continuously before performing can reduce the appearance of anxiety problems. As revealed by the students who were interviewed, when they made thorough preparations before appearing in front of the class, they reported feeling considerably more confident and composed. This advance preparation allowed them to anticipate potential questions, organize their thoughts clearly, and manage their time effectively during the presentation. Additionally, students noted that thorough preparation helped reduce anxiety, as they felt more equipped to handle unexpected challenges and engage with their audience more effectively. Evidence from an interview with one of these students is stated below.

...“I feel confident if I have prepared well, if not, I won't be confident”.

(Interview with WHA)

This statement highlights the strong correlation between preparation and confidence. It suggests that thorough preparation is crucial for feeling self-assured during presentations. When individuals invest time in preparing, they are likely to feel more competent and in control, which positively impacts their confidence. Conversely, inadequate preparation can lead to uncertainty and diminished self-esteem. The methods used by other students to address the challenges in oral presentations, as described below.

...” Yes, there is that feeling if I don't have preparation, but if there is preparation then I am confident.”

(Interview with YNA)

This statement clearly reflects the critical role that preparation plays in building confidence. It highlights that without adequate preparation, the individual experiences uncertainty and anxiety, whereas thorough preparation leads to increased self-assurance. This demonstrates that preparation not only enhances performance but also alleviates stress

and boosts confidence. Other students indicated that they used the same approaches to manage the difficulties outlined below during their oral presentations.

..." *Usually when I am poorly prepared for a presentation I will feel anxious. When I am anxious I feel that my presentation is very bad and messy.*"

(Interview with AJP)

This statement effectively captures the link between preparation and anxiety, and how this relationship impacts presentation quality. It illustrates that insufficient preparation often leads to heightened anxiety, which in turn affects the perceived quality and organization of the presentation. This cyclical effect underscores the importance of thorough preparation to mitigate anxiety and enhance presentation performance. To address this issue, it may be beneficial to adopt strategies that promote effective preparation, such as creating detailed outlines.

The findings from the observations are consistent with and provide additional support to the data obtained from the interviews, strengthening the overall conclusions drawn from both sources. The classroom observation revealed that students who had not prepared adequately struggled significantly during their oral presentations. Their presentations were marked by disorganized content, frequent reliance on notes, and an overall lack of coherence. These students often stumbled over their words, failed to address key points, and exhibited signs of confusion or uncertainty. The lack of preparation was clearly evident, affecting their ability to communicate effectively and engage their audience. This underscores the importance of thorough preparation in delivering a clear and impactful presentation.

b. Taking deep breaths

Taking a deep breath is believed by students to bring about a feeling of relaxation and reduce feelings of nervousness due to a pounding heart. This technique is often utilized as a quick and effective method for managing anxiety, particularly before or during high-pressure situations such as presentations or exams. Deep breathing helps to activate the body's parasympathetic nervous system, which counteracts the stress response and promotes a sense of calm. This technique's effectiveness is further illustrated by the experiences shared in interviews with students, where details are provided below.

..."*but if I make a mistake, I will take a deep breath and then repeat and continue the presentation*".

(Interview with NTH)

This statement reflects a practical and effective strategy for managing mistakes during a presentation. By taking a deep breath, the individual allows themselves a moment to regain composure and reduce anxiety, which can help maintain clarity and confidence. Other students reported employing similar strategies to overcome the difficulties encountered during oral presentations, as detailed below.

..." *Take a deep breath and believe yourself.*"

(Interview with AR)

This statement underscores two fundamental strategies for addressing challenges in oral presentations: taking a deep breath and having self-belief. Deep breathing helps manage anxiety and regain composure, while self-belief fosters confidence and resilience. Both techniques are crucial for overcoming presentation difficulties, as they enable individuals to handle stress more effectively and maintain a positive mindset. The ways in which other students addressed the challenges detailed below were consistent with the strategies reported.

..." *Take a deep breath and believe in yourself, the point is to calm yourself from negative thoughts.*"

(Interview with WHA)

This statement emphasizes the importance of self-calming techniques in managing anxiety and negative thoughts. Taking a deep breath is a well-recognized method for reducing immediate stress and regaining composure, while believing in oneself helps counteract self-doubt and builds confidence. Together, these strategies aim to create a more positive

mental state, which is crucial for overcoming challenges and improving performance in high-pressure situations.

The data obtained through observation is in agreement with and supports the results from the interviews, enhancing the validity of the findings and offering a cohesive view of the research outcomes. During the classroom observation, it was evident that students often took deep breaths when faced with difficulties during their oral presentations. This physical response was frequently observed when students encountered challenging questions or struggled to recall their material. The deep breaths seemed to serve as a momentary coping mechanism, allowing them to pause and regain composure. While this technique helped them manage stress, it also highlighted their struggle with handling pressure and maintaining fluency under challenging circumstances.

c. Changing mindset

Strategy about changing the presenters' mindset when the presenters feel afraid or anxious of what the teachers were expected to the presenter. In dealing with teachers' expectations, changing your mindset into a positive one was a good choice in dealing with the feeling under pressure.

...“It's more about providing evidence and changing our own mindset that we can do well; moreover we will get good grades, and the lecturer will definitely pay attention to us.”

(Interview with NS)

Emphasizing evidence and maintaining a positive mindset are crucial for academic success. When we believe in our capabilities and back up our work with solid evidence, it not only helps in achieving good grades but also in capturing the lecturer's attention. It's a combination of self-belief and rigorous work that truly makes a difference.

The observational data aligns with and reinforces the interview results, strengthening the validity of the findings and providing a unified perspective on the research outcomes. The classroom observation demonstrated that some students effectively shifted their mindset to a more positive outlook when encountering difficulties during their oral presentations. Evidence of this positive adjustment included students visibly relaxing their posture, adopting a more confident tone, and persisting with their presentations despite initial setbacks. These students used encourage self-talk and focused on solutions rather than dwelling on mistakes, which allowed them to recover their composure and deliver their material more effectively. This shift in mindset not only improved their presentation performance but also highlighted the importance of resilience in overcoming presentation challenges.

d. Browsing and Discussion

The way for students to understand difficult presentation topics is to find out more information about these topics on the internet. After browsing the topic or presentation material on the internet, the next step is to discuss it with friends. 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. One of the students indicated that she can overcome difficulties in delivering oral presentations through browsing and discussion, as detailed below.

...“Practice often, then read a dictionary or watch western films, or podcasts from native speakers, then also enrich your vocabulary by watching films with subtitles.”

(Interview with SS)

This approach is a comprehensive strategy for language improvement. Frequent practice, combined with engaging with diverse sources like dictionaries, Western films, and native speaker podcasts, can significantly enhance vocabulary and comprehension skills. Watching films with subtitles is also an excellent way to see language in context, making it easier to learn and retain new words and phrases. Other students also expressed similar sentiments, as detailed in the following sections.

...”First, make yourself sure that you can do it and get lots of references to watch from internet.”

(Interview with NS)

This advice highlights the importance of confidence and preparation in delivering effective oral presentations. By ensuring that you are well-prepared and seeking out numerous references online, you can enhance your presentation skills and broaden your knowledge base. This approach can help you build confidence and deliver a more compelling and well-informed presentation. Other students conveyed comparable viewpoints, as elaborated in the sections that follow.

...*"Watch more motivational videos that use English."*

(Interview with AJP)

Watching motivational videos in English can be a helpful strategy for overcoming difficulties in oral presentations. These videos not only provide encouragement but also expose you to different speaking styles and language usage, which can enhance your confidence and improve your presentation skills.

The alignment of observational data with the interview outcomes enhances the robustness of the findings and offers a harmonized perspective on the research results. The classroom observation revealed that students who had extensively browsed the internet and discussed their topics with friends delivered notably successful presentations. These students demonstrated a well-organized structure, a depth of knowledge, and the ability to address questions with confidence. Their thorough research and collaborative preparation were evident in their comprehensive and articulate presentations, which were well-supported by relevant examples and a clear understanding of the subject matter. This approach not only enhanced the quality of their presentations but also showcased the benefits of leveraging multiple resources and peer input in achieving effective communication.

e. Practicing English speaking

The best way to overcome difficulties in delivering presentations in English is, of course, by increasing your vocabulary and studying grammar and linguistic structure, then practicing speaking in English, of course. As stated by several students that they prepared the things they wanted to convey by making notes or concepts and then practicing conveying them in English. One of the students indicated that she can address difficulties in delivering oral presentations by engaging in additional practice of English speaking, as outlined below.

...*"Learn more about how to do good public speaking in front of other people and keep practicing a lot too".*

(Interview with AJP)

This statement emphasizes the importance of both acquiring knowledge and consistent practice in mastering public speaking. Gaining insights into effective public speaking techniques and regularly practicing them can significantly improve one's ability to engage an audience and communicate confidently. This dual approach helps build skills and ensures readiness for a range of speaking scenarios. Similar viewpoints were also shared by other students, as described in the sections that follow.

...*"The most important thing is preparation, if there is no preparation or no practice, the presentation will definitely be ruined or messed up."*

(Interview with NTH)

This statement highlights the critical role of preparation in delivering a successful presentation. Without adequate preparation and practice, even the most knowledgeable speaker risks having their presentation fall short. Effective preparation ensures clarity, confidence, and a well-organized delivery, which are essential for making a positive impact and effectively conveying the intended message.

Observational data is in agreement with the interview results, further substantiating the findings and contributing to a comprehensive understanding of the research outcomes. The classroom observation highlighted that students who engaged in extensive practice before their oral presentations achieved notable success. These students exhibited a high level of confidence, fluency, and clarity in their delivery. Their presentations were well-structured and free from the typical hesitations and awkward pauses seen in less-prepared peers. The

thorough practice was evident in their smooth transitions between points and their ability to handle questions with ease. This experience underscored the critical role of practice in mastering presentation skills and achieving effective communication.

f. Keep Talking

The interview revealed that students often continued speaking through their mistakes during oral presentations, rather than pausing to address or correct them. This tendency to keep talking despite errors was driven by a desire to maintain momentum and avoid drawing attention to their mistakes. While this approach sometimes helped them maintain flow, it also led to instances where critical points were overlooked or misunderstood. This strategy highlighted the need for students to develop skills for managing and acknowledging mistakes constructively, ensuring their presentations remain clear and coherent. One of the students indicated that she can overcome difficulties in delivering oral presentations by continuing to speak despite making mistakes, as detailed below.

..."Sometimes I experienced blanks during presentations but I was able to get past the problem by repeating the points I had previously conveyed to the audience."

(Interview with IFU)

This strategy is a commendable way to handle unexpected pauses during presentations. Repeating key points not only helps in regaining composure but also reinforces the core message, ensuring that the audience retains important information. It's a practical technique that can enhance clarity and maintain the flow of the presentation even when faced with difficulties.

Observational data is in agreement with the interview results, further substantiating the findings and contributing to a comprehensive understanding of the research outcomes. The classroom observation revealed that when students faced difficulties during their oral presentations, they often resorted to continuously talking to mask their struggles. This approach involved rapid speech and extended elaboration on points, even when they were unsure or faltering. While this strategy sometimes allowed them to bypass immediate issues, it often led to disjointed or confusing content and hindered their ability to address the core of their difficulties effectively. This behavior underscores the need for developing strategies to manage challenges more constructively and improve the clarity and impact of their presentations.

After all the there are six ways to overcome that students can do related to the difficulties they experience when giving oral presentations obtained from the results of interview and observation data. The way to overcome these difficulties are to prepare all the things that are needed when going to present beforehand, then if you make a mistake during the presentation, take a moment and take a breath, if you want good oral presentation results then change your mindset for the better, look for knowledge related to presentations on the internet then if you have difficulty understanding, you can discuss it with friends or lecturers. Keep practicing speaking English so that when presenting, you don't make mistakes, especially regarding pronunciation. And the last thing is, when you make a mistake during a presentation, don't stop speaking so that your focus doesn't break, keep continuing the presentation.

Discussion

The researcher conducted the research and collected all of the data from all of the research instruments. To obtain the objectives of the research, the researcher has analyzed the data systematically and accurately. The data was analyzed in order to get a conclusion on the study's goal. In this chapter, the researcher divided the findings into two sections. Based on the data that the researcher has been collected, there were many difficulties that faced by the fourth semester students of English Department during an oral presentation. Furthermore, there are three factors that they faced regarding oral presentation difficulties are linguistic factors (vocabulary, pronunciation, grammar), background knowledge, psychology factors (anxiety, motivation, self confidence).

However, vocabulary and motivation become the most difficulties from all of the students. Yet, there are ways to overcome those difficulties based on them. Moreover, according to some

experts each of the problems has strategies to solve them. In this session the researcher will compare the answers of each research question with theories from experts. In discussion, the researcher also conveys ideas from different perspectives, from various points of view, with ideas that are in line with the results of previous research or vice versa. It was also stated that the results of these findings could be strengthened by the theory used. They would be described in the following way:

1. Difficulties faced by the fourth semester students on oral presentation in the classroom interaction.

As stated in the finding, there are seven difficulties that students faced during oral presentation. Difficulties related to vocabulary, pronunciation, grammar use, background knowledge, anxiety, motivation and self-confidence. Below, the researcher will give thoughts from multiple viewpoints, from various points of view, with concepts that are in harmony with the results of prior study, or vice versa.

a. Vocabulary

Based on the result of the interview, the researcher found that vocabulary became the dominant difficulty of students' difficulties in oral presentation. It can be seen from the result of interviews that all of the students agreed that they faced difficulties in vocabulary. Not a single student said that they did not experience difficulties with vocabulary. It is proven by the answers from interview that effective presentations can be challenging when nervousness leads to temporary lapses in memory, and difficulties with English vocabulary arise. Even with the support of PowerPoint, which visually aids the presentation, the need to articulate key points in one's own language can sometimes result in forgetting specific English terms. Addressing these issues through increased preparation and practice can help mitigate these challenges and improve overall presentation effectiveness. From the result of observation, the researcher also saw that students sometimes making mistakes related to vocabulary, whether they forgot the words, don't know the vocabulary in English, or suddenly went blank.

This fact is supported by recent studies which were done by Tozcu and Coady in their research, acquiring vocabulary is a crucial component of language two and foreign language acquisition and academic accomplishment, and it is critical to reading comprehension and competency, which are inextricably related. They found that the vocabulary became the most complicated obstacle which the students had to struggle with. This statement also supported by John Read in his book, he stated that an insufficient vocabulary can hinder a speaker's ability to convey ideas effectively, often resulting in vague explanations and a reduced ability to engage and persuade the audience. Vocabulary is an indispensable asset when it comes to enhancing your speaking skills. A rich vocabulary not only enriches your language but also empowers you to delivering something effectively and confidently.

b. Pronunciation

Mispronouncing words when giving an oral presentation is also one of the difficulties faced by students in giving an oral presentation in front of the class. Proper pronunciation is the key to mastering the English language. Without correct pronunciation, the vocabulary that you know will be less effective when delivering an oral presentation. It is always better to know fewer words and pronounce them well than to know a lot of words and pronounce them badly. Bad pronunciation can lead to misunderstandings that may cause mishaps. It can also lead to people avoiding communication with you because they feel you are too difficult to talk to. According to the data from interview, students experience difficulties in saying certain words, usually words they have just heard, or words that are too long and difficult to pronounce.

The result from the interview and observation showed that the students sometimes speak too quickly, which can lead to mispronunciations and cause difficulty for the audience in understanding their message. Additionally, there are specific words that are challenging to articulate, even though they know them mentally. Addressing the pace of speech and

practicing challenging words can enhance clarity and ensure that my message is effectively communicated.

This is in line with Aliaga García in her research, the role of phonetic training in L2 speech learning, she stated that pronunciation is one of the most difficult skills to acquire and learners should spend lots of time improving their pronunciation. Consistent with the assertions made by Jenkins in his research of English as a Lingua Franca: Attitude and Identity, considering the fact that L2 learners use English more often among non-native speakers than among native speakers, most commonly in the educational, L2 learners may still need to master the much learnable segmental sounds of English for mutual intelligence instead of the complex supra-segmental qualities.

In conclusion, pronunciation challenges represent a significant difficulty encountered by students during oral presentations, as evidenced by the frequency with which mispronunciations occur and hinder effective communication in front of the class. Addressing these pronunciation issues through targeted practice and feedback is crucial for improving overall presentation skills and ensuring clearer, more confident delivery.

c. Grammar

Grammar is also one of the essential elements, which helps students get good oral presentation skills. Grammar poses a considerable challenge for students during oral presentations in front of the class. Many students struggle with grammatical accuracy, which can affect their clarity and effectiveness in communicating their ideas. Based on the finding, students experience difficulties related to the use of grammar. Proven by the results of interviews which are supported by observations that students frequently encounter difficulties with grammar during oral presentations, particularly with the correct application of tense formulas. To minimize grammatical errors, they often rely on simple tenses, reflecting a lack of confidence and understanding of more complex grammatical structures. This suggests that further support and instruction in grammar could help students improve their accuracy and clarity in presentations. This statement is in accordance with research conducted by Rajoo, he quoted Ellis' statement that grammar studies can help localize the syntactic system. Reflecting the views articulated by DeKeyser's theory in his research that is what makes second-language grammar learning difficult, he stated second language (L2) grammar features often prove difficult to learn, but it is sometimes unclear why. A range of factors may explain this, including age, individual differences and learning environment. A further factor is the nature of the L2 grammar itself and its differences with a learner's first language (L1).

In conclusion, grammar emerges as a notable difficulty for students during oral presentations, with many struggling to apply correct tense structures and demonstrating a preference for simpler forms to avoid errors. Addressing these grammatical challenges through targeted instruction and practice could significantly enhance students' overall presentation effectiveness and confidence.

d. Background knowledge

Background knowledge plays a significant role in listening as well oral presentation skills. It is the knowledge that we can learn from schools, books and knowledge of social life is through the process of accumulation and exposure to life. Based on background knowledge factor, students also experience difficulties when giving oral presentations in front of the class. they find it difficult in several ways if they do not have a good enough educational background. they experience difficulties in conveying, pronunciation, choosing vocabulary and so on. Based on interview data, importance of background knowledge in presentation settings is a recurrent theme in the result from interview provided. A direct link between background knowledge and confidence during presentations, suggesting that a solid foundation allows for greater assurance and effectiveness in delivery. This notion is further supported by the second statement, which underscores that knowledge extending beyond formal class content enhances the presenter's ability to convey information compellingly. By emphasizing that mastery of the material, which is facilitated by prior knowledge, significantly contributes to presentation confidence.

Taken together, these result from interviews underscore the critical role of background knowledge in not only mastering the content but also in fostering a sense of confidence and competence during presentations. This suggests that effective presentations are heavily reliant on the presenter's depth of understanding and familiarity with the topic, which goes beyond mere academic learning to include broader, practical knowledge. In accordance with the statement from Dimitracopoulou, the meaning of a language relates to social actions as linguistic communication happens in interpersonal exchange. Means that a student with a wealth of knowledge about a variety of topics will find it easier to build speaking comprehension, make predictions and inferences, presenting something orally, and retain what they have read. Students can build even more background knowledge as their speaking comprehension improves.

Aligned with the perspective put forth by Husman and Schallert in their scholarly work, "a person's background knowledge, often called prior knowledge, is a collection of "abstracted residue that has been formed from all of life's experiences". Background Knowledge on speaking in the foreign language has always been considered the most demanding skill to develop in the learners of the target language compared to such other skills. This is in part due to the fact that it involves more than it involves more than simply knowing the linguistics components of the language. Of course, knowledge of the linguistic components such as vocabulary and grammatical structures seems essential but not sufficient.

e. Anxiety

Anxiety is what most of presenters feel when they are worried, tense or afraid particularly about things that are about to happen, or which they think could happen in the future. From the observation, it can be seen that students who felt anxious are shaking, stuttering, sweating, or being tongue tied. Mentally, anxiety comes through in feeling muddled, feelings of not making sense, and losing the thread. These feelings are so unpleasant that there is a temptation to avoid presentations altogether. Based on findings, the interview results reveal a multifaceted picture of presentation anxiety among participants. The primary sources of anxiety identified include a pervasive fear of potential failures, embarrassment, and concerns about the impact of mistakes on academic performance. Notably, while initial anxiety and embarrassment are common, there is a tendency for these feelings to diminish as the presentation progresses, suggesting that familiarity with the material and the act of presenting can alleviate some of the stress.

This insight underscores the importance of addressing both the emotional and practical aspects of presentation preparation. By enhancing confidence through practice and familiarity, and by providing strategies to manage anxiety and mitigate the fear of mistakes, it may be possible to reduce overall presentation-related stress and improve performance outcomes. This statement in line with what Horwitz and Young, In their research Language anxiety: From theory and research to classroom implications, Although there are several variables influencing students' oral presentations, the majority of them derive from fear of public speaking with.. In contrast with the statement from Steven John Smith in his research, he stated that although anxiety is often perceived as a major barrier to effective oral presentations, research suggests that it is not necessarily the root cause of poor performance. Instead, inadequate preparation and lack of familiarity with the topic are more significant factors impacting presentation quality.

In conclusion, students commonly experience anxiety during oral presentations as a result of multiple contributing factors. This anxiety often stems from apprehensions about receiving poor grades, which can heighten their stress levels and impact their performance. Additionally, the fear of making mistakes during the presentation contributes significantly to their unease, as such errors may be perceived as detrimental to their academic standing or reputation. Furthermore, the pressure exerted by lecturers, whether through expectations of high performance or the perceived evaluation of their presentation skills, also plays a crucial role in exacerbating students' anxiety. Together, these factors create a complex and

challenging environment for students, underscoring the need for targeted strategies to address and alleviate presentation-related stress.

f. Motivation

For speaking, it is important first to give competence and then performance. Competence is more likely to the extent a communicator is motivated to be so. Motivation is the extent to which a communicator is drawn towards or pushed away from communicating competently in a given context then performed. Based on the findings, researchers found that all students agreed that motivation was important. The interview results underscore the pivotal role that motivation plays in the quality of students' oral presentations. Participants consistently highlight that motivation is essential for effective preparation and performance. Without sufficient motivation, students struggle to engage fully with the presentation process, leading to inadequate preparation and reduced overall performance. Conversely, when motivated, students are more likely to invest effort into their preparation, which positively impacts their presentation quality. This is further supported by the experiences of participants who benefit from external sources of motivation, such as encouragement from peers. These findings suggest that fostering motivation is crucial for improving presentation outcomes and enhancing students' overall presentation skills. In accordance with the statement from Littlewood in his research of strategies for stimulating the motivation to learn, motivation is the crucial force that determines whether a learner embarks on a task at all, how much energy he devotes to it, and how long he preserves. Carol Dweck also stated that motivation plays a crucial role in the effectiveness of oral presentations, a lack of motivation can lead to insufficient preparation, lower engagement levels, and overall reduced performance.

In conclusion, the relationship between student motivation and their ability to speak confidently in front of the class is significant. Students who possess high levels of motivation are more likely to demonstrate fluency and ease when delivering presentations or participating in class discussions. This increased motivation drives them to prepare thoroughly, engage actively, and overcome any apprehensions they may have about public speaking. On the other hand, students with low motivation often face considerable challenges when speaking in English or presenting in front of their peers. This lack of motivation can lead to inadequate preparation, heightened anxiety, and a lack of confidence, all of which contribute to difficulties in verbal communication. Therefore, student motivation emerges as a critical factor influencing speaking skills, as it affects not only the quality of preparation but also the overall performance and comfort level during oral presentations.

g. Self confidence

Self-confidence is one of the most influential variables, which affects learning. It is one of the central drives in human beings and can exercise a determining influence on a person's life, for good or bad. Self-confidence is closely related to self-esteem, both share a common emphasis on the individual's perception of his or her abilities as a person. From the findings that researchers have obtained, the interviews reveal that students frequently experience significant levels of nervousness and lack of confidence during presentations, regardless of their prior experience or the familiarity of the audience. Participants express that even with extensive presentation experience and a friendly audience, they still struggle with anxiety. Additionally, varying expectations from lecturers ranging from relaxed to perfectionist further exacerbate stress and contribute to diminished self-confidence. This indicates that presentation anxiety is influenced not only by personal apprehensions but also by external pressures and expectations. Addressing these factors, by providing supportive feedback and managing performance expectations, could help mitigate stress and enhance students' confidence in their presentation abilities. As stated by Brown in his research of giving professional presentations in the behavioral sciences and related fields, self-confidence is how you feel about yourself and your abilities. It tells your overall self-confidence level. This means that students who do not experience difficulties in self-confidence are possibly aware and know that they already have sufficient knowledge. Self-

confidence can be understood as a deeply personal and multifaceted assessment of one's own worth and capabilities. It encompasses how individuals perceive and evaluate themselves, both in terms of their intrinsic qualities and their competencies. Essentially, self-confidence involves a positive or negative appraisal of one's own strengths, skills, and overall value as a person.

At its core, self-confidence reflects the degree to which individuals believe in their ability to successfully navigate various situations and challenges. It is influenced by past experiences, personal achievements, and the feedback received from others. High self-confidence often arises from a consistent track record of success and positive reinforcement, which reinforces one's belief in their ability to handle future tasks effectively. In contrast with the statement from Bitterling in his research of ventures transition workbook, self-confidence is affected by life experiences, such as parents, siblings, friends, and teachers. Self-confidence is not an isolated trait but is continuously shaped by the cumulative effects of interactions with significant people in one's life. The support, feedback, and relational dynamics provided by parents, siblings, friends, and teachers collectively influence how individuals perceive their own worth and capabilities. Understanding these influences highlights the importance of positive and supportive relationships in fostering and maintaining healthy self-confidence.

In conclusion, even when students are delivering oral presentations in the presence of familiar and supportive peers, they still face notable challenges concerning their self-confidence. This persistent issue suggests that self-confidence in presentation contexts is not solely dependent on the familiarity of the audience or the level of support provided. Instead, it reflects deeper, more complex factors that influence how students perceive their own abilities and handle performance-related stress. The fact that self-confidence issues remain prevalent, despite a supportive environment, indicates that additional strategies and interventions may be necessary to address underlying concerns and enhance students' overall confidence in their presentation skills.

2. How students overcome the difficulties in oral presentation in the classroom interaction

In finding already stated that there are ways to overcome the difficulties faced by the students in making oral presentation in front of the class. Preparing properly, taking deep breaths, changing mindset, browsing and discussion, practicing English speaking, and keep talking. Below, the researcher will provide ideas from numerous perspectives, including views that are in accordance with the findings of previous research, or contrary to them.

a. Preparing properly

preparing everything needed before an oral presentation is one way to overcome difficulties in an oral presentation. Thorough preparation is essential for overcoming the challenges associated with delivering an oral presentation. When students invest time in preparing everything needed before stepping in front of an audience, they are better equipped to handle the demands of the presentation effectively. This preparation involves several critical steps: mastering the content to ensure a deep understanding of the subject matter, organizing the material in a logical and coherent structure, and rehearsing the presentation to build fluency and confidence. based on the findings, researchers found that students would usually take notes to hold onto during the presentation, they also tried to practice their performance before doing it. Moreover, the interview results underscore a strong correlation between preparation and self-confidence in presentations. The data reveal that thorough preparation is crucial for fostering confidence, while inadequate preparation significantly increases anxiety and negatively impacts performance. Participants consistently express that being well-prepared instills a sense of assurance and competence, whereas insufficient preparation leads to heightened anxiety and perceptions of a disorganized and ineffective presentation. These findings highlight the importance of diligent preparation as a key strategy for mitigating presentation-related stress and enhancing overall performance. In line with the statement from Aryadilla in her research of anxiety in public speaking in student paper presentations, preparing the material that will be

presented carefully so as to overcome the “attacking psychology”. Johnson and Mayer also stated that thorough preparation is one of the most effective strategies for overcoming difficulties in oral presentations, as it enhances confidence, clarity, and overall delivery, leading to more impactful communication.

In conclusion, Preparing an oral presentation thoroughly can significantly reduce the difficulties you might encounter. By investing time in researching your topic, organizing your content clearly, and practicing your delivery, you build confidence and clarity. Familiarizing yourself with the material helps in anticipating potential questions and managing any unexpected issues. Using visual aids effectively and rehearsing in front of a small audience can also help you identify and address any weak points in your presentation. Overall, careful preparation not only enhances your performance but also minimizes anxiety and helps ensure a smoother and more successful presentation experience.

b. Taking Deep Breaths

Pausing and taking a breath is a way to deal with difficulties experienced during a presentation. When faced with moments of stress or uncertainty, taking a brief pause allows presenters to regain their composure and gather their thoughts. This deliberate act of slowing down provides a moment of respite, helping to reduce anxiety and prevent the delivery from becoming rushed or disorganized. By inhaling deeply and exhaling slowly, speakers can calm their nerves and refocus their attention, which in turn enhances their clarity and effectiveness. This simple yet powerful technique not only helps in managing unexpected challenges but also contributes to a more controlled and confident presentation.

Based on the finding from the the interview results, highlight the effectiveness of specific techniques for managing presentation-related stress and overcoming mistakes. Participants consistently emphasize that taking a deep breath serves as a critical tool for regaining composure and confidence during a presentation. This simple yet impactful practice not only helps in addressing errors by providing a moment to reset and continue, but also plays a crucial role in calming negative thoughts and reinforcing self-belief. By incorporating deep breathing and self-assurance, individuals can better manage anxiety, maintain focus, and enhance their overall presentation performance. In accordance with what Hall stated in his research of how can I overcome my fear of public speaking, that he also believed that taking a deep breath was very effective in reducing the nervousness. After taking a breath, students will feel relaxed and can continue their oral presentation smoothly without any difficulties as before. Benson and Klipper in their research stated that deep breathing helps activate the parasympathetic nervous system, reducing the body's stress response and promoting a state of relaxation. This physiological calmness can enhance cognitive function and improve performance in stressful situations, such as public speaking. In conclusion, Taking a deep breath when making mistakes during a presentation can be incredibly helpful for a presenter. It provides a moment to pause, regain composure, and refocus, which can prevent a small error from escalating into a bigger issue. This simple act of breathing deeply helps calm nerves, reduces anxiety, and clears the mind, allowing the presenter to correct the mistake with greater clarity and confidence. In conclusion, by maintaining a calm demeanour, the presenter can also project a sense of control and professionalism to the audience, making it easier to navigate through the error gracefully and continue delivering an effective presentation.

c. Changing Mindset

Mindset is important if you want to make a perfect presentation. A good mindset will influence the results of the presentation to be good too. A positive mindset can profoundly influence the outcome of a presentation, often leading to more favorable results. When individuals approach their presentations with a constructive and confident attitude, they are more likely to engage effectively with their audience and deliver their message clearly. This optimistic outlook fosters greater self-assurance and preparedness, which can enhance both the delivery and the reception of the presentation. A good mindset helps in mitigating

anxiety and overcoming challenges, enabling presenters to think more creatively and communicate their ideas more persuasively.

Based on the finding from the the interview results, underscore the critical role of both mindset and preparation in achieving successful presentation outcomes. Participants suggest that cultivating a positive mindset characterized by self-belief and confidence significantly enhances performance. When students focus on providing solid evidence and maintain a belief in their ability to succeed, they are not only more likely to deliver effective presentations but also to secure favorable grades and capture the lecturer's attention. This highlights that a combination of mental preparedness and substantive content contributes to a more impactful and well-received presentation. In line with the statement from Allan in his research of how to calm your nervous before making a terrifying speech, he 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. In accordance with what Dweck said in "Mindset: The New Psychology of Success" that believing that you can improve and grow through effort and learning known as having a growth mindset can transform your approach to challenges like public speaking. Instead of fearing failure, you view it as an opportunity to learn and improve, which can significantly enhance your performance.

In short, shifting your mindset to a more positive and constructive outlook can significantly reduce difficulties when preparing for and delivering an oral presentation. Adopting a growth mindset, where challenges are viewed as opportunities for learning rather than threats, helps to build resilience and confidence. By focusing on the value of sharing your message rather than fearing potential mistakes or judgment, you can approach the presentation with enthusiasm and calm. This positive mindset not only alleviates stress but also enhances your ability to engage with the audience and adapt to any unforeseen issues that arise. Embracing this approach makes the presentation process smoother and more rewarding.

d. Browsing And Discussion

Nowadays, gaining knowledge is easy. Based on the findings, researchers found that students often browse the internet to help them in making good oral presentations. They also often discuss things with their friends if there are still things they don't understand. The interview results reveal a comprehensive and strategic approach to language learning, emphasizing the importance of regular practice combined with diverse exposure to English. The recommendations suggest a multi-pronged strategy: frequent practice, utilizing resources such as dictionaries, and engaging with western films or podcasts to immerse oneself in authentic language usage. Watching films with subtitles is advocated as a method to deepen vocabulary understanding and connect spoken language with written form. Additionally, the encouragement to seek out numerous online references and motivational videos underscores the role of self-assurance and sustained motivation in the learning process. This approach reflects a balanced methodology, integrating practical exercises with diverse media consumption and motivational support to enhance language proficiency.

That statement supported by what Ranga stated in his research of how to study and understand theory subjects that when we find a concept to be tough to understand, the other way is to discuss with our friends. Each of them has their opinion, which might be quite different than ours. But this helps us understand it better and easily. Schön also stated that engaging in thorough browsing and participating in discussions can significantly alleviate the anxiety associated with public speaking. By researching the topic extensively and discussing it with others, individuals gain confidence, refine their understanding, and improve their ability to communicate effectively in front of an audience.

In conclusion, browsing relevant resources and engaging in discussions are effective strategies for overcoming difficulties in oral presentations. By exploring diverse materials and actively participating in conversations, individuals can gain valuable insights,

enhance their understanding, and build confidence, ultimately improving their presentation skills and overall effectiveness.

e. Practicing English Speaking

Before giving an oral presentation, it is a good idea for students to practice first to strengthen their presentation performance and also to avoid difficulties that might be experienced when giving an oral presentation in front of the class.

Drawing upon the findings derived from the conducted interviews, The interview results underscore the critical role of preparation and practice in delivering effective public speaking presentations. Respondents consistently highlighted that mastering public speaking requires not only an understanding of best practices but also substantial rehearsal. The emphasis on preparation reflects a consensus that thorough planning is essential to avoid potential pitfalls during a presentation. Without adequate preparation and practice, the likelihood of a presentation failing or appearing disorganized increases significantly. This insight reaffirms the importance of both acquiring knowledge about public speaking techniques and committing to rigorous practice to ensure successful and impactful presentations.

In line with what Wallace stated that oral practice (speaking) becomes meaningful to students when they have to pay attention what they are saying. Thus, the students can learn better on how to require the ability to converse or to express their ideas fluently with precise vocabularies and good or acceptable pronunciation. Hedge stated that regular practice in speaking English not only improves fluency but also builds confidence and reduces anxiety when presenting in front of an audience. Continuous practice helps individuals become more comfortable with their language skills, leading to more effective and less stressful public speaking experiences.

In conclusion, practicing English speaking is a fundamental strategy for overcoming difficulties in delivering effective oral presentations. Regular practice allows individuals to refine their pronunciation, enhance their fluency, and build confidence, all of which are crucial for clear and engaging presentations. By consistently engaging in English-speaking exercises, individuals can better prepare themselves to handle various presentation challenges, improve their ability to articulate ideas, and ultimately achieve more successful communication outcomes. This approach not only addresses the common hurdles associated with public speaking but also contributes to overall language proficiency and presentation effectiveness.

f. Keep Talking

You have to keep going. just one thing drawing attention to the mistake and away from the real message. No matter what, keep talking. Sometimes you'll mispronounce a word, sometimes you'll use the wrong word, sometimes you'll get tongue twisted. In light of the insights gleaned from the interview results, The interview results reveal a practical strategy for managing presentation challenges, particularly the occurrence of momentary lapses or "blanks" during speeches. Respondents reported that one effective way to address such difficulties is by revisiting and reiterating previously communicated points. This approach not only helps to regain composure and maintain the flow of the presentation but also reinforces key messages for the audience. By strategically repeating essential information, presenters can mitigate the impact of interruptions in their delivery and ensure that their core messages are clearly conveyed. This method underscores the importance of flexibility and adaptive techniques in maintaining the effectiveness of a presentation despite unexpected challenges.

In line with what Mitchell stated in his research how to prevent and recover from mind blanks that keep talking or repeat the previous point when the presenter could not memorize the material was very useful strategy. Continuing to speak calmly and confidently when you make a mistake during an oral presentation can be incredibly useful. By maintaining your flow and addressing the mistake seamlessly, you not only demonstrate composure but also prevent the error from derailing your presentation. This approach helps to keep the audience's focus on your message rather than on the slip-up. Lambert also said

that consistent practice in speaking, or 'keeping talking,' helps build familiarity and confidence with public speaking. The more frequently you engage in speaking opportunities, the more comfortable you become with the process, which significantly reduces anxiety and improves your overall presentation skills. Moreover, it allows you to regain control and pivot back to your key points without dwelling on the mistake, ultimately ensuring that the presentation remains engaging and effective. Keeping the momentum going also reinforces your confidence and can minimize the impact of any missteps.

In conclusion, the research findings from interviews and observations reveal that students face a range of difficulties in making oral presentations. Key challenges include limitations in vocabulary, grammar, and pronunciation, as well as gaps in background knowledge. Additionally, issues related to anxiety, motivation, and self-confidence significantly affect their ability to present effectively. These difficulties often result in unclear communication, disjointed presentations, and diminished audience engagement, underscoring the need for targeted interventions to address these barriers.

To overcome these challenges, several effective strategies have been identified. Proper preparation is crucial, as it provides students with the confidence and clarity needed for successful presentations. Techniques such as taking deep breaths can help manage anxiety, while adopting a positive mindset can enhance resilience. Engaging in thorough research and discussions with peers, practicing extensively, and learning to maintain composure despite mistakes are also essential for improving presentation skills. Implementing these strategies can significantly mitigate the difficulties faced and lead to more confident and coherent oral presentations.

CONCLUSION

The researcher concluded that students faced difficulties during an oral presentation. In conclusion, the comprehensive analysis of interview and observation data reveals that students encounter three principal difficulties when delivering oral presentations in class. First, linguistic factors comprising difficulties with vocabulary, pronunciation, and grammar significantly impact students' ability to convey their messages clearly and effectively. Second, the background knowledge factor underscores the importance of subject matter familiarity; insufficient understanding of the topic hinders students' capacity to engage with and present the content confidently. Finally, psychological factors, including anxiety, motivation, and self-confidence, further complicate the presentation process by affecting students' overall performance and delivery. Addressing these multifaceted difficulties requires a holistic approach, incorporating targeted language support, enhanced subject preparation, and strategies to bolster psychological resilience. By implementing such interventions, educators can better equip students to overcome these obstacles and achieve greater success in their oral presentations.

However, there are ways to deal with these difficulties, based on the results of interviews and observations, there are six ways. Overcoming difficulties when presenting orally in front of a class can be achieved through a combination of effective strategies. Preparing thoroughly by researching and organizing your material ensures you have a strong foundation. Taking deep breaths helps manage anxiety and maintain composure, allowing you to address any mistakes calmly. Shifting to a positive mindset helps view challenges as opportunities for growth rather than obstacles. Engaging in browsing and discussions related to your topic can deepen your understanding and enhance your confidence. Practicing English speaking regularly sharpens your fluency and clarity. Lastly, continuing to speak even when mistakes occur keeps the presentation on track and demonstrates your resilience. Together, these approaches help create a smoother, more successful presentation experience.

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