**STUDENTS’ DIFFICULTIES IN ORAL PRESENTATION**

**IN CLASSROOM INTERACTION**

**Nur Annisa**1, **Syarifah Faradiba**2, **Chairil anwar Korompot** 3\*

1,2,3Universitas Negeri Makassar

E-mail: [1 nurannisa0801@gmail.com](mailto:1%20nurannisa0801@gmail.com) 2 [syarifah.faradiba@unm.ac.id 3 cakorompot@unm.ac.id](mailto:syarifah.faradiba@unm.ac.id%203%20%20cakorompot@unm.ac.id)

\*corresponding author

***Abstract***

*This study aimed to find out the following problems: 1) students' difficulties in oral presentations in classroom interaction, 2) how students overcome the difficulties. This study used qualitative research methods. This study was conducted at the Faculty of Languages and Literatures, Makassar State University using interviews as a data collection instrument. Respondents to this study were 10 English students for the 2022/2023 academic year. Respondents were selected using a random sampling technique. The results of this study indicated that English Education students still face difficulties in oral presentations. The difficulties were classified into 2 categories, namely psychological factors and linguistic factor. Psychological factors consist of (1) anxiety, (2) nervousness, (3) unconfident, (4) understanding the topic, (5) keeping audience’s interest (6) blankness. Difficulties in linguistic factor consist of (1) delivering presentations in English. The ways to overcome the difficulties; preparing properly, taking deep breaths, changing mindsets, reducing eye contact in dealing psychology problems, browsing and discussion in dealing understanding of topic, being attractive and interactive in dealing keeping audience interest, practicing English speaking and mixing languages in dealing delivering presentation in English, keep talking in dealing blankness.*

***Keywords****: Students Difficulties, Oral Presentation, Classroom Interaction.*

**INTRODUCTION**

In terms of the significance of giving and oral presentation, the faculty of language and literature at Universitas Negeri Makassar has made group and individual presentations one of the assessment criteria in the majority of its courses. Even so, the majo rity of students still struggle with presenting their materials in front of an audience. This phenomenon was consistent with Gibson's (2014) observation that organizing ideas based on the topic assigned by the teacher became one of students’ considerations. A researcher such as Rivers in (Tuan and Mai 2012) discovered that one of the students' difficulties in giving an oral presentation is understanding the topic. Emden and becker, as cited in (El-Enein 2011) pointed out that most of students got nervous when presenting in public.

Bandura (1997) stated that students got nervous when making presentations is confused by the existence of irrational thoughts. The existence of this worry is often caused by students lacking confidence in their ability to do something. This shows that the lack of self-efficacy can cause anxiety in these students.

Based on preliminary observations, the researcher discovered that some English students had difficulty making oral presentations. When the researcher observed students giving presentations, the most obvious difficulties/ problems were difficulties in interacting with the audience and the speaker got nervous. These difficulties certainly greatly affect the performance of a presentation. The researcher considers that it is most likely that students still have other difficulties when making presentations other than what the researcher saw before. Therefore, the research is interested conduct a study under the title “Students’ Difficulties in Oral Presentation in Classroom Interaction (in case: at English Education Students academic year 2022/2023 in Universitas Negeri Makassar).

**LITERATURE REVIEW**

**1. Oral Presentation**

According to Baker (2000), an oral presentation is similar to a formal conversation in which the speaker interacts with the audience as if it were a normal activity. Most people spend hours of their day speaking to others, but it is difficult for them to give a formal oral presentation. Oral presentation is a component of spoken language. This practice's goal is communication. The design's purpose is to inform or persuade. Oral presentations take place in an organizational setting with time constraints. The presentation should be meticulously planned. Furthermore, visual aids can help speakers with their presentations.

**2. Kinds of Oral Presentation**

a. Individual Presentation

The advantages of individual presentations include helping students build confidence when speaking to a large group on their own or taking personal responsibility for objectively understanding and answering questions. In the process, on certain topics, students become localized experts.

b. Group Presentation

There are important advantages to assigning group presentations. Groups encourage team work and help students gain input from each of them during the presentation creation process. During or outside of class, groups may plan presentations.

**3. Students’ Difficulties in Oral Presentation**

a. Constructing good grammar

According to Thombury and Slade (2007), transfer L1 into L2, which was done manually is one of the students' difficulties in speaking.

b. The difficulty in understanding the topic

According Tuan and Mai (2012), an unknown topic presented to students by a teacher would confuse them because they did not have adequate knowledge of the topic, and as a result, the students would face some difficulties in organizing ideas such as what the points in their presentation would be shown.

c. Feeling nervous

According to Wiramihardja (2005), when someone experiences anxiety or a loss of self- confidence that is not obvious in its origin or shape. Most people feel anxious before speaking in public for the first time; even those who have spoken in public before cannot be immune to this feeling (Prakoso, 2014).

d. Blankness

According to Rajoo (2010), one of the students' concerns when speaking publicly is the problem of memorizing. Students suddenly forgot what they were going to say in public.

e. Difficulty in keeping the audiences’ interest

Khoury (2015) stated that retaining or having the audience tune in to the presenters is one of the presenter's problems when they do a presentation. In other words, it's difficult to retain the attention of the audience while presenter doing a presentation.

f. Problem Pace in Speaking

Rajoo (2010) said the majority of students appeared to talk too quickly. As a result, the listener was unable to hear them properly.

g. Timing problem

Tuan and Mai (2012) conducted a research on the students’ difficulties in giving an oral presentation. They climed that the students frequently ran out of time while delivering the presentation.

**METHOD**

**A. Research Design**

This study used Qualitative research method. According to Usman that qualitative research

seeks to understand and interpret the meaning of an event of human behavior interaction in certain situations according to the researcher's own perspective. So, basically qualitative research is research that seeks to find something new phenomenon that occurs in the field, then the researcher has the right to interpret according to the facts.

**B. Respondents of The Research**

The Respondents of this research are students of English Department, academic year

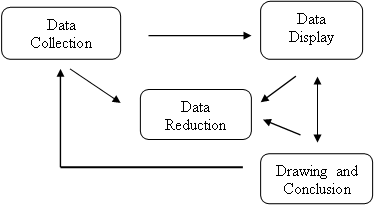
2022/2023 in Universitas Negeri Makassar that gave and are still giving oral presentation. The researcher will interview at least 10 students randomly to get a complete data.

**C. Technique of Data Collecting**

in this study, the researcher only used one technique, namely interview. The type of interview used in this study was a semi structure interview. Semi-structured interviews are basically free conversations to obtain information through questions about the desired information and questions can be different for each interview. Researchers in this study interviewed 10 students or respondents.

**D. Technique of Data Analysis**

After collecting the data, the researcher analyzed the data in four steps stated by Miles and Huberman (1994), namely data collection, data reduction, data display, and drawing conclusion.



Source :Huberman (1994)

**FINDINGS AND DISCUSSION**

**1) Students’ Difficulties in Oral Presentation in Classroom Interaction**

a. Nervousness

***Extract 1 (Student 6, 14.38 seconds)***

*Iye kak saya kadang gugup ketika saya melakukan presentasi. Saya gugup ketika melihat*

*teman-teman, dosen juga. Saya malu kak. Saya tak bisa kontak mata dengan mereka. Kadang saya blank karena nervous.* (Yes, I am nervous when I deliver a presentation. I am nervous to see my friends and lecturers. I am shy. I can't make eye contact with them. sometimes I am blank.)

this is in line with the research of Al-Nouh, et al (2015) that the most difficult challenge that student face when speaking in public is nervousness.

b. Anxiety

***Extract 2(Student 1, 13.12 seconds)***

*Cemas takut, degdegan itu hal biasa buat saya kak. penyebab utamanya adalah overthingking, takut nantinya perform saya kurang baik trus banyak pertanyaan dari*

*audiens yang tak bisa saya jawab.* (Anxiety, fear, nervousness are normal things for me. The main cause is overthinking, fear that later my performance will not be good and then there will be many questions from the audience that I cannot answer.)

This fact was supported by recent studies of Nouh, et al (2015). They found that

the anxiety become the most complicated obstacle which students had struggle with. The causes vary, including overthinking and negative thinking.

c. Delivering presentation in English

***Extract 3(Student 1, 06.91 seconds)***

*Ba kak, bukan lagi pernah tapi sering sampe sekarang. Lidah terasa kaku bila pakai bahasa inggris. (Yes, my tongue feels stiff when using English) when delivered a*

*presentation*

It was in line with Whai, et al (2015) that most students stated that they tended to

grammatical errors and felt that they were unable to use appropriate vocabu lary and sentence structure when presenting.

d. Understanding of Topic

***Extract 9(Student 1, 11.62 seconds)***

*Topik sulit dimengerti karena kadang topik yang ditentukan dosen adalah topik yang unfamiliar. Pengetahuan saya tentang topik tersebut kurang banyak jadi betul-betul saya*

*mencari tahu dari nol.* (Topics are difficult to understand because sometimes the topics determined by the lecturer are unfamiliar topics. My knowledge of the topic was not

much so I really looked it up from scratch.)

The students’ statements are in line with the statement from Tuan and Mai (2015)

that it is difficult for the learners if the teacher gave an unfamiliar topic and as a result it would make the students confused because they didn’t have enough knowledge about the topic.

e. Unconfident

***Extract 11(Student 2, 12.08 seconds)***

*kadang percaya diri, kadang hilang percaya dirika apalagi pas mau presentasi pake*

*bahasa inggris. Grogika kak, kurang berkata-kata karena kurang skill public speakingku sama kurang skill bahasa inggrisku*

(Sometimes, I am confident, sometimes my confidence is lost. Moreover, I have to do a presentation using English. I am nervous because my public speaking skills are lacking.).

This fact is in line with what was obtained by Riftriani et al (2017) that externa l factors causing students' disbelief in making presentations are due to a lack of English language skills and a lack of proper preparation.

f. Keeping audience’s interest

***Extract 13(Student 1, 16.76 seconds)***

*Ba kaka apalagi jam perform saya adalah jam-jam tidur siang. Semuanya pada nguap,*

*ada yang tidur, main gadget. saya tahu mereka bosan. Hmmm sepertinya mereka bosan dengan cara menyampaikan saya yang flat. Kurang intonasi juga kali ya.* (Yes, moreover my performance time is nap time. Everyone was yawning, some were sleeping, playing gadgets. I know they're bored. Hmmm it seems they are bored with the way I deliver the material. Lack of intonation too.)

This fact was in line with Khoury (2015) that one of the presenter problems when

they do a presentation is on keeping or making the audience listen to the presenters.

g. Blankness

***Extract 16(Student 9, 04.04 seconds)***

*Jika saya gugup saya kadang lupa apa yg ingin saya sampaikan.* (If I'm nervous I sometimes forget what I want to say)

Same as stated by Rajoo (2010), one of the students' concerns when speaking

publicly is the problem of memorizing. Students suddenly forgot what they were going to say in public.

**1. The ways the students overcome the difficulties in oral presentation**

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 that when they made thorough preparations before appearing in front of the class, their fear or anxiety about making mistakes during presentations could be reduced. This is in line with what was stated by Aryadilla (2017) preparing the material that will be presented carefully so as to overcome the “attacking psychology”.

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 idea equals to an expert, Daniel and Hall (2014) also believed that taking a deep breath was very effective in reducing the nervousness.

c. Reducing eye contact

Based on the results of the interview, it was found that students had strategies to overcome their nervousness, namely by reducing eye contact with the audience. Reducing eye contact with the audience or not looking directly into the audience's eyes can reduce the level of students' nervousness when making oral presentations (Daniel and Hall, 2014).

d. 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’ 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.

e. 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. Then, Ranga (2022) 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.

f. Being interactive and Attractive

The way for students to make their audience interested in our presentations is by presenting presentation materials in an interactive and attractive way. Interactive in this case is in the form of interaction between the presenter or speaker and the audience, both in the form of jokes and delivery of presentations with good intonation. As stated by Kim (2014) that putting some jokes in a presentation is a good strategy because it can create a comfortable situation for the audience. While attractive in this case is in the form of delivering interesting presentation material, namely by displaying a creative and structured power point.

g. 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.

h. Mixing languages

Based on the results of the interviews, it was found that when students experienced difficulties in delivering presentation material using English, the method they used to overcome this was by mixing 2 languages, namely Indonesian and English. This is recommended when presenters forget or really don't know English for a word or sentences, they want to convey.

i. Keep Talking

One of the students who were interviewed said that she sometimes experienced blanks during presentations but she was able to get past the problem by repeating the points he had previously conveyed to the audience. This aims to keep the presentation going and the audience does not realize that the presenter has forgotten some of the material. As stated by Mitchell (2009) that keep talking or repeat the previous point when the presenter could not memorize the material was very useful strategy.

**CONCLUSION**

The researcher concluded that students faced difficulties during an oral presentation. Those difficulties were classified into 2 categories, namely psychology factor and linguistic factor. Psychology factor consists of anxiety, nervousness, unconfident, understanding of topic and difficulty in keeping audience interest. While difficulties were classified into linguistic factor is in delivering presentation in English.

The students also provided useful guidelines in facing the difficulties or problems such as preparing properly, taking deep breaths, changing mindsets, reducing eye contact in dealing psychology problems, browsing and discussion with friends in dealing difficulty in understanding of topic, being attractive and interactive in dealing keeping audience interest problem, practicing English speaking and mixing languages in dealing delivering presentation in English, the last, keep talking in dealing blankness.

**REFERENCES**

Aryadilla. (2017). *Kecemasan Dalam Public Speaking pada Presentasi Makalah Mahasiswa.*

*Cakrawala, XVII*. Retrieved 2023, from https://ejournal.bsi.ac.id/ejurnal/index.php/cakrawala/article/view/2588

Allan, P. (2015). *How to calm your nervous before making a terrifying speech.* Received from [http://lifehacker.com/how-to-calm-yournerves-before-makinga-terrifying-spee-](http://lifehacker.com/how-to-calm-yournerves-before-makinga-terrifying-spee-1677504967)

[1677504967](http://lifehacker.com/how-to-calm-yournerves-before-makinga-terrifying-spee-1677504967)

Al-Nouh, A. N., Abdul-Kareem, M. M., &Taqi, A. H. (2015). *EFL college students’ perceptions of the difficulties in oral presentation as a form of assessment.* International Journal of Higher Education. Received from <http://www.sciedu.ca/journal/index.php/ijhe/article/viewFile/6252/3746>

Baker, A. (2000). *Improve your Communication Skill*. Retrieved February 10, 2020, fromhttps:/[/www.accuconference.com/resources/effectivepresentation](http://www.accuconference.com/resources/effectivepresentations)s.

Bandura, A. (1997). *Self-Efficacy: The exercise of control*. New York: W.H freeman and Compony.

Daniel, K., & Hall, F. (2014). *How can I overcome my fear of public speaking.* Received from [http://www.mayoclinic.org/diseasesconditions/phobias/expertanswers/fear-of-public-](http://www.mayoclinic.org/diseasesconditions/phobias/expertanswers/fear-of-public-speaking/faq-20058416) [speaking/faq-20058416](http://www.mayoclinic.org/diseasesconditions/phobias/expertanswers/fear-of-public-speaking/faq-20058416)

El-Enein, A. H. A. (2011).*Difficultiesin Encountering English Majors in giving Academic Oral Presentation durin Class at Al-Aqsa Uniiversity*.(Doctoral Disertation). Islamic University of Gaza, Gaza.

Gibson, M. (2014). *Tips for Effective Presentation*. Retrieved February20, 2020, from [https://www.accuconference.com/resources/effective-presentations.html.](https://www.accuconference.com/resources/effective-presentations.html.(ada)

Kim, L. (2014). *20 Ways to Improve your Presentation skills.* Received from<http://www.wordstream.com/blog/ws/2014/11/19/how-toimprovepresentation-skills>

Mitchell, O. (2009). *How to Prevent and Recover from Mind blanks*. Received from<http://www.speakingaboutpresenting.com/delivery/recovermind-blank/>

Miles, Mathew B., dan A. Michael Huberman. (1994). *An Expanded Sourcebook: Qualitative Data Analysis*. London: Sage Publications.

Ranga. (2022, september 2). *How to study and understand|Theory Subjects*. Retrieved from Studyread: <https://www.studyread.com/how-to-study-and-understand/>

Riftriani, A. Z., Ikhsanudin, & Rezeki, Y. S. (2019). *Factors Influencing Students’ Speaking Difficulties in Giving Oral Presentation.* https://jurnal.untan.ac.id/index.php/jpdpb/article/viewFile/37105/75676583694

Thrombury, S. (2005). *How to Teach Speaking*. Longman.

Rajoo, S. A. (2010). *Facilitating the development of students’ oral presentation skills*. Voice of Academia, 5 (1), 43-50. Retrieved July 16, 2020, from [http://kedah.uitm.edu.my/v1/images/stories/industrial\_linkages/uitm\_pres/voa\_5\_1\_2010/](http://kedah.uitm.edu.my/v1/images/stories/industrial_linkages/uitm_pres/voa_5_1_2010/5_1_2010_5.pdf) [5\_1\_2010\_5.pdf.](http://kedah.uitm.edu.my/v1/images/stories/industrial_linkages/uitm_pres/voa_5_1_2010/5_1_2010_5.pdf)

Tuan, H., & Mai, N. (2012). *Factors Affecting Students’ Performance at The Thanhhien High School*. Asian journal of educational research, 3(2), 8 23.Retrieved Maret 10, 2020. Fro[mhttp://www.multidisciplinaryjournals.com/wpcontent/uploads/2015/03/FACTORS-](http://www.multidisciplinaryjournals.com/wpcontent/uploads/2015/03/FACTORS-) AFFECTING-STUDENTS%E2%80%99-SPEAKING.pdf

Whai, M. G., Aqiera, N. S., & Leong, L. M. (2015). *Oral Presentation Difficulties-Experients of Students at A Polytechnic in Sarawak*. Issues in Language Studies.

Wiramihardja, S. (2005). *Pengantar Psikologi Abnormal. Bandung*: Refika Adit.