THE FACTORS OF DIFFICULTIES FACED BY STUDENTS IN ORAL PRESENTATION (A Mixed Method Research In Student of English Tadris Study Program at IAIN Curup on Academic Year 2014/2015))

THESIS

This Thesis is submitted the requirement for "Sarjana" degree in English Language Education

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Assalamu'alaikum Wr.Wb

Setelah mengadakan pemeriksaan perbaikan maka kami berpendapat bahwa skripsi atas nama: **Riken Dawud Darmansyah** yang berjudul **"The Factors of Difficulties Faced by Students in Oral Presentation" (*A Mixed Method* Research At Student of English Department Study at IAIN Curup Academic Year 2014/2015)**. Sudah dapat diajukan dalam sidang Munaqosah.

Demikianlah permohonan ini kami ajukan, Terima kasih.

Wassalamu'alaikum Wr.Wb

Curup, Desember 2018

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STATEMENT OF OWNERSHIP

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MOTTO AND DEDICATION

"Indeed, with hardship will be ease." (Qs. AL Insyiroh: 6)

..IF THERE IS A WILL, THERE ARE SOME WAYS..

NO EFFORT NO RESULT !!!

Allah, is only the reason why I can finish this thesis. Thank you for letting me to finish this thesis as soon as my hope. There is no miracle except by you, Allah.

In the name of Allah this thesis is dedicated to:

My Dearest Mom, Mrs. Sri Sukeni Ningsih and Alm. Mr. Ridwan

Thank you so much for all prays, supports, suggestions, smiles, loves, cares, and attention you provided me to through this entire of life. Also for your patient, encouragement. I Love You…

My Dearest Sisters Ghaida Amalia Putri and Nijma Fadilah

Thank you for your smile, and your love. You are my happiness when I feel down

My Best Partner Ever Wisnu Budiman

Thank a bunch bro, for your support, suggestion, critics, so that I can accomplish this thesis. You are my best partner ever, whenever, and wherever.

My Greatest Friends

For PBI B Squad thanks for you all, and also Mas Ahmad, Ucup, Kadek, Indri, Ana, Dewi Ayu, Mardiah Astuti thank you for being a friend since four years ago. Thank you for everything in every single life on English Study Program. I hope we can be useful people outside with our knowledge.

My participants

Thank you for your support, your information guys, so that I could finish this study

PREFACE

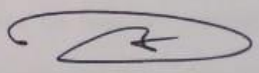
All praises to Allah SWT that the writer had finally finished writing his thesis entitled **"The Factors of Difficulties faced by students in Oral Presentation" (A Mixed Method Research At Student of English Department Study at IAIN Curup Academic Year 2014/2015)**

This thesis is submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of IAIN Curup. The writer realizes that this thesis is far from being perfect, therefore the writer really apreciates some suggestion and critics for being perfect in the future.

Last but not least, the writer hopes that this thesis will be usefull to those who are interested in this field of study.

Curup, January 2019

Writer



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ACKNOWLEDGEMENT

Assalammu'alaikum Wr.Wb.

Alhamdulillahirabbil'alamin, all of praises to Allah SWT fthe all mighty and mercisful god who has given the reasearcher mercy, blessing and guidance so the researcher can finish this research completely. Peace and salutation always be given to Prophet Muhammad (Peace Be Upon Him), and all of his family and followers who have been a good example for every Muslim in this world and has brought us from the darkness to the lightness as we felt together.

The researcher finished this thesis entittled ***"The Factors of Difficulties faced by students in Oral Presentation" (A Mixed Method Research At Student of English Department Study at IAIN Curup Academic Year 2014/2015).*** This thesis is presented in partial fulfillment of the requirement for the degree of Strata I in English Study Program of IAIN Curup. In conducting this thesiis, the researcher received valuable contribution, gudance support, suggestion and motivation from others. In this chance the researcher would like to express her deepest gratitude for:

1. Mr. Dr. Rahmat Hidayat, M. Pd., M. Ag as The Chairman of IAIN Curup.
2. Dr. Ifnaldi Nurmal, M. Pd. Kons as the head of Faculty of Teacher Training and Education

3. My big thanks also to Mr. Sakut Anshori, M.Hum as the head of English Tadris Study Program.
4. My special thanks to Mrs. Jumatul Hidayah, M.Pd as my advisor who has been a constant source of knowledge, strong encouragement and sustained critical support, opinion and gave many useful suggestions and corrections for its improvement. It has been a great privilege ajoy to work under the guidance and scaffolding of her.
5. My big thanks also to Miss. Henny Septia Utami, M. Pd as my co-advisor who has been a constant source of knowledge in conducting this research and who has been read and checked this thesis carefully and patiently and also gave many useful suggestions and corrections for its improvement.
6. My big thanks to all of my best lecturers who have taught me many things so i can accomplish my study. Finally, the researcher needs constructive suggestions for being perfect in the future.

Wassalammu'alaikum Wr.Wb.

Curup, January 2019

Writer

ABSTRACT

Riken Dawud Darmansyah. 2018 "The Factors of Difficulties faced by students in Oral Presentation" (A Mixed Method Research At Student of English Department Study at IAIN Curup Academic Year 2014/2015)

Advisor : Mrs. Jumatul Hidayah, M.Pd
Co-Advisor : Miss. Henny Septia Utami, M. Pd

Oral presentation is a form of communication which is intended to convey certain ideas, messages and information. Oral presentations have become part of most courses offered in institutions of higher learning. Therefore, the aim of this study was to investigate the factor of students' difficulties and the ways' in overcoming the factors of difficulties in Oral Presentation. There are three factors of students difficulties in oral presentation, personal traits, presentation skills, audience and lecturer. The method of this research was mixed method research. The subject of this reseach was all of English Students in eight semester. The instrument of this research were Questionnaire and Interview. The questionnaire used to obtain the highest and the lowest in Factors of students' difficulties in oral presentation. The researcher choosed five students who got higest score from the questionnaire in order to get clear information of the factors of students difficulties and the way in overcoming their factors by interview. Based on percentages of questionnaire, it showed that 64,9% factors of difficulties in oral presentation affected by personal traits factor. Hence, presentation skill factor was 63,9% and for audience and lecturer factor was 61,9%. The dominant factor was personal traits factor. Beside, on this study also investigate the ways of students in overcoming the factors. The factors of difficulties was overcome with the various ways. The ways are suggested in order to assist the students better in oral presentation. To overcome factors of personality traits, the students regulating the breath, think positive, using body movement, body language, drink mineral water, chew buble gum. To solve presentation skilss, the students find out some references for the topic, discussing with friend, avoid the difficult content, use familiar word, find out the synonym of the difficult word, use the easy pattern in grammar, search on the internet in making good slide, practice and prepare for estimate the time appropriately, decide the content what to include and what to leave out from the material in presentation. hence, to solve the factors of audience and lecturer the students not too focus to the audience, only focus to the closest friend, answer the question loudly and convince, and take the audience to answer the difficult questions.

Keyword: *Factors of Difficulties, Oral Presentation*

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CHAPTER I

INTRODUCTION

A. Background of The Research

There are four skills that we need to complete communicaton when we learn a foreign language. We usually learn to listen first, then to speak, then to read and finally to write. Speaking is one of productive skills in which it is used to communicate with other. It is not only producing words or sounds but also having a meaning. The purpose of speaking is to share knowledge, information and ideas. Sharing the ideas, opinion, thoughts, message and information would not happen in only one way, but it must happen in two ways. There must be a speaker and listener to get an interactive communication. The way how human beings communicate, interact and socialize is normally by oral production or by speaking.

Speaking is one of the skills that need to be mastered by students in order to be able to have good communication with others. Nunan said speaking is very important in second language learning. Speaking is a skill which is worthy of attention in both first and second language. [1] According to Mc Donough and Shaw "in many contexts, speaking is often the skill upon which a person is judged at face value".[2] Afshar and Rahimi, who mentioned that learners of EFL or ESL should promote their speaking abilities. EFL and ESL learners are usually judged on their

[1]Lai-Mei Leong1 & Seyedeh Masoumeh Ahmadi , *"An Analysis of Factors Influencing Learners' English Speaking Skill",* in theory speaking.pdf, p. 34

[2] Mc Dounough and Shaw, *Material and Method in ELT,* London: Oxford University Press, p. 126

speaking abilities at first glance.[3] Which means, people may often judge our language competence from our speaking skill rather than other language skills. So that speaking is considered as a necessary skill, because it plays essential role in facilitating students in mastering English. It helps students to express themselves better when communicate with others.

Furthermore, Zitouni stated that promoting students speaking skill is fundamental to their progress in acquiring the language since they are given the opportunity to exploit of the language, make mistakes and in time learn from them. Oral presentations have emerged to be the key element in language teaching, particularly in university environment.[4] Xavier posits that, oral presentation is a talking activity for transferring ideas, messages, or also explaining something related information material to be conveyed in front of the audience.[5]

Oral presentation is one of the techniques commonly used in learning English at university level. According to Morita stated that oral presentations have become important and remained as a frequent, highly routinised part of high education classrooms.[6] Additionally, King stated that, oral presentation advantages are bridging the gap between language study and language use, using the four language skills in a

[3]Afshar,H. S., & Rahimi, M, *The relationship among critical thinking, emotional intelligence, and speaking abilities of Iranian EFL learners. Social Behavioral Science*, 2014, p. 75

[4] Zitouni, The Use of Students' Oral Presentations in Enhancing Speaking Skill in the English Language Classrooms: A Case Study of Second Year Students at the Department of English in Biskra University. University of Biskra: Master Thesis, 2013, p. 2

[5] Xavier, *Fac*ilating The Development of Students' Oral Presentation Skills, Universiti Teknologi MARA Kedah, 2010, p. 43

[6] Morita, Discourse Socialization through Oral Classroom Activities in a TESL graduate program. TESOL Quaterly, 2000, 34(2), 279-310.

naturally integrated way, helping students to collect, inquire, organize and construct information; enhancing team work, helping students become active and autonomous learners.[7] So that, an oral presentation activity has the essential role in developing someone English proficiency and also this activity should be applied to the students in tertiary level as much as possible.

Nevertheless, an oral presentation is not an easy technique that could be done by students, especially in foreign language learning. Oral presentation is not like talking with friends or just providing information, but in this oral presentation students should be able to self-contained in terms of emotional, material understanding and able to understand the situation in front of the audience. According to Harmer, oral presentations are not "designed for informal spontaneous conversations; because they are prepared, they are more 'writing like'", which is good for fluency and for avoiding hesitation, gaining time, etc.[8] Which means that, even an oral presentation is the quietly good technique in the classroom, but students should have the preparations in doing oral presentation.

Furthurmore, talking about oral presentation in the classroom, students are still facing some problem even when they have done it for many times. As Emden and Backer assert that many learners are worried about talking to an audience and this is understandable, they may feel both nervous and vulnerable when they look for the

[7] Jane King, *Preparing EFL Learners for Oral Presentations*, Dong Hwa University, 2002, p.402
[8] Harmer, *The Practice of English Language Teaching*, Pearson Education: China, 4th Ed., 2007, p. 351

first time at room full of people who want to listen to them.[9] It often puts more pressure and burden for them. They get nervous easily, less of confidence and the oral presentation turns to be less effective.

The phenomenon that researcher found were the students of eight semester at State College of Islamic Studies (IAIN) Curup who still face many difficulties and problems in oral presentation. Theoretically, the students in eight semester who have passed several levels of speaking subject certainly have good capability in speaking skill, so that in oral presentation activity the students had already able to do this.

Actually, oral presentation activity in the classroom is commonly used in several English subjects. For instance, Sociolinguistics, Pragmatics, Pshycholinguistics, Semantics, etc. However, in those subjects students presented the materials with bilingual language, not use a hundred percent English language. Furthermore, based on survey in English Seminar and Translation II subject that used oral presentation with a hundred percent use English language, many students still faced some difficulties on their presentation. In English Seminar subject each student is obliged to present one journal of the research and it will be presented in front of the class.

Likewise, in the subject of Translation II that each student got a turn to present a discussion of translation materials in front of the class. On their

[9] Emden and Backer, Presentation Skills for Students: Houndmills, Basingstoke, Hampshire. Palgrave Macmillan, 2004, p.1

presentation, students should know how to deliver material to be conveyed to the audience. Unfortunately, the researcher found out there are many students who tend to be afraid, hesitant, stage fright, wrong vocabularies and missed pronunciation. They could not be enjoyed when they were as speaker in front of the class. There were no communicative, and interactive when they speak in front of the audiences. Xavier stated that the difficulties in oral presentation such as, cannot speak well in English, wrong pronunciation, vocabulary, making grammatical errors, incorrect points and out of topic, lack of time to present all the points in oral presentation.[10]

Additionally, from the commentary of the lecturer in mini conference of Translation II. The lecturer said that the students can not deliver material well, difficult in using the good body language, no communicative competence, too much information on Power Point slide, lack vocabulary, missed pronunciation. Survey showed that, students who have many difficulties occured because they did not have a good enough preparation to organize their presentation. The students were lack of practicing. Also about the topic, students were not quite understand their topic, so that students difficult to deliver the materials with their understanding, and also about the references of material.

Beside that, the atmosphere in the classroom that has affected them to create anxiety, shame, and nervous. The readiness of students in performance also affect their feelings when they want to learn, students have many problems on their life for

[10] Xavier, *Fac*ilating The Development of Students' Oral Presentation Skills, Universiti Teknologi MARA Kedah, 2010, p. 45-46

instance, frustration, pressure, depression can have a profound effect on students' effectiveness in oral presentation. From this consideration, the researcher focuses her/his study to the eight semester students as the subject of the research. According to Mezrigui, classroom atmosphere also influences students' performance in conducting an oral presentation. A carefree and jovial atmosphere encourages students to present well and confidently. On the other hand, an apprehensive and tense atmosphere caused by a number of circumstances gives rise to invisible barriers that hinder the students from doing well in their oral presentations.

Based on the explanation above, that oral presentation is important in English learning, and has stated that there have been many problems and difficulties encountered by students in presentation. Therefore, the researchers want to conduct the research to find the factors of difficulties that are often encountered by students and also in overcoming the difficulties. So that in this study, lecturers and students will get some informations in terms of difficulties factors in oral presentation and also the ways or strategies in overcoming the difficulties factors that arise. Hence, researcher conducted the research entitled "The Factors of Difficulties Faced By Students In Oral Presentation (A Study At English Tadris Study Program Of IAIN Curup)"

B. The Research Questions

As the problem based on the introduction, the researcher formulates the research problems as follows:

1. What are the factors of students' difficulties in oral presentation ?
2. How do the students overcome those factors of difficulties in oral presentation ?

C. The Objective of The Research

The aims of study are :

1. To find out the factors of students' difficulties in oral presentation
2. To know the ways of students in overcoming the factors of students' difficulties in oral presentation

D. The Significance of The Research

This research give the useful information for lecturer, students, and English Study Program. The significances of the research are presented as follow:

1. Lecturer

It is useful for lecturers to know the difficulties that commonly faced by students in oral presentation, so that the lecturer could give the steps or

guidance to the student in oral presentation, thus the lecturer can develop the students proficiency when they do an oral presentation to be effective.

2. Student

The result of the research could give more information to students that the difficulties which commonly faced in oral presentation, so the students know what they should prepare in oral presentation. Hence, the students could follow the steps or strategies in overcoming the the difficulties in oral presentation in the classroom, so that the presentation will be delivered effectively by students.

E. The Scope of The Research

This paper specifically concerns on investigating the students difficulties in oral presentation. In this research the students in eight semester will be the subject of the research, because the students of eight semester have gone through some levels of speaking with varieties technique especially speaking 4, English Seminar, and Translation 2 all of them used oral presentation as a technique in the classroom.

F. Definition of Key Term

1. Oral Presentation

Oral presentation is an extension of oral communication skill. According to Levin and Topping, is planned and practiced speech that presentation given by a presenter (sometimes more than one) to an audience of two or more people.[11] According to Ming, defined an oral presentation as typically and partly spoken, partly visual form of communication and it is normally limited in time and occurs in organizational settings.[12] It can be concluded, Oral presentation is speech given by the presenter to the audience of two or more people that limited of time, and also supported by several visual aids.

In this study, oral presentation is speech by the students to the audience to give the information about the material in the classroom. Students also used several visual aids to support their presentation, for instance, projector and power point.

2. Difficulty

Al Qassim defines difficulty as a case which leads to a continuous failing and decrease in student learning.[13] It means that, the difficulty is the obstacle that makes the student hard to achieve goal in learning, thus making decrease

[11] Levin, P. & Topping, G, *Perfect presentations. Berkshire, England: Open University Press*, 2006, p. 4

[12] Ming, *Developing Oral Presentation Skill in ELT Classroom*, CELEA Journal, Vol. 28, No. 2, 2005, p. 118

[13] Al Qassim, *The Basics of Learning Difficulties* : Jordan, Amman: Al Safaa publish home, 2000, p. 21.

in learning outcomes. In this research, the difficulty is the obstacles faced by the students that become poor in giving oral presentation.

G. The Organization of The Research

The systematic of the research is formed into:

Chapter I, in which it contains the background of the research, research questions, research objectives, the significant of the research, the limitation of the research, definition of key term.

Chapter II, involves review of related theory and previous of related study.

Chapter III, consist of kind of the research, participant of the research, technique of collecting data, instrument, and data analysis technique.

Chapter IV, consist of finding of the research and the discussion. All the data will be analyzed in this chapter.

Chapter V, after analyzing the data, the researcher gave the conclusions and suggestions in this chapter.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with the review of literature related to the present study for conducting this research. It highlights the overview of definition of oral presentation, effective oral presentation, the difficulties of oral presentation, and overcoming the difficulties of oral presentation.

A. Oral Presentation

Steve Mandel stated that, oral presentation is type of speech.[14] According to Baker oral presentation is like a formal conversation, speaking to group as a natural activity.[15] Ming defined an oral presentation as typically and partly spoken, partly visual form of communication", and it is normally limited in time and occurs in organizational settings.[16] Additionally, Levin and Topping opined that, oral presentation is planned and practiced speech that presentation given by a presenter (sometimes more than one) to an audience of two or more people. Every presentation is made up of material: content, subject matter, information, know-how, argument, conclusions, a 'message'. In presentation may be augmented by visual aiids, handouts, documents containing text or pictures or both, which are given to the

` [14] Mandel, *Effective Presentation Skills*,USA: A Fifty Minute, 2000, p. 8

[15] Baker, *Improve your Communication Skill*. Kogan Page, 2000, p. 115

[16] Ming, *Developing Oral Presentation Skill in ELT Classroom,* CELEA Journal (Bimonthly),Vol. 28,(2), p.118

audience.[17] It can be concluded that, oral presentation is practiced, planned and organized of formal speech which contains some materials given by presenter to the audience and it may be augmented by visual aids, handouts, or some documents.

Oral Presentation offers the opportunities for developing skills and knowledge together.[18] Oral presentations help facilitate the decision-making process for students. Al-Issa stated that, When giving the students the freedom to choose a topic to present they are indirectly asked to take initiative and make decisions.[19] Moreover through oral presentation it could be developed by student for their knowledge, to make the information simply, clearly, and easy to be understood by the audience. Also, in oral presentation student would be trained for their thought to be fast to think in spontaneity condition.

Siddons points out the three essential ingredient of presentation, there are: Audience, Presenter and Presentation. Each of these three ingredients is vital to a successful presentation like a three legged stool, when all the legs are there it is stable, but remove or shorten one of them and the whole thing collapses. [20] No matter how well constructed the presentation is, if it is badly delivered it will fail, no matter how well delivered the presentation is, if it does not make sense then it will fail. Most importantly of all, even if the presentation is perfect and the presenter inspired and

[17] Levin, P. & Topping, G, *Perfect presentations. Berkshire, England: Open University Press*, 2006, p. 4
[18] Emden and Backer, *Op.Cit,* p.
[19] Ali isa, *Taking the Floor: Oral Presentations in EFL Classrooms*, TESOL Journal: ResearchGate, 2010, p. 229
[20] Siddons, *The Complete Presentation Skills,* handbook First published in Great Britain and the United States by Kogan Page. London and Philadelphia, 2008 p. 1-2

charismatic, if the audience is not interested or engaged, then the presentation will certainly fail. In sum, the three essential ingrediens are to be considered by students in every performance in giving an oral presentation.

Oral presentations are ideal tools for introducing students to advanced and sophisticated technology, training, and encouraging them to use it to bring change into the classroom which breaks monotony and adds new flavor.[21] Oral presentation will increase the knowledge and the capability of the student in using technology as the equipment in English learning. Oral presentations can be delivered in different ways: individually, in pairs, or in groups of students. El-Issa and Redha posits that oral presentation divide into three types: controlled, guided, and free.[22] This depends on a number of factors such as the choice of the topic, the time allocated to the presentation, grammar, vocabulary, method of presentation, and learners' proficiency levels.

In this research, oral presentation is activity of students in the classroom, where the the students present some materials based on the topic to the audience and lecturer. The participant might choose the title or the teachers give it to them. Also, it was presented by the managing of time when do the presentation, guidances like handout, note, or visual aids (slide of power point). Free presentation as a type on this presentation caused the level of the students in eight semester. They obliged to

[21] *Ibid.,* p. 231
[22] Al-Issa, & Redha, A, Taking the Floor: Oral Presentations in EFL Classroom. TESOL Journal, 2010, p. 232

present with the good vocabulary, appropriate pronunciation, good communication skills, and good method in presenting.

B. Effective Oral Presentation

Effective presentations achieve their objectives and usually bring some benefit and learning to all the people involved in them, whether presenters, audience or tutors. They will also earn good marks if they are assessed. Chivers and Shoolbred stated that, presentations need to be interesting and useful to the learning situation but they can also be enjoyable, even memorable.[23] To gain effectiveness in an oral presentation Chivers and Shoolbred have choosen the characteristics of effective presentation. Good preparation and planning are essential for successful presentations. The quality of your presentation usually reflects the amount of preparation you have done. In order to prepare and delivering the presentation, there are some parts which are important to make it effective, there are :

1. Good time management

Chivers stated that, time management is important for preparing and delivering good presentations yet it is often a source of stress for students.[24] Preparation and planning are significance parts in doing anything. In this case, oral presentation is need to be organized by someone who wants make the oral presentation, preparation is closed with time, how the students can organize their

[23] Chivers and Shoolberd, *Op.Cit.,* p. 20
[24] *Ibid.,* p. 21

time for dig up their thought in understanding the topic, developing the topic, simplify the materials, make the material is interested for the audiences, allocating time in delivering the presentation, so that the presentation will be delivered successfully.

2. Clear Structure

A clear structure usually helps the audience to gain a quick understanding of the content of the presentation. Provide a clear outline or overview of the presentation so that they understand the progression of the topic. Creating this list or a mind map will be easier in giving connection between one point to the next point.

Rajoo states that, during the process of oral presentation they should write down some ideas first and then build a presentation around the selected points. It means that, if the students want to deliver the material should give the key points are dicided the starting of the point, middle, and the end of the material. Moreover, it will be helped the students in reinforcing the the central idea and conclude their oral presentation effectively.

3. Relevant and Interesting Content

For many subject areas there is usually much more content than can be delivered within the time allocated for the presentation. You will need to set your chosen content within the context of the module studied and make sure that it is relevant, accurate and interesting to the audience. Deciding the key points of the material are become the main of the discussion. You can also use examples to

explain how they improved their own understanding to the topic. Remember, if you found examples helped your own understanding, this will probably be the same for your audience. Hence, the presenter sholud focus to the relevance of the material by giving some examples or picture that will help them to deliver the material understandable. But, make sure that by giving an example when do an oral presentation the audience easier to catch the point from the material. Also, by giving relevant content and the example, the audience will be interested in.

4. **Good communication skill.**

For communication to be effective, the content needs to be clearly understood, meaningful and interesting to the audience. Chivers stated that, There are many influences on how well we communicate and on how well we are understood by our audience. There are three types of communication, Verbal Communication, Visual communication, and Non Verbal Communication. Verbal communication is the use of sounds and words to express yourself. It is mean that verbal communication is the activity to express the massage to others orally. The presenter needs to use the appropriate vocabulary base on the audiences' proficiency level. Clear in speaking is also to be considered by the presenter, think about the pace of speak, fluency, and how to produce sound with the appropriate pronunciation so that there is no missing in communication. Beside them, sound of you will probably make the content interesting.

In presenting, not only in spoken, but someone can use the visual communication for support their communication to the audience. Using visuals

can be a very powerful tool to enhance the impact of the presentation, and help to communicate ideas. Anderson as cited by Mohamed Kamel defined visuals as anything that can be seen and help listeners to follow, pay attention and interest to the oral presentation.[25] There are many types of visual aids; these include whiteboard, flip charts, tables, overhead projector (OHP), PowerPoint, diagrams, videos, etc. So that, in giving oral presentation the presenter should use some visual aids for supporting their performance, because in using visual aids it could be saved the time, if the amount of time is short. Using visual aid will make the audience interested. In addition, visuals are appealing in classes of different learning styles where the interest is to bring a variety in the learning process.

In addition, non verbal communication, the person who wants deliver their massage to express their feeling or for communicate with body language. how the position that you comfort in doing oral presentation, whether you sit or stand, you should try to convey some control and authority for your performance. In doing oral presentation also you should notice about the movement in presenting your material, your facial expression, and as much as possible how you could be connected to the audience with your eye contact.

5. Suitable audience participation

In oral presentation you should know your audience, and also think about relevant and interesting your presentation will be. Not knowing your audience is

[25] Anderson in Mohamed Kamel and Youcef Theses, *The Impact of Oral Presentations on Developing EFL Students' Communicative Competence: Case of Second Year LMD Students* at the University of Tlemcen, 2016, p.11

lethal.[26] Some will be expected to involve the audience in activities or discussion at certain times within the presentation. In most situations, it is important for the presenter to remain in control of the presentation and this includes managing the interactions with members of the audience. Make it clear at the start of the presentation how you expect them to participate by explaining how and when you want to take questions. There are several approaches to consider, for example, you could suggest that they can ask for further explanation if they do not understand a point you are covering but they must leave their general questions to the end of the presentation. This helps to set the ground rules and maintains a feeling of control for the presenters.

C. The Factors of Difficulties in Oral Presentation

According to Nowreyah A. Al-Nouh, Muneera M. Abdul-Kareem & Hanan A. Taqi have classified the factors of students difficulties in oral presentation into three categories. They are Personal Traits, Presentation Skills, and Audience & Instructor.[27] Similarly, it was supported by Fazliza and Shazlin stated that, the factors which affect the difficulties in oral presentation has divided into three perspective: learners' personal traits, presentation skills, and audience and lecturer.[28]

1. Students' Personal Traits

[26] Siddons, *The Complete Presentation Skills Handbook,* Kogan Page Limited: United States, p. 20

[27] Al – Nouh, Abdul Kareem, and Taqi, International Journal of Higher Education "*EFL College Students' Perceptions of Difficulties in Oral Presenatation as a Form of Assessment at Kuwait University*", Vol. 4, No.1, p. 138

[28] Fazliza, and Shazlin, Journal Of Contemporarysocial Science Researc" *English As A Second Language (Esl) Learners' Perceptions Of The Difficulties In Oral Commentary Assessment"*at Universiti Teknologi Mara (UiTM) Kelantan, Vol. 1, No.1, 2016, p. 4

Personality traits are typically defined as descriptions of people in terms of relatively stable patterns of behavior, thoughts, and emotions.[29]According to Joughin, this particular personal trait of a presenter may have the potential to affect student's ability to perform.[30] According two studies that conducted by Al-Nouh et al, and Fazliza & Shazlin, in personal traits divided into two parts.

a. Anxiety

Horwitz as cited in Ahmed Maher defined that, anxiety is a feeling of tension, afraid and anxious that associated with the situation of learning a foreign language. Further Nascente writes that, among other affective variables, anxiety stands out as one of the main blocking factors for effective language learning.[31] Additionally, Elliot and Chong as cited in Nouh posited that students' personal trait in giving oral presentation were because of their feeling anxiety during oral presentation.[32] Chuang showed the factor of anxiety that, undergraduate students felt anxious even if prepared in advance, felt their peers spoke better English than they did, felt uncomfortable and shy when they had to speak in front of others, and were afraid that the teacher would pay attention to their English mistakes.[33]

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[29] McCrae & Costa in Laura Parks-Leduc , Gilad Feldman, and Anat Bardi, Personality Traits and Personal Values: A Meta-Analysis, Personality and Social Psychology Review, 2015, p. 3

[30] Joughin as cited in Fazliza and Shazlin, Journal Of Contemporarysocial Science Researc" *English As A Second Language (Esl) Learners' Perceptions Of The Difficulties In Oral Commentary Assessment"*at Universiti Teknologi Mara (UiTM) Kelantan, Vol. 1, No.1, 2016 p.4

[31] Ahmed Maher, *Problems and Difficulties of Speaking That Encounter English Language Students at Al Quds Open University*, International Journal of Humanities and Social Science Invention, Vol. 5, No.12, p. 102

[32] Al – Nouh, Abdul Kareem, and Taqi International Journal of Higher Education "*EFL College Students' Perceptions of Difficulties in Oral Presenatation as a Form of Assessment at Kuwait University*" Vol. 4, No.1, p. 138

[33] *Ibid. 138*

It can be concluded that, feeling anxiety is feeling tension, afraid, and anxious that associated in language learning which is a barrier of language learning, especially in oral presentation which caused by they felt their peers better in English speaking than they did, were afraid that the teacher would pay attention to their English mistakes, felt uncomfortable and shy when they have to speak in front of others.

b. Lack Confidence

Confident is someone's feeling of trusting and believing in his/her abilities to do things in successful way. Self-confidence is a major issue in the field of learning a foreign language. Successful students often have the quality of high self-confidence. Kakepoto as cited in Djehiche Kanza said that, Confidence is an essential aspect of any good presentation. It provides impetus to speakers to communicate his or her ideas effectively.[34] Chen as cited in Al-Nakhalah stated the main cause of students' confidence is their low ability in speaking English. Beside, Brown stated that, the other cause of students' lack of confidence also deals with the lack of encouragement from the teacher.[35]

Hence, This suggests that encouragement becomes a vital thing in order to build the students' confidence. The students expressed their need for more presentations opportunities, and ample time to practice and revise the

[34] Djehiche Kanza , The Importance of Self-confidence in Enhancing Students' Speaking Skill, MohAMEd khidER UnivERSity oF BiSkRA, 2016, p. 24-25

[35] Ahmed Maher, *Problems and Difficulties of Speaking That Encounter English Language Students at Al Quds Open University*, International Journal of Humanities and Social Science Invention, Vol. 5, No.12, p. 103

information in and outside class. Many students believed that the instructor is responsible to divide speaking chances between students, so weak students will be encouraged to participate and use the language more frequently.

This is echoed by Salwa and Hanan research which advocates that self-confidence plays important part in oral presentation skills. The lack of confidence appears to be an expected outcome of the lack of practice and experience in presentations.[36] It means that, the students were rarely do practice before they do an oral presentation. So that, they felt low confidence on their performance. Also, the students lack the opportunity to do an oral presentation that caused they could not perform maximal. Thus, the caused of lack confidence in students' oral presentation were they have low ability in speaking, lack of encouragement from the instructor, lack of practice and also lack of experience in oral presentation.

2. Presentation Skills

Nouh claimed that lack of the presentation skill was believed to be the second most important factor that causes difficulty in oral presentation. The following discussion will give some factors of difficulties that commonly arose in presentation skills based on several studies.

a. Topic

[36] Fazliza and Shazlin, *Op.Cit.*, p. 5

The first students' difficulties is about the topic. According to Rivers in Tuan Mai stated that, the difficulty of the students in presentation comes from the topic.[37] The students got the difficult topic or unfamiliar topic. The students confused because they did not know enough about the topic. They could not understanding the material well, so that the students feel blurred and also afraid that the points were not true. Furthermore, Leichsenring claimed that, students inability to choose their own topics, the students difficult to find suitable topic based on their capability.[38] Means that, the students choosed the topic that they were difficult to understand. So that the students will give poor presentation with the lack knowledge of the topic. Also, it will give the misunderstanding or incorrect points of the topic.

b. Grammar and Vocabulary

Moreover, Francis Xavier reported that, the students difficulties in presentation is to use the good vocabulary and also correct grammar when they speak. Absolutely, in English major the students should know the high level of vocabulary and good grammar in English. Francis Xavier posited that the lack vocabulary and lack knowledge of grammatical sentence are the cause of students difficult in oral presentation.[39] According to Xavier, the mistake in pronouncing the word is the difficulty that students could not use

[37] Rivers in Tuan and Mai Asian Journal of Education Research "Factors Affecting Students' Speaking Performance At Le Thanh Hien High School" Vol. 3 No.2, 2015, p. 10

[38] Francis Xavier, Op.Cit., p. 45

[39] Xavier, p.45

good vocabulary. The students were difficult to produce and using the varieties word when they speak.

c. Visual Aids

Anderson defined visuals as anything that can be seen and help listeners to follow, pay attention and interest to the oral presentation. There are many types of visual aids; these include whiteboard, flip charts, tables,overhead projector (OHP), PowerPoint, diagrams, videos, etc.[40] Students still face the difficulties in using Visual aids, such as Power point. According to Mandel students difficult in organizing the appearance of slide in power point. The biggest problem in technical presentation is overuse slides.[41] Supported by Chivers and Shoolbred that information is overload in slide. It was also caused by using the too many style of fonts, students could not use the appropriate images that can not be seen from distance.

d. Time Management

Likewise, a study which was done by Tuan and Mai as cited in Bram Sivadjati Theses defined that, the student problem is about management of time in presentation.[42] According to Chivers claimed time management is important for preparing and delivering good presentations yet it is often a

[40] Kamel and Youcef, on thesis "*The Impact of Oral Presentations on Developing EFL Students' Communicative Competence: Case of Second Year LMD Students at the University of Tlemcen", p.11*

[41] Mandel

[42] Tuan and Mai in Bram Sivadjati *Theses "Strategies In Facing Difficulties In Oral Presentation: A Case Study At Satya Wacana Christian University Salatiga*, 2016, p. 7

source of stress for students.[43] It means that the students should have to organize the time before they turn, and organize the time effectively when the presentation takes place. According to Chivers, but in some situations students may have just a few days to prepare for the presentation. Time will probably be needed for reading to increase your understanding of the topic, to be able to present, explain or teach that content to someone else in the audience needs even deeper levels of understanding and this will probably use quite a large amount of your preparation time. So, the students will be pressured by the time, and it will make the students not maximal in their presentation.

Chiver also stated that, the use of time during the presentation has relation with the content.[44] Thus, if the content was much, so it will become the problem if the students can not organize the content well. Moreover, the pace of speaking when presentation become problem for the audience. According to chivers, faster pace that may leave the audience feeling overwhelmed and confused. Hence, the difficulties are students just have a few days to prepare, so that they could not take the ample time for the preparing before their turn, they can not simplify the content that was too much, and also faster pace of speaking. So that, the presentation will not be delivered nicely with poor time management.

3. Audience and Lecturer

[43] Chivers and Shoolbred, Op.Cit., p. 21
[44] Chiver, *Op.Cit., 25*

In every oral presentation activity in the classroom involved the audience and lecturer. According to Wolfe, fear of facing the audience and the instructor or lecturer as the worst fear of all in oral presentations.[45] Khoury in Bram Sivadjati argued that, keeping the audience to be interested to your presentation is the difficulty that commonly found on presentation.[46] The students afraid to give eyes contact to the audience because it made anxiety of the students appeared. The atmosphere of room will affect the presenter when they see the crowd that include the audience and the lecturer. Lee and Abu Al –Enein pointed out that the students were incapability to contact their professor's eyes and their classmates' reaction, which caused them to panic and forget the material.[47] So that, there was no non verbal communication between presenter and audiences.

Furthermore, the difficulties that oftenly faced by students are the students difficult to answer the hard question from audience and critics from the lecturer. According to Radzuan and Kaur claimed that students were seen to fear the difficult questions, criticism, and interruption of their presentation.[48] In sum, from the Audience and Lecturer factor, students difficult to give good eye contact with the audience and the lecturer, the students fear to get the difficult question, and critics from the lecturer.

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[45] Wolfe as cited in Nouh, p. 139

[46] Khoury in Bram Sivadjati *Theses "Strategies In Facing Difficulties In Oral Presentation: A Case Study At Satya Wacana Christian University Salatiga,* 2016, p. 7

[47] Abu Al –Enein, in theses *"Difficulties Encountering English Majors in Giving Academic Oral Presentations during Class at Al-Aqsa University"* 2011, p.106

[48] Radzuan and Kaur, *Technical oral presentations in English: Qualitative analysis of Malaysian engineering undergraduates' sources of anxiety*: International Conference on Education and Educational Psychology, Procedia - Social and Behavioral Sciences 29, 2011, p. 1436 – 1445

D. Overcoming the Difficulties in Oral Presentation

The difficulties that often arise in oral presentations make students unable to maximize their performance, so there must to find out the ways in dealing with the difficulties. In this case, several studies have discussed about the ways or strategies of students in dealing with difficulties in oral presentations.

1. Personal Traits

a) Anxiety

Steve Mandel gave some tips in overcoming the problem in oral presentation, some strategies in facing anxiety problems while speaking in front of public. He said that, making good eye contact with the audience, because will help you to connect with your audience, make you relax and become less isolated from the audience,and will react their interest in you.[49]

According to Mandel, he stated that breathing exercise is effective strategy in dealing with the nervousness because when the students controlled their breathing they became more relaxed. Inhale deeply a number of times regularly. It will give you to release your tension before you do an oral presentation. Furthermore, Mandel suggested that movement when we do an oral presentation also the way in overcoming anxiety. You can move places when making a presentation, taking into account the right position, you should be able to take a few steps either side to side of audiences so that your position can become a focus object when it takes place.

[49] Mandel, *Op.Cit.*, p.10

In sum, to overcome the anxiety of students in oral presentation, they can make good eye contact with the audience, breathing exercise regularly, and also body movements during oral presentation.

b) Lack Confidence

Ye Htwe as cited in Ahmed Maher shared the strategy to build students' confidence. He said that maximizing students' exposure to English is a good way to build the students' confidence.[50] It aims to know the ability of the students in using English language, and also to behave the in speaking English, so that the students will be confident.

Additionally, Mandel claimed that practice also develop the confidence in doing oral presentation. But, in this practice many speakers rehearse just with their lips. Instead, they should practice standing up, as if the audiences were in front of you and practice with the equiments or visual aids. At least, two rehearsals that should do in practicing presentation, so that the lack of confidence will be decreased by the presenter.[51]

Therefore, for helping the students in low confidence when doing an oral presentation, they may practice more with the equipments of presentation, and also try to exposure their english to build the confidence as much as possible.

2. Presentation Skill

[50] Ahmed Maher, Problems and Difficulties of Speaking That Encounter English Language Students at Al Quds Open University: International Journal of Humanities and Social Science Invention, Vol.5 No.12 , 2016, p.103

[51] Mandel, *Op.Cit.*, p. 120

a) Topic

Presentation skilss become the second most difficulties that commonly faced by students in oral presentation. The students should be mastered the topic of the presentation that they will deliver to the audiences. Topic is one of the difficulties that oftenly faced in presentation, so that, it needs the way to overcome this problem. According to Francis Xavier, read widely and surf the internet will help the students to get a variety of ideas. The information can be gathered from a variety of sources such as books, journals, magazines, databases, Web sites, etc. Students should fully utilise the university library which is packed with full of research and reference tools. Surfing the internet gives access to a multitude of information, complete with pictures and graphics which the students can select and use to enhance their oral presentations.[52]

According to Chivers and Shoolbred stated that, in getting the information you may also search the PowerPoint presentations for getting the background information. Hence, the presenter could find the keyword or the content that they should choose or deliver from the material, but beware of plagiarism. Further, Chivers suggested that learn with your friends will help you to dig up the understanding of materials.[53] It means that you can share the ideas or you take the suggestion and advice from your friend. So that you can get many ideas and information from them.

[52] Francis Xavier, *Op.Cit,* p. 47
[53] Chivers and Schoolbred, *Op.Cit.*, p. 89

In all, it can be concluded that, the difficulties on the topic of oral presentation is commonly problem of the students in oral presentation. To handle this, the students can search their material from many sources, learn with your friends to help you in understanding the material.

b) Grammar and Vocabulary

Vocabulary and using good grammar are also the difficulties or the problems that students commonly faced in oral presentation. To overcome this problems, Xavier stated that in oral presentation is important to pay particular attention to the use appropriate vocabulary, correct grammar, and good sentence grammar. When the students want to present the material, make sure that they use the vocabularies that understandable to the audiences, so that there is no misunderstood in delivering meaning of content. Also, if the students choose the appropriate vocabularies and varieties type of tenses in delivering material that easy to say and understandable.

According to Oxford and O'Malley & Chamot in Ali Gurata theses posited that, the most strategies in overcoming the problem of grammar are preview the grammar subjects that will be covered before coming to class, study grammar with a friend or a relative, try to practice a new grammar structure in speaking or writing, encourage myself to speak English even when I am afraid of making a grammar mistake, using target language reference materials (i.e. dictionaries, textbooks,etc.)

In speaking exactly needs the understanding of grammar. But in this case, in oral presentation the students could not use the good grammar pattern. On the other hand, some strategies offered from experts to solve this difficulty, the students may learn with their friends in writing and also speaking to encourage them in using the grammar. Using grammar book and other refference to know more the good grammar is.

c) Visual Aids

Visual aids is also become one of factors of students' difficulties in oral presentation. Thus the students should find the way for overcoming this problem. Chivers and Shoolbred gave some tips to overcome these difficulties in using power point especially, there are using type effectively with use conventional typeface such as Times New Rowman or Arial. Also, Think about the appropriate typesize, make sure it can be seen from the back of the room, minimum size is 26 point. Mixing the contrast between one color to the other colors, do not use the color that make the audiences difficult to see.[54]

According to Chivers and Shoolbred stated that, in getting the information you may also search the PowerPoint presentations for getting the background information. go to your favourite search engine and use the advanced search function to enter PowerPoint tutorial and domain ac.uk which will get you a list of UK academic PowerPoint tutorials. [55] The presenter may

[54] Chivers and Scoolbred, *Op.Cit.,* p. 125
[55] *Ibid., p. 128*

search a lot of examples and information in making good slide in presentation on the internet. After that the student can adopt some interested slide or presentation model. Sometimes, the material that want to search is available in form of presentation. The students could find the keyword or the content that they should choose or deliver from the material, but beware of plagiarism.

d) Time Management

Time management is important for preparing and delivering good presentations yet it is often a source of stress for students. For your presentation, good time management is important in two quite different ways: in the planning and preparation stages and time allocated for delivering the presentation. According to Chivers, in planning and preparation stage of time management students should:

- Listing all of the tasks that need to be completed before the date of the presentation
- Placing these tasks in an order of priority
- Allocating the time needed to complete each of these tasks
- Checking your progress regularly
- Reallocating the remaining time to make sure that you complete all of the tasks

Moreover, in time allocated for delivering the presentation, most presentations usually better to deliver less content at a reasonable pace, than too much content at a faster pace that may leave the audience feeling overwhelmed and confused.[56] The content should be organized well with the appropriate

[56] Chivers and Scoolbred, *Op.Cit.*, p. 22

point, and also delivering with the reasonable pace of speaking in presentation. Hence, the oral presentation will be explained effectively with approprite space of time.

E. Audience and Lecturer

The difficulties that come from the audience and lecturer is the difficult question. According to the Mandel, if the question you receive is lengthy or complex, restate it for clarification. Clarifying can also give you more time to consider your answer. Maintain your style and demeanor in answering the question, it means you are confident with your answer. Keep answer the question to the point, do not belabor an issue or chit chat. If can not answer the question, simple say "I don't know the answer but I will find out and get back to you". [57]

Facing the audience and lecturer need some strategies. Most of the students feel uncomfortable when the difficult question came from the audience and also the lecturer. On the other hand, the students may use several strategies offered in answering the question in presentation. The presenter can take ample time to preparing your answer to the questioner. Keep your confident in answering the question. Answering the question right on point no chit chat anymore. So that, it will help you to face the audience and also the lecturer when they give some questions.

F. Review of Related Finding

There were some researches about oral presentation. Ayman Hassan Abu El Enein on his study aimed to clarify the difficulties encountering English majors at Al

[57] Mandel, *Op.Cit.*, p.83

Aqsa University of Gaza while giving academic oral presentations. The research used qualitative approach. To achieve the aim of the study, the researcher applied two tools, a questionnaire and an interview card. Through the interview card, the researcher elicited difficulties from forty seven English majors throughout using main criteria of academic oral presentations. The sample of the study consisted of one hundred and fifty four junior and senior English major students forming (40%) of the population of the study. These subjects were randomly selected to participate in the study. According to the questionnaire, the following results were reached: More than 58% of the students were in consensus that " Speakers don't act cheerfully and smile when speaking", " Presenter is unable to use tools such LCD and power point effectively", " Speakers don't keep eye-contact with audience", "Speakers don't stick to the objectives of the speech " and " Speakers don't use appropriate transitional words and clear signals " were serious difficulties encountering English majors in giving academic oral presentation. In light of the interview card, these findings were found: " purpose statement of the presentation isn't explicit", " there isn't a good choice of the topic", " objectives aren't clear", " there isn't a good connection of ideas", "there aren't well structured and clear conclusions" and "the presenter doesn't use suitable gestures to keep audience's attention" were major difficulties encountering students in giving academic oral presentations through the main criteria of academic oral presentation of the interview card.

Next previous research was conducted by Bram Sivadjati with title of theses *"Strategies In Facing Difficulties In Oral Presentation"*. This research focuses in the

students' the difficulties and strategies to overcome the difficulties in oral presentation. The researcher was used qualitative method by using interview in revealing the student's startegies. The participants of this study are 5 students of English Language Education major. The result of this study showed that the participants have difficulties, for instance: grammatical problems, having problem in understanding the topic and organizing the idea, difficulties in the audience's interest, speaking speed, memorizing problem, anxiety, teacher expectation, and time problem. Additionally, anxiety became the biggest fear when doing an oral presentation. As for the strategies to overcome those problems, the participants proposed; studying more about the grammar, looking for the information in the internet, mastering the topic, be entertaining, adjusting the speed in speaking, practicing, taking a deep breath, not looking straight to the audiences eyes, changing your mindset and calculating the time.

Last research was clarified by Fancis Xavier entitled *"Facilatating the Development of Students' Oral Presentation Skills".* On his research, researcher defined several difficulties of students in oral presentation, in many classroom situations, it has been observed that most students are not able to deliver effective oral presentations, even though they may have done through preparations in written form. It is common to find most students getting the jitters, which get even worse especially if oral presentations are part of their coursework. Even though these students undergo courses that are specially designed to develop the strategies and skills which are considered necessary for effective oral presentations, many of them are still not able

to deliver effective speeches. In this paper, some of the problems faced by the students have been elicited and some solutions are suggested in order to assist them to deliver better oral presentations.

In this research, the researcher will investigate the difficulties that commonly faced in oral presentation. The population in this research are the eight semester students in English Tadris Program at IAIN Curup. Furthermore, the students will be asked by the researcher about the factors of difficulties in oral presentation and also how the way they can overcome their difficulties in oral presentation by the interview. The data taken from the interview. This study used mixed method approach.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses things related to the way this study is conducted. Research design, data collection methods which consist of population, sample and setting, research instruments, procedure of collecting the data, and data analysis and interpretation are explained in this chapter.

A. Research Method

In conducting this research, the researcher applied mixed method in which two types of data used to answer the research questions. According to Jack Fraenkel et al, mixed method is the method involves the use of both quantitative and qualitative methods in a single study.[58] Cresswell and Clark stated that, mixed method research is combination of quantitative approach which data is usually numeric and qualitative approach which data is usually in a form a text that are collected either concurrently or sequentially to best understand research problems. The numerical information (quantitative data) can be obtained through traditional surveys and the text information (qualitative data) can be obtained from interview and observation.[59] In this study, the quantitative data obtained from questionnaire and qualitative data gained from interview.

[58] Fraenkel, Wallen, and Hyun, *"How to Design and Evaluate Research in Education",* New York: MC GRAW HILL, 2012, p. 555

[59] Cresswell, J. W. & Plano Clark, Designing and Conducting Mixed Method Research, London: Sage Publication, 2011, p. 534

Mixed method research is used when the researcher aims at confirming and explaining, verifying and generating theory in one single study.[60] This combination of methods was chosen because the researcher wanted to find out how many students had difficulties in oral presentation based on the factors oral presentation in quantitative data by using a questionnaire as an instrument in data collection. Then after knowing the difficulty factors experienced by students, the researcher will continue this research to answer the second research question, namely how students overcome difficulties in oral presentation. It will be clarified and deepened by a qualitative method that uses interview as an instrument for data retrieval.

Researcher conducted a quantitative study, and required additional information to flesh out the results. This is the purpose behind the explanatory design. In this design, the researcher first carries out a quantitative method and then uses a qualitative method to follow up and refine the quantitative findings. The two types of data are analyzed separately, with the results of the qualitative analysis used by the researcher to expand upon the results of the quantitative study.[61] It means that, in this study the researcher used explanatory design in types of mixed method. The researcher conducted the study first by quantitative method, and continued with qualitative method for being the research deeper. Researcher was designed to find out the difficulties and the way of overcoming

[60] *Ibid. p. 544*
[61] Fraenkel, *Op.Cit.,*, p. 556

difficulties faced by students in oral presentation in eight semester students at IAIN Curup.

B. Subject of The Research

The subject of this research were the eight semester students of English Major at IAIN Curup. To conduct this study, the researcher used total sampling and purpossive sampling. In total sampling, the researcher have given the questionnaire to all of students in eight semester for knowing the factors of difficulties in oral presentation statistically. Than, the researcher take back and count the result of questionnaire to find out the students who got the highest and lowest difficulties in oral presentation based on scoring of questionnaire. Score 23 to 41,4 is Very low Difficulty, 41,5 to 59,8 is Low Difficulty, 59,9 to 78,2 is Fair Difficulty, 78,3 to 96,6 is High Dificulty, 96,7 to 115 is Very High Difficulty.

Hence, after knowing the score of the questionnaire, the researcher choosed 5 five students who got lowest difficulty score from the survey of questionnaire as the subject of the research to get more clarification about their factors of difficulties and also how they could overcome the factors of difficulties in oral presentation.

C. Data Collecting Technique

The technique of collecting data is one of steps on the research. There was the technique of collecting data in this research:

1. Questionnaire

In obtaining the data, the researcher used one technique of data collection. The questionnaire was the technique data collection on this the research. According to Sugiyono, questionnaire is the technique in getting information through a set of questions were given by the researcher and to be answered by the respondents without any intervention from the researcher.[62]

In this research the form of questionnaire is close ended questionnaire. In close ended questionnaire the participants only answer the question by giving checklist in the provided answer. The researcher used close ended questions to answer first research question, because close ended question are often good for surveys, because it gets higher response rates when the participants do not have to type so much. Also, can easily to analyzed statistically which is what the researcher want to do with survey data. Moreover, Dawson mentioned some advantages in using close-ended questionnaire :

a. Tend to be quicker to administer
b. Often easier and quicker for the researcher to record responses
c. Tend to be easy to code
d. Respondents can only answer in predefines way
e. New issue can not be raised
f. It is quick and easy for respondents to tick boxes, might be more likely to answer all the questions[63]

[62] Sugiyono, *Op.Cit.,* p. 142

[63] Cathrine Dawson, *Practical Research Method,* United Kingdom: Deer Park Production, 2002, p. 31

In this study, the researcher want to investigate about the frequency of students difficulties factors in oral presenatation. Hence, the researcher used Likert-Scale of questionnaire in getting the data needed, namely :

a. 5 = Always
b. 4 = Often
c. 3 = Sometimes
d. 2 = Rarely
e. 1 = Never [64]

2. Interview

Interview is a meeting of two people to exchange the information and idea through question and responses, resulting in communication and joining construction of meaning about particular topic.[65] Interview is a research tool to gather data in which the interviews are given space to discuss and express their opinions on particular issue. Moreover, interview also provides the interviewer more opportunity to dig the information broader and deeper.[66] Moreover, Stainback stated that interviewing provide the researcher to gain the deeper understanding of how the participants interpret a situation or phenomenon.[67] Sugiyono opined that interview can be done by face to face or by phone.[68]

Interview used in this research was semi-structured interview. Gay further explained that semi-structured interview is to take advantage of

[64] Sugiyono, *Op.Cit*, p. 93
[65] Bambang Setiyadi, Metode Penelitian Untuk Pengajaran Bahasa Asing (Pendekatan Kuatitatif dan Kualitatif), Yogyakarta: Graha Ilmu, 2006, p.231
[66] Cohen, Manion, & Marrison, *Research Method in Education*, New York: Routledge, 2007, p. 349
[67] *Ibid.*, p. 318
[68] Sugiyono, *Metode Penelitian Pendidikan*, Bandung: Alfabeta, 2015, p. 194

strengths of interviews.[69] In addition, Dawson said that in semi-structured interview the participants is free to talk about what she or he deems important, with little influence direction from researcher. On this study the researcher used interview to obtain further information about difficulties factors and also how the students can overcome their difficulties factor in oral presentation.

E. Instrument of The Research

Instrument is a tool or facility that is used on the research to collect the data.[70] It means that instrument is the equipments in the research that helped researcher to collect the data needed. The using of research instrument lead the researcher in gathering the information related to this research. To obtain the data, the researcher instrument are :

1. Questionnaire

The questionnaire in this research made by the theory of factors of difficulties in oral presentation from Nowreyah A. Al-Nouh, Muneera M. Abdul-Kareem & Hanan A. Taqi have classified the factors of students difficulties in oral presentation into three categories. They are Personal Traits, Presentation Skills, and Audience & Instructor.

The questionnaire of this research consist of some statement about factors of difficulties faced by students in oral presentation. It can be seen in the table below:

[69] Dawson, Practical Research Method, Wiltshire: Cromwell Press, 2002, p. 14
[70] Arikunto, *Prosedur Penelitian*, Jakarta: Rineka cipta, 2002 p. 136

Table. 3.1

Blueprint of Questionnaire

Category	Indicator	Sub Indicator	Statement	Number of Items
Personal Traits	Anxiety	Tension	I feel tension before and during an oral presentation	1
		Afraid	I am afraid that the audience pay attention to my english mistake	7
		Anxious	I feel anxious even if prepared in advanced	3
		Shy	I feel shy and uncomfortable to speak in front of the audience	8
	Lack of Confidence	Low Ability in Speaking	I can not speak English well	5
		Lack of Encouragement	My lecturer did not give me motivation to promote my English	6
		Lack of Practice	I do not practice before presentation	2
		Lack of Experience	I do not know how good an oral presentation is	4
Presentation Skills	Topic	Difficult/unfamiliar Topic	I get unfamiliar topic on my presentation	9
		Choosed Unsuitable topic	I choosed the topic which I do not know enough the content	13
	Vocabulary and Grammar	Lack of Vocabulary	I difficult to produce the varieties word during oral presentation	11
		Lack of grammar knowledge	I speak without think the correct grammar	12

	Visual Aids	Organizing appereance on slide	I difficult to choose and mix the interesting color and image in my slide	10
			I used the font size and font type irregularly	14
		Overuse Slides	I feel difficult to find out the keypoint of the material	15
			I put too much informations in my slide	18
	Time Management	Just a few day in preparing	Because the time is limited, hence I can not master the material as well	17
		Content too much	I difficult to decide what to include and what to leave out from the information	16
		Pace of speaking	I talk too fast	21
Audience and Lecturer	Giving eyes contact	Afraid to give eye contact	I prefer to see my slide than giving eye contact with the audience during presentation	20
	Criticism	Bad Critics	I am fear get the bad critics from the lecturer on my performance	19
	Questions	Hard Questions	I do not have enough preparation to handle some questions	22
			I am afraid the audience give me hard question	23

The valid instrument means the instrument can be used to measure what should be measured. While, the realible instrument means the instrument is stable, in other word, the instrument will collect the same data when used

same time and same object.[71]

To examine the contruct validity, the researcher choosed the one lecturer in speaking as a judgement expert, and then analyze the item with count the correlation between item score and total score of the instrument. The researcher gave questionnaires to fifteen students as the respondents. After the try out of data have been collected, the researcher used Ms. Excel to analyze the data. With the value of the validity of the questionnaire based on the correlation cooeficient "r" table of Pearson Product Moment by the number of respondents fifteen students. (see appendix II)

2. Interview Guidance

In obtaining the data, the researcher used one technique of data collection. Interview guidance was the technique data collection on this the research. According to Sugiyono, the researcher should have guidance in interview activity to direct the question to be asked, in what order and how much additional prompting or probing is permitted.

The researcher designed the interview items based on the indicators which were in blueprint on the main theory of factors difficulties in oral presentation. Interview items have validated by one of the Lecturer of English.

Table. 3.2

Interview Guidance of Difficulties Factors and Overcoming The Factors

[71] Sugiyono, *Op.Cit*, p. 135

No	Category	Indicator	Question
1	Personal Traits	Anxiety	1. Do you Anxiety when do an oral presentation? why ? 2. How the way you overcome it?
		Lack Confidence	3. Are you confident when you do an oral presentation? 4. What makes you fell not confident ? 5. How do you cope it ?
	Presentation Skills	Topic	6. Are you mastering all of the topics on your presentation? 7. What makes you not master the topic? 8. How the way you deal with the topic ?
		Vocabulary	9. Do you think vocabulary is significant thing in oral presentation? why? 10. Dou you have difficulties in vocabulary when do an oral presentation? explain! 11. How do you overcome it?
		Grammar	12. Do you think grammar is important thing in oral presentation? why? 13. Do you have difficulties in grammar when do an oral presentation? explain! 14. How do you overcome it?
		Visual Aids	15. What tools or visual aids do you usually use when you do an oral presentation? 16. Is there any difficulties? Why? 17. How do you deal with?
		Time management	18. Do you think time management is important before and during oral presentation? why? 19. Is there any problem with your time management? Why? 20. How do you solve it?
	Audience and	Eye contact	21. How the way you interact your audience in presentation?

	Lecturer		22. Do you give eye contact to the audience? why? 23. How the way you solve it?
		Question	24. On the presentation, there is question and answer session. 25. Do you get difficult in answer the questions? Why? 26. How do you answer and handle the questions? Explain!

2. Tape Recorder

The researcher used tape recorder to do this interview. Dawson stated that, the advantages of using tape recorder when doing the interview are :

a. It can concentrate on listening to what they say
b. It can be able to maintain eye contact
c. It can have a complete record of interview for analysis, including what is said and interaction between interviewer and interviewee
d. It can help plenty of useful quotation for report. After that, the recorded data were change into written transcript text.

So that, the researcher used the tape recorder because the researcher could replay the students respons when answering the questions, than get the information completely and accurately.

F. Data Analysis Technique

1. Data from Questionnaire

The first, the data used questionnaire and it was analyzed based on 5

value of Likert scale which primarily used to find out the mean of the difficulty factors faced by students in oral presentation. In order to get the mean score, for each statement was multiplied with each value (Always = 5, Often = 4, Sometimes = 3, Rarely = 2, Never = 1).

The formula was described bellow :

$$\boldsymbol{x} = \frac{(\boldsymbol{f\ Ax5})+(\boldsymbol{f\ Ox4})(\boldsymbol{f\ Sx3})(\boldsymbol{f\ Rx2})+(\boldsymbol{f\ Nx1})}{\boldsymbol{N}}$$

Where:
- *f* : Frekuensi
- A : Always
- O : Often
- S : Sometimes
- R : Rarely
- N : Never

In scoring, the researcher counted the number of students given answer in the item based on the questionnaire.

After the each students' score were calculated, then it catagorized to the range score to get the description of interest in each students.

Highest score = 5 **Lowest score = 1**

$$\textbf{Score range} = \frac{\boldsymbol{the\ highest\ score - the\ lowest\ score}}{\textbf{max}\ \boldsymbol{score}}$$

Based on above description it acquired that the lowest score was (1x23)=23, and the highest score was (5x23)=115, thus the interval class was $(\frac{115-23}{5})$ = 18,4 . Eventually, to see each factors students' difficulties levels it consulted to the following criteria table:

Table 3.3

Table Criteria Range Score of Students' Difficulties in Oral Presentation

No	Score Range	Criteria
1	23 – 41,4	Very low Difficulty
2	41,5 – 59,8	Low Difficulty
3	59,9 – 78,2	Fair Difficulty
4	78,3 – 96,6	High Difficulty
5	96,7 – 115	Very High Difficulty

The next step, the researcher accounted the percentage of the each items of questionnaire based on the students answer in questionnaire. It follows the formula :

$$P = \frac{\sum score}{Max\ score}\ x\ 100\%$$

Where:

P : Percentage

∑score : Total score

Max score : Maximum score

After that, it determined the highest percentage score, the formula was:

$$\frac{\textbf{\textit{Total score each item}}}{\textbf{\textit{Maximum score x item of each indicator}}} \textbf{\textit{x}}\ \mathbf{100}\%$$

After knowing the percentage in each indicator, the research want to categorize each category in factors of students' difficulties in Oral Presentation, as formula follow:

$$\frac{\textbf{\textit{Total score each item}}}{\textbf{\textit{Maximum score x item of all indicator on each category}}} \textbf{\textit{x}}\ \mathbf{100}\%$$

After counting the percentage, the researcher determined the interval (distance range) and interpretation of percentage in order to find out the assessment by the method of finding the percentage score interval.

Fistly it determined the highest percentage score, the formula was:

$$\frac{Maximum\ Score}{Maximum\ score}\ x\ 100\%$$

$$\frac{5}{5}\ x\ 100 = 100\%$$

Then it determined the lowest score percentage, the formula was:

$$\frac{Minimum\ score}{Maximum\ score}\ x\ 100\%$$

$$\frac{1}{5}\ x\ 100 = 20\%$$

To know the level of the criteria, the result of mean score that the researcher got was consulted to the criterion table.

Table 3.4

The Category of Difficulties Factors

Percentage	Category
81% – 100%	Very high
61% – 80%	High
41% – 60%	Fair
21% – 40%	Low
0% – 20%	Very low

Source : Riduan 2012[72]

1. Data from Interview

a. Data Managing

Data managing involve creating and organizing the data collected during the study.[73] Data managing is in order to make sure that you have

[72] Riduwan, *Penelitian Untuk Guru-Karyawan dan Peneliti Pemula*, Bandung: ALFABETA, 2012, p. 89

[73] L.R. Gay and Peter Airasian, *Educational Research, (*USA: Clarinda Company), 2000, p. 224

gotten. The main purpose of data managing is first to organize the data and check it for completeness, second is to start the researcher on the process of analyzing and interpreting the data. In this research this step will be used to organized the data form observation and interview based on indicators.

b. Reading/ memoing

It makes a general sense of the information and reflect on its overall meaning. What are the participants response, and some answering from interview. The researcher read all the datas to get general description of the data, hence the researcher know how to arrange those appropriately.

c. Description

In this step, the researcher will describe the data from interview from tape recorder that changed into written transcript text. Then, it can help to do next step in analyzing the data.

d. Classifying

After the researcher describe all of the data in interview, then researcher start to classify each of data in several categories based on the research question and indictors of the theory.

e. Interpreting

The final step in data analysis involves making an interpretation or meaning of the data. These lessons could be the researcher's personal interpretation, couched in understanding. It could be a meaning derived from a comparison of the findings with information gleaned from the literature or

theories.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the result of the research. It consist of the result from the questionnaire and interview about the factors of difficulties in oral presentation. The researcher has gotten some informations concerned which related to the research question.

A. Finding of The Research

In conducting the survey, a questionnaire consisting 23 statements about the factors of difficulties in oral presentation were distributed to 49 students. One of the students did not give back the questionnaire and there was no information about her, so that the researcher analyzed questionnaire from 48 students. The responses of the questionnaire were calculated through statistical computation. The researcher found that, from each students' score of questionnaire almost half of the sample was high difficulty level. (see appendix III)

The table above shows the frequencies and the percentage of Difficulties Factors in Oral presentation. The researcher would show the percentage of each item from close-ended questionnaire. This questionnaire provided five possible responses. The respondents should choose one of five alternative responses for

each item : Always (score 5), Often (4), Sometimes (3), Rarely (2), and Never (1).

On the table the researcher used frequency (F) as a number of students' frequency in choosing the one option. Percentage (%) is the result of data collected from the students' response. To find out the percentage, the researcher used percentage formula. Frequency divided of total numbers of the students, and then multiplied 100%. The formula for positive statements is X= $\big((f\ Ax5) + (f\ Ox4) + (f\ Sx3) + (f\ Rx2) + (f\ Nx1)\big)$, and formula for negative statement is X= $\big((f\ Ax1) + (f\ Ox2) + (f\ Sx3) + (f\ Rx4) + (f\ Nx5)\big)$. Thus the maximum score of the questionnaire is 48*x5=240.* The percentage of each statement was calculated by using the formula $P = \frac{F}{240}\ x\ 100\%$. Furthermore, the researcher divided the table to classification the result of the data based on each category of factors of difficulties in Oral presentation, that were Personal Traits, Presentation Skills and Audience and Lecturer. The percentage of students'or difficulties factors in oral presentation can see in the table bellow:

The finding showed that almost of the factors of difficulties in oral presentation were high categorized. It was indicated that the students difficult to do an oral presentation because some factors of difficulties.

Table 4.1

Category	Indicator	No Items	A/5	O/4	S/3	R/2	N/1	Score	Percentage %	Total
			F	F	F	F	F			
Personal Traits	Anxiety	**1**	8	17	20	3	0	174	67,6%	**64,9%**
		7	2	17	22	7	0	158		
		3	5	15	22	5	1	162		
		8	1	20	16	11	0	155		
	Lack Confidence	**5**	4	17	15	11	1	156	62,2%	
		6	2	6	25	13	2	137		
		2	2	14	25	7	0	155		
		4	2	12	23	11	0	149		
Presentation Skill	Topic	**9**	3	16	21	7	1	157	64,2%	**63,9 %**
		13	3	11	26	6	2	151		
	Vocabulary and Grammar	**11**	3	20	22	2	1	166	66,3%	
		12	3	14	20	10	1	152		
	Visual Aids	**10**	2	11	17	15	3	138	63%	
		14	3	10	24	9	2	147		
		15	3	14	25	4	2	156		
		18	7	14	19	8	0	164		
	Time management	**17**	4	12	25	6	1	156	63,2%	
		16	3	17	19	19	1	157		
		21	1	9	28	7	3	142		
Audience and Lecturer	Eye contact	**20**	3	14	24	6	1	156	65 %	**61,9 %**
	Criticism	**19**	4	9	21	14	0	147	61,3 %	
	Question	**22**	3	10	20	14	1	144	60,6%	
		23	4	12	18	13	1	147		

From the table above, it showed that all of the factors of students' difficulties in high level category. The dominant factors of difficulties came from the personal trait factor, it was 64,9 %. The second dominat was from presentation skill 63,9% and also Audience & Lecturer factor 61,9%.

For the explanation each item of questionnaire survey, it can be seen on the table below, as follow:

1. Factors of Students' Difficulties In Oral Presentation

a. Personal Traits Factor

Table 4.2

Aspect	Indicator	Items Number	A/5		O/4		S/3		R/2		N/1		F Score	Total %
			F	%	F	%	F	%	F	%	F	%		
Personal Traits	Anxiety	**1**	8	16,6 %	17	35,4%	20	41,7%	3	6,3%	0	0	174	73%
		7	2	4,2%	17	35,4%	22	45,8%	7	14,6%	0	0	158	65%
		3	5	10,4 %	15	31,2%	22	45,8%	5	10,4%	1	2,1%	162	68%
		8	1	2,1%	20	14,6%	16	39,6%	11	22,9%	0	0	152	63%
	Lack Confidence	**5**	4	8,3%	17	33,3%	15	33,3%	11	22,9%	1	2,1%	155	65%
		6	2	4,2%	6	12,5%	25	52,1%	13	27,1%	2	4,2%	137	57%
		2	2	4,2%	14	28,2%	25	52,1%	7	14,6%	0	0	155	65%
		4	2	4,2	12	25%	23	47,9%	11	22,9%	0	0	149	62%

Based on the students' answer in personal traits category, the researcher found that the data which explained as below:

1) Anxiety

For the statement number 1 (*I feel tension before and during an oral presentation)*, the students who answer Always are 8 students (12,5%). After that, the students who answer Often are 17 students (31,2%). The students who answer Sometimes are 20 students (50%). And the students who answer Rarely are 3 students (6,3%). The last, who answer Never is nihil. The Percentage (%) was the result of data collected from the students' response. To find out the percentage, the researcher used percentage formula. Frequency devided of total numbers of the students, and then multiplied 100%.

The data showed that the score for the item 1 was X = $\big((f\ 8x5) + (f17x4) + (f\ 20x3) + (f\ 3x2) + (f\ 0x1)\big) = 174$. The percentage is P = $\frac{f}{(\max score)}\ x\ 100\% = \frac{174}{240}\ x\ 100\%$ = 73%. In this statement, the percentage showed that students' *feel tension before and during an oral presentation* on high level of difficulty factor in Oral Presentation.

For the item 2 (*I am afraid that the audience pay attention to my english mistake*) the students who answer Always are 2 students (4,2%). After that, the students who answer Often are 17 students(31,2%). And then, the students who answer Sometimes are 22 students(50%). And the students who answer Rarely are 7 students(14,6%). The last, who answer Never is nihil. The result of percentage in this statement was 65%. The percentage showed that

students' *I am afraid that the audience pay attention to my english mistake*) on high level of difficulty factor in Oral Presentation.

For the item 3 (*I feel anxious even if prepared in advanced*) the students who answer Always are 5 students (10,4%). After that, the students who answer Often are 15 students(31,2%), then the students who answer Sometimes are 22 students(45,8%), the students who answer Rarely are 5 students(10,4%). The last, who answer Never is 1 student (2,1%). The result of percentage in this statement was 68%. The percentage showed that students' *feel anxious even if prepared in advanced* on high level of difficulty factor in Oral Presentation.

For the item 4 (*I feel shy and uncomfortable to speak in front of the audience)* the students who answer Always is 1 student (2,1%). After that, the students who answer Often are 20 students (41,7%). And then, the students who answer Sometimes are 16 students (39,6%). The students who answer Rarely are 11 students(22,9%). The last, who answer Never is nothing. The result of percentage in this statement was 63%. The percentage showed that students' *feel shy and uncomfortable to speak in front of the audience* on high level of difficulty factor in Oral Presentation.

2) Lack Confidence

Based on the table above for the item 5 (*I can not speak English well)* the students who answer Always are 4 students (8,3%). After that, the students who answer Often are 17 students(35,4%). The students who answer Sometimes are 15 students(33,3%). And the students who answer Rarely are 11 students (22,9%). The last, who answer Never is 1 student (2,1%). The Percentage (%) was the result of data collected from the students' response. The Percentage (%) was the result of data collected from the students' response. To find out the percentage, the researcher used percentage formula. Frequency devided of total numbers of the students, and then multiplied 100%.

The data showed that the score for the item 1 was X = $\big((f\ 4x5) + (f17x4) + (f\ 15x3) + (f\ 11x2) + (f\ 1x1)\big) = 158$ .The percentage is P = $\frac{f}{(\max score)}\ x\ 100\% = \frac{158}{240}\ x\ 100\%$ = 66%. The result of percentage in this statement was 66%. The percentage showed that students *can not speak English well* on high level of difficulty factor in Oral Presentation.

For the item 6 (*My lecturer did not give me motivation to promote my English*) the students who answer Always are 2 students (4,2%). After that, the students who answer Often are 6 students (12,5%). And then, the students who answer Sometimes are 25 students (52,1%). And the students who answer Rarely are 13 students (27,1%). The last, who answer Never is 2

students (4,2%). The result of percentage in this statement was 57%. The percentage showed that students' *lecturer did not give me motivation to promote my English* on fair level of difficulty factor in Oral Presentation.

For the item 7 (*I do not practice before presentation*) the students who answer Always are 2 students (4,2%). After that, the students who answer Often are 14 students (28,2%). And then, the students who answer Sometimes are 25 students (52,1%). And the students who answer Rarely are 7 students (14,5%). The last, who answer Never is nihil. The result of percentage in this statement was 65%. The percentage indicated that students *do not practice before presentation* on high level of difficulty factor in Oral Presentation.

For the item 8 (*I do not know how good an oral presentation is*) the students who answer Always are 2 students (4,2%). After that, the students who answer Often are 12 students(25%). And then, the students who answer Sometimes are 23 students (47,9%). And the students who answer Rarely are 11 students(22,9%). The last, who answer Never is nothing. The result of percentage in this statement was 62%. The percentage indicated that students *do not know how good an oral presentation is* on high level of difficulty factor in Oral Presentation.

b. Presentation Skills Factor

The table below explained the percentage of Factors in Presentation Skill. There were consist of 4 Indicators with 11 items of statements.

Table 4.3

Category	Indicator	Question Number	A/5		O/4		S/3		R/2		N/1		F Score	Total %
			F	%	F	%	F	%	F	%	F	%		
Presentation Skill	Topic	**9**	3	6,3%	16	25%	21	52,1%	7	14,6%	1	2,1%	157	65 %
		13	3	6,3%	11	22,9%	26	54,2%	6	12,5%	2	4,2%	151	63 %
	Vocabulary and Grammar	**11**	3	4,2%	20	35,4%	22	52,1%	2	6,3%	1	2,1%	166	69 %
		12	3	6,3%	14	29,2%	20	41,7%	10	20,8%	1	2,1%	152	63 %
	Visual Aids	**10**	2	4,2%	11	22,9%	17	35,4%	15	31,2%	3	6,3%	138	58 %
		14	3	6,3%	10	20,8%	24	50%	9	18,8%	2	4,2%	147	61 %
		15	3	6,3%	14	29,2%	25	52,1%	4	8,3%	2	4,2%	156	65 %
		18	7	14,6 %	14	29,2%	19	39,6%	8	16,7%	0	0%	164	68 %
	Time management	**17**	4	8,3%	12	25%	25	52,1%	6	12,5%	1	2,1%	157	65 %
		16	3	6,3%	17	35,4%	19	39,6%	19	39,6%	1	2,1%	157	65 %
		21	1	2,1%	9	18,8%	28	58,3	7	14,6%	3	6,3%	142	59 %

Based on the students' answer in Presentation skill category, the researcher found that the data which explained as below:

1) Topic

Based on the table above for the item 1 (*I get unfamiliar topic on my presentation)* the students who answer Always are 3 students(6,3%). After that, the students who answer Often are 16 students(33,3%). The students who answer Sometimes are 21 students(43,8%). And the students who answer Rarely are 7 students (14,6%). The last, who answer Never is 1 student(2,1%). The Percentage (%) was the result of data collected from the students' response. To find out the percentage, the researcher used percentage formula. Frequency devided of total numbers of the students, and then multiplied 100%.

The data showed that the score for the item 1 was X = $\big((f\ 3x5) + (f16x4) + (f\ 21x3) + (f\ 7x2) + (f\ 1x1)\big) = 157$. The percentage is P = $\frac{f}{(\max score)}\ x\ 100\% = \frac{157}{240}\ x\ 100\%$ = 65 %. The percentage indicated that students *get unfamiliar topic on my presentation is* on high level of difficulty factor in Oral Presentation.

For the item 2 (*I choosed unsuitable topic which Ido not know enough the content)* the students who answer Always are 3 students (6,3%). After that, the students who answer Often are 11 students(22,9%). And then, the students who answer Sometimes are 26 students(54,2%). The students who answer Rarely are 6 students (12,5%). The last, who answer Never is 2 students (4,2%). The result of percentage in this statement was 63%. The percentage

indicated that students *choosed unsuitable topic which Ido not know enough the content* on high level of difficulty factor in Oral Presentation.

2) Vocabulary and Grammar

Based on the table above for the item 3 (*I difficult to produce varieties word during oral presentation)* the students who answer Always are 3 students (6,3%). After that, the students who answer Often are 20 students (41,7%). The students who answer Sometimes are 22 students (45,8%). And the students who answer Rarely are 2 students (4,2%). The last, who answer Never is 1 person (2,1%). The Percentage (%) was the result of data collected from the students' response. To find out the percentage, the researcher used percentage formula. Frequency devided of total numbers of the students, and then multiplied 100%.

The data showed that the score for the item 1 was X = $\big((f\ 3x5) + (f20x4) + (f\ 22x3) + (f\ 2x2) + (f\ 1x1)\big) = 166$. The percentage is P = $\frac{f}{(\max score)}\ x\ 100\% = \frac{166}{240}\ x\ 100\%$ = 69%. The percentage indicated that students *difficult to produce varieties word during oral presentation* on high level of difficulty factor in Oral Presentation.

For the item 4 (*I speak without think the correct grammar)* the students who answer Always are 3 students (6,3%). After that, the students who answer Often are 14 students (28,2%). And then, the students who answer

Sometimes are 20 students (41,7%). And the students who answer Rarely are 10 students (20,8%). The last, who answer Never is 1 person (2,1%). The result of percentage in this statement was 63%. The percentage indicated that students *speak without think the correct grammar* on high level of difficulty factor in Oral Presentation.

3) Visual Aids

Based on the table above for the item 5 (*I difficult to choose and mix the interesting color and image in my slide)* the students who answer Always are 2 students (2,1%). After that, the students who answer Often are 11 students (22,9%). The students who answer Sometimes are 17 students (35,4%). The students who answer Rarely are 15 students (31,2%). The last, who answer Never is 3 students (6,3%). The Percentage (%) was the result of data collected from the students' response. To find out the percentage, the researcher used percentage formula. Frequency devided of total numbers of the students, and then multiplied 100%.

The data showed that the score for the item 1 was X = $\big((f\ 2x5) + (f11x4) + (f\ 17x3) + (f\ 15x2) + (f\ 3x1)\big) = 138$. The percentage is P = $\frac{f}{(\max score)}\ x\ 100\% = \frac{138}{(240)}\ x\ 100\%$ = 58%. The percentage indicated that students *difficult to choose and mix the interesting color and image in my slide* on fair level of difficulty factor in Oral Presentation.

For the item 2 (*I used the font size and font type irregularly*) the students who answer Always are 3 students (6,3%). After that, the students who answer Often are 10 students (20,8%). And then, the students who answer Sometimes are 24 students (50%). And the students who answer Rarely are 9 students (18,8%). The last, who answer Never are 2 students (4,2%). The result of percentage in this statement was 61%. The percentage indicated that students *used the font size and font type irregularly* on high level of difficulty factor in Oral Presentation.

For the item 3 (*I feel difficult to find out the keypoint of the material*) the students who answer Always are 3 students (6,3%). After that, the students who answer Often are 14 students (29,2%). And then, the students who answer Sometimes are 25 students (52,1%). And the students who answer Rarely are 4 students (8,3%). The last, who answer Never are 2 students (4,2%). The result of percentage in this statement was 65%. The percentage indicated that students *feel difficult to find out the keypoint of the material* on high level of difficulty factor in Oral Presentation.

For the item 4 (*I put too much informations in my slide*) the students who answer Always are 7 students (14,6%). After that, the students who answer Often are 14 students (29,2%). And then, the students who answer Sometimes are 19 students (39,6%). And the students who answer Rarely are 8 students (16,7%). The last, who answer Never is nothing. The result of percentage in

this statement was 68%. The percentage indicated that students *put too much informations in slide* on high level of difficulty factor in Oral Presentation.

4) Time Management

Based on the table above for the item 1 (*Because the time is limited, hence I can not master the material as well)* the students who answer Always are 4 students (8,3%). After that, the students who answer Often are 12 students (25%). The students who answer Sometimes are 25 students (52,1%). And the students who answer Rarely are 6 students (12,5%). The last, who answer Never is 1 person (2,1%). The Percentage (%) was the result of data collected from the students' response. To find out the percentage, the researcher used percentage formula. Frequency devided of total numbers of the students, and then multiplied 100%.

The data showed that the score for the item 1 was X = $\big((f\ 4x5) + (f12x4) + (f\ 25x3) + (f\ 6x2) + (f\ 1x1)\big) = 157$. The percentage is P = $\frac{f}{(\max score)}\ x\ 100\% = 240\ x\ 100\%$ = 65%. The percentage indicated that *Because the time is limited, hence I can not master the material as well* on high level of difficulty factor in Oral Presentation

For the item 2 (*I difficult to decide what to include and what to leave out from the information*) the students who answer Always are 3 students (6,3%). After that, the students who answer Often are 17 students (35,4%). And then,

the students who answer Sometimes are 19 students (39,6%). And the students who answer Rarely are 8 students (16,7%). The last, who answer Never is 1 person (2,1%). The result of percentage in this statement was 65%. The percentage indicated that students *difficult to decide what to include and what to leave out from the information* on high level of difficulty factor in Oral Presentation.

For the item 3 (*I talk too fast*) the students who answer Always is 1 person (2,1%). After that, the students who answer Often are 9 students (18,8%). And then, the students who answer Sometimes are 28 students(58,3%). And the students who answer Rarely are 7 students (14,6%). The last, who answer Never are 3 students (6,3%). The result of percentage in this statement was 59%. The percentage indicated that students *talk too fast* on fair level of difficulty factor in Oral Presentation.

c. Audience and Lecturer Factor

The table below explained the percentage of Factors in Presentation Skill. There were consist of 3 Indicators with 4 items of statements.

Table. 4.4

Aspect	Indicator	Question Number	A/5		O/4		S/3		R/2		N/1		F Score	Total %
			F	%	F	%	F	%	F	%	F	%		
Presenta		**20**	3	6,3%	14	25%	24	52,1%	6	14,6%	1	2,1%	156	65

tion Skill	Giving Eyes Contact													%
	Criticism	**19**	4	10,4%	9	22,9%	21	41,7%	14	25%	0	0%	147	64 %
	Question	**22**	3	6,3%	10	29,2%	20	41,7%	14	20,8%	1	2,1%	144	63 %
		23	4	10,4%	12	31,2%	18	37,5%	13	18,8%	1	2,1%	147	66 %

Based on the students' answer in Presentation skill category, the researcher found that the data which explained as below:

1) Giving Eyes Contact

Based on the table above for the item 1 (*I prefer to see my slide than giving eyes contact to the audience during presentation)* the students who answer Always are 3 students (6,3%). After that, the students who answer Often are 14 students (25%). The students who answer Sometimes are 24 students (50%). And the students who answer Rarely are 6 students (14,6%). The last, who answer Never is 1 person (2,1%). The Percentage (%) was the result of data collected from the students' response. To find out the percentage, the researcher used percentage formula. Frequency devided of total numbers of the students, and then multiplied 100%.

The data showed that the score for the item 1 was X = $\big((f\ 3x5) + (f14x4) + (f\ 24x3) + (f\ 6x2) + (f\ 1x1)\big) = 156$. The percentage is

P = $\frac{156}{240}$ x 100% = 65%. From the data which the percentage is 65% students *prefer to see my slide than giving eyes contact to the audience during presentation* on high level of difficulty factor in Oral Presentation.

2) Criticism

Based on the table above for the item 1 (*I am fear get bad critics from the lecturer on my performance)* the students who answer Always are 4 (8,3%) students. After that, the students who answer Often are 9 (18,6%) students. The students who answer Sometimes are 21 (43,8%) students. And the students who answer Rarely are 14 (29,2%) students. The last, who answer Never is nihil. The Percentage (%) was the result of data collected from the students' response. To find out the percentage, the researcher used percentage formula. Frequency devided of total numbers of the students, and then multiplied 100%. The data showed that the score for the item 1 was X = $\big((f\ 4x5) + (f9x4) + (f\ 21x3) + (f\ 14x2) + (f\ 0x1)\big) = 147$. The percentage is P = $\frac{147}{240}$ x 100% = 61%. From the data which the percentage is 64% students *are fear get bad critics from the lecturer on my performance* on high level of difficulty factor in Oral Presentation

3) Question

Based on the table above for the item 1 (*I do not have enough preparation to handle some questions)* the students who answer Always are 3 students (6,3%). After that, the students who answer Often are 10 students (29,2%). The students who answer Sometimes are 20 students (41,7%). And the students who answer Rarely are 14 students (20,8%). The last, who answer Never is 1 person (2,1%). The Percentage (%) was the result of data collected from the students' response. To find out the percentage, the researcher used percentage formula. Frequency devided of total numbers of the students, and then multiplied 100%.

The data showed that the score for the item 1 was X = $\big((f\ 3x5) + (f10x4) + (f\ 20x3) + (f\ 14x2) + (f\ 1x1)\ \big) = 144$. The percentage is P = $\frac{f}{(\max score\ )}\ x\ 100\% = \frac{144}{240}\ x\ 100\%$ = 60%. From the data which the percentage is 64% students *do not have enough preparation to handle some questions* on high level of difficulty factor in Oral Presentation

For the item 2 (*I am afraid the audience give me hard question*) the students who answer Always are 4 students (10,4%). After that, the students who answer Often are 12 students (31,2%). And then, the students who answer Sometimes are 18 students (37,5%). And the students who answer Rarely are 13 students (18,8%). The last, who answer Never is 1 person (2,1%). The result of percentage in this statement was 61 %. The percentage indicated that

students were *afraid the audience give me hard question* on high level of difficulty factor in Oral Presentation.

Based on the data, it showed that 64,9% factors of difficulties in oral presentation affected by Personal Traits factor. Hence, Presentation Skill Factor was 63,9% and for Audience and Lecturer factor was 61,9%

2. Students' Ways In Overcome The Factors Of Difficulties In Oral Presentation

This section described the qualitative finding which as supporting the the data from the result of survey. In this part presents about the students' ways in overcome the factors of difficulties in Oral Presentation. The qualitative the data were obtained from the interview that involved ten students who have low difficulty factors in oral presentation. The result of interview will be presented as below:

a. Personal Traits

1) Anxiety

Based on the result of interview, the researcher found that the students' feel anxiety when they do an oral presentation, as students 1 stated:

"Yes, I got little bit anxiety, because I rarely speak in public. I lack a preparation and practice so that make me feel nervous and anxious."

"Usually when I feel anxious, I try to regulate my breath well, calm myself down and also think positively that other people can do it why I don't, and that can feel a bit of relief from anxiety and nervousness when presenting." [74]

The statement showed that, to handle his anxiety, he has several ways to overcome it. Beside that the student 3 has same ways and also diffirent ways to handle his anxiety. As the student 3 stated:

"Not really, but once you feel anxious it is usually the first minute when I start the presentation. Afraid of delivering the material to the audience that was not conveyed properly."

"Usually when I feel anxious, I usually set my breathing well first, and usually before the presentation I eat buble gum and drink mineral water so as not to worry too much."[75]

Different with the two students before, students 2 also has many ways to overcome her anxiety when she do an oral presentation. As Students 2 opined:

"Yes, I feel anxious in the first minute when I start the presentation. I feel scared because there are lecturers who pay attention to me when I present and also because I speak in front of people."

"Usually, when I feel anxious, I try to use my body movement when doing presentation also with body language and try to greet the audience for reducing my feeling anxiety"[76]

Beside that, the students 4 also said that about her anxiety and how to overcome it.

[74] Ahmad Mahyudi, Interview to the Students of English Study Program on November 23rd 2018
[75] Wisnu Budiman, Interview to the Students of English Study Program on November 26th 2018
[76] Ana Zulaiha, Interview to the Students of English Study Program on November 26th 2018

"*Yaa, I feel little bit anxious, because of the crowded audience and also do not have good preparation.*

"For solving this anxious, I use my gesture when doing presentation, like moving my hand. Than, I am going to be controlled my emotion to make the anxious decreased"

Additionally, student 5 stated that

"I feel anxiety to speak in front of the audience, and I am afraid to make some mistakes when doing presentation"

"Calm down, making more comfortable, enjoy, and regard that there is no audience around here."

Based on all the respondent answer showed that in every oral presentation they have anxiety, but several respondents stated that feeling anxiety come in starting presentation. Fortunately, they had some ways to solve this difficulty. In sum, the students' way in overcoming the anxiety in oral presentation by the students regulate their breath regularly, drink mineral water, eat buble gum, using body movement, body language, try to calm down, making more comfortable, regard no audience, and control the emotion

2) Lack Confidence

Based on the result of interview, the researcher found that the students' confidence when they do an oral presentation, as students 1 stated:

"Maybe, because my ability is not good enough, but I have enough self-confidence, optimistically when appearing in front of a crowd

during a presentation and try to practice more before do an oral presentation" [77]

Student 1 said the to build the confidence on their presentation with optimistic and also practice. The student 2 answer to build her confidence as student stated:

"Sometimes I feel less confident. Due to lack of good preparation before the presentation. Usually to build that confidence, trying to prepare well" [78]

Beside that, the student 3 answer in overcome their confidence in oral presenstation. As student 3 stated:

"Sometimes I feel less confident. Usually if that confidence is by way of dressing us when the presentation, it must look neat and attractive so that more confident when presenting.[79]

The different answer among students 1 and 2, the answer above, the students 3, opined about the appereance when do an oral presentation, so that become more confident when presenting. Students 5 also stated below:

Yes, I lacked confidence in the presentation because I did not master the material and there was no thorough preparation when I wanted to present.

I usually, try to interact the audience for making my confidence built [80]

Based on all respondents showed that overall the students feel unconfident when do an oral presentation because of they do not have good

[77] Ahmad Mahyudi, *Ibid*

[78] Ana Zulaiha, *Ibid*

[79] Wisnu Budiman, *Ibid*

[80] Kartika Maryani, Interview to the Studentof English Study Program on November 23rd 2018

preparation, practice and also did not master the material as well. The respondents also stated that to make they confident. Some respondents with make more preparation, practicing more, and also have good and neat appeareance when presenting.

b. Presentation Skills

The interview result in overcome their factor of difficulties inpresentation skills factor from six students. There are 4 indicators of factors in presentation skill, for instance, Topic, Vocabulary and Grammar, Visual Aids, and Time Management.

1) Topic

The above statement showed that the students' factor in topic. As the **students 1** explained:

> *"Not too mastering, because depending on the topic to be presented, sometimes there are difficult topics and I cannot master them fully."*
>
> *"Usually I explain in terms that are easy to understand, giving examples of topics that are easy to understand"* [81]

That means, the students 1, explain the material in term which easy to understand, giving important points of the topic, and also give some examples to make the topic easy to understand. This statement was supported by **students 2**, as students 2 stated:

[81] Ahmad Mahyudi, *Ibid*

"I do not master all the topics because there are some topics that I do not understand."

"Usually I emphasize the explanation in the material section that I really mastered and understood."[82]

The students 2 has strategy when she was difficult to understand all of content on the topic with more emphasize the explanation in the material section that she was really mastered and understood.

This factor also experienced **student 3**, as he stated:

"Not always mastering all the topics presented because sometimes the time in the presentation is close enough so that there is less time to understand and find information about the topic, and sometimes it is difficult to understand the material because the vocabulary that I do not know means." [83]

"Usually I try to find more information about the topic on the internet, books, and research journals and also if the difficulty with vocabulary by seeing the meaning in the dictionary."

Student 3 try to overcome his problem on the topic with find out more the information on the internet, book , also journal of the research related to the material, and to know about te difficult vocabularies he pointed out the meaning by dictionary.

From the result of interview, almost respondents of the research stated that topic as a factor of difficulty in oral presentation with some reasons. On the other hand, the respondents have some ways to handle this problem. The researcher conclude that, in overcome the factor difficulties

[82] Ana Zulaihai, *Ibid*

[83] Wisnu Budiman, *Ibid*

in topic, the students can explain the material with easy term and points, giving example to make it simple, giving the explanation that you were mastered and understood, search more information on the internet, book, research journal.

2) Vocabulary and Grammar

Vocabulary and grammar also become factor of difficulties in oral presentation. Based on the respondents response about vocabulary and grammar in oral presentation, the respondents have varieties response about this. As the **Student 1** opined:

> *"I think vocabulary is important in doing presentation, but sometimes I forget the vocabulary when delivering."*
>
> *"I Usually use or change difficult vocabularies by searching for synonyms words that are easy to understand."*
>
> *"About grammar, I think is not really in my opinion when presenting*
> *"I do not have a problem with grammar, because I often train myself to learn grammar by reading a grammar book."* [84]

According to students 1, he solve vocabulary problem when do an oral presentation, by searching for synonym or words that are easy to understand. For grammar student 1 has no problem with it, because he has train him self to learn grammar by reading a grammar book. Additionally response of **student 4** about vocabulary and grammar, as she stated:

[84] Ahmad Mahyudi, *Ibid*

"Vocabulary is Very important, because in talking is need a lot of vocabularies." "Sometimes I difficult, I forget the vocabulary when presenting caused I feel anxious."To handle this, By changing the vocabulary, or by simplifying the sentence you want to say.

"*About grammar Not too important when presenting Sometimes having trouble. More practical in grammar.* [85]

On the other hand the student 3 response in vocabulary and grammar factor, as **student 3** opined:

"Very important, because in talking to need a lot of vocabularies. Sometimes, I forget the vocabulary at the presentation.
"To overcome this difficulty By defining difficult words to the easy term or vocabulary"

"It is important, so that the sentence can be arranged more and the audience can easily understand."
"Pretty difficult, usually I have difficulty in determining the use of past tense, past continuous, and past perfect tense"

"I tried to recall the formula of tenses, and tried to open a reference book about grammar" [86]

In addition, there was different statement from **students 5,** as she stated:

"In my opinion it is very important, because when we present we need a lot of vocabulary so that it does not stutter, yes I have difficulties in vocabulary"

"When I have difficulty using vocabulary, I try to replace the vocabulary I mean by the vocabulary I know with the same intent"

"About grammar, Yes it's important too, because when delivering something with wrong tenses later it will cause misunderstanding, yes I have difficulty on it"

"So how to overcome this by using tenses that I already know, like the present tense" [87]

[85] Rully Putri, Interview to the Studentof English Study Program on November 26th 2018

[86] Wisnu Budiman Interview to the Studentof English Study Program on November 26th 2018

The finding showed that almost respondents difficult in .oral presentation because they lack of vocabulary or sometimes forget about the vocabulary that want to say when presenting. The researcher concluded that, several solving problem to handle vocabulary who did by respondents such as, when the respondents forget, try to simplifying the sentences, try to find out the synonym of word to make it easy, try defining the word to the easy term or word. For the grammar, the respondent try to learn more with reading a grammar book and also use the tenses that students easy to use and understand. On the other hand, almost respondents that the grammar is difficult, but when they as presenter, they often forget about the grammar when they speak. The important thing the audience know about what the presenter say.

3) Visual Aids

Based on the respondents, the researcher found the responses about factor of difficulties in Visual Aids, as the students stated, as follow :

The response of student 5 about the factor of students' difficulties in visual aids, as **student 5** opined:

> *"I Usually using Microsoft Power Point"*
> *Ya, sometimes I difficult, like designing the slides, determining the background that must be in accordance with the material*

[87] Indri Febriani, Interview to the Studentof English Study Program on December 1st 2018

To handle this " I Usually see a lot the example of power point on the internet and read references to take the keyword from the material" [88]

According to student 10, she said that to solve her difficulty in visual aids, she usually see a lot of example from internet and also read some references related to make good slide presentation. In line opinion with **student 2**, as she opined below:

"*I used Microsoft power point"*

"Sometimes the difficulty in designing the appearance to look attractive, and also determining the material points or definitions in each of the slides."

"Actually to solve this, I usually browse the good slide for the presentation, then I take the suggestion from my friend it is quietly good or not." [89]

Based on the interview from some respondents, the researcher conclude that, the students still faced the difficulties in oral presentation because of how to make good slide in presentation. after that, the researcher found the ways that usually used by them to overcome it. There were ask the students or friend who proficient in making slide presentation or the students who have already performed, try to find out some example in making good slide on the

[88] Indri Febriani, *Ibid*

[89] Ana Zulaiha, *Op.Cit*

internet, and also read some references to take the information so that we can choose the key word from the material.

4) Time Management

Based on the respondents, the researcher found the responses about factor of difficulties in Time Management, as the students stated, as follow :

The response of student 1 about the factor of students' difficulties in visual aids, as **student 1** opined:

> *"It is Quite important"*
> *"Sometimes I experienced. for example we are given time to talk, but we do not arrive at the specified time. Because depending on the topic of discussion, the topic is sometimes difficult and too much."*
>
> *"Usually I try to interact with the audience, so that I can extend the duration of the presentation, and if the material is too much and difficult maybe only the points explained, are not explained broadly and deeply if time is limited"* [90]

The student 1 response about the time management is important, to solve this difficulty he usually try to interact with audience to extend the duration, and if the material is too much, he only try to explain some important points and not to exposure the material deeply.

The student 3 opinion about time management factor, as he stated that :

[90] Ahmad Mahyudi, *Op.Cit*

"Important, because if we get enough time in preparation we can estimate the time in the presentation and determine the time in the preparation in each part of the material."

"Not really, because with this preparation we can organize the time in the presentation more precisely and well."

The student 3 not really difficult to manage his time in presentation, because with the preparation, he can organize and also estimate the time precisely and well.

Based on the interview from some respondents, the researcher conclude that, several students still faced the difficulties in oral presentation because of time management. The researcher found the ways that usually used by them to overcome it. There were try to interact with the audience to extend the duration in presentation, simplify the material or choose the important part from the content if too much, also do not give expalation broadly and deeply if the material too much and the time is limited, try to have good preparation so that we can estimate the time in every part of the material, hence the presentation will be delivered right on time.

c. Audience and Lecturer

The interview result in overcome their factor of students' difficulties in oral presentation in Audience and Lecturer. There are 3 indicators of factors in Audience and Lecturer, there are Giving eye contact, Criticism, and Question.

1) Giving Eye Contact

Based on the result of interview, some students afraid to give eye contact when they presenting. **Student 1** opined that:

> *"Yes, like eye contact, but not all of my audience noticed, only my closest friends."*
>
> *"Yes, because I was nervous when looking at the entire audience, so I just stared at my closest friend and sometimes I just focus to the things in front of me, like chair and table."* [91]

In making interaction to the audience student 1 try to use her eye contact when presenting, but she did not give eye contact generally, but she try to give eye contact to the her closest friend only to reduce her anxiety.

From the statement above, the respondents who get difficulties in oral because giving eye contact, so that they try to solve it by focus only their closest friend, you may focus to things in front you.

2) Criticism

Based on the respondents statement about the criticism factor in students' difficulties factor in oral presentation, as **student 1** stated that:

> *"Nothing, so that we know where our mistakes lie in the future"*
>
> *"Actually I'm afraid, but I want to know where I was fault in the presentation and it will be my correction for the next presentation."* [92]

[91] Putri Wahyuni, *Op.Cit*
[92] Ririn Anggraini, *Ibid*

The statement from the student 6 indicated that, criticism is not really affect to their oral presentation, she said even she got a bad critic from the lecturer, it will be some suggestion for her to be good in the next presentation. In same line opinion, as student 2,3,4, and 5 as they stated that:

> *"I think it's good to know our shortcomings in the presentation."*
>
> *"Actually a bit scared too, but for my correction in a better presentation for the next."* [93]

Based on the result in criticism factor, the students did have problem with it. Almost of the respondents said that, the criticism is good for knowing the difficulties or the problem that the students did when presenting. So that, the students can make the presentation more effectively.

3) Question

Based on the respondents, the researcher found the responses about factor of difficulties in Question, as the students stated, as follow:

The response of student 2 about the factor of students' difficulties in visual aids, as **student 2** opined:

> *"Usually I just prepare the answer around the topics only."*

[93] Putri, Huriyatul, Kartika, Vusvita, *Ibid*

> *"Sometimes I feel difficulties too, but I try to do my best to answer it whether it's true or not, answering it confidently and in a slightly loud voice*." [94]

The student 2, sometimes feel difficult to answer the question but she try to answer the question confidently and slightly loud voice even she does not know true or not when she answered the question.

Additionally student 5 supported the statement in handle the question, as student 5 argued that:

> *"Yes, I have preparation to answer questions about the topic that will be asked about"*
>
> *"Sometimes it feels difficult, if the audience asks outside the topic of discussion in the presentation"*
>
> *"I take the ample time to find the answer, but if it's not the right answer, ask the audience to help answer"*[95]

In sum, the respondents sometimes difficulties in oral presentation because the question. However, the students have some ways to overcome this. The ways in overcome the question students are try to do their best answer, the students take help from audience or lecturer to answer the hard question, answer the question confidently and also slightly loud voice for make sure that you can convey the

[94] Ana Zulaiha, *Op.Cit*

[95] Indri Febriani, *Op.Cit*

audience with your answer, and then take the ample time for search the answer.

B. Discussion of The Research

In this section, the researcher tried to analyze the data which had been found by questionnaire and interview. After tabulating , and classifying the data, the researcher has known the factors of students' difficulties in oral presentation and the students' way in overcoming their factors of difficulties in oral presentation. The information of data will be described as follow:

1. Factors of Students' Difficulties in Oral Presentation

In this part, the researcher discussed about the factors of students' difficulties in oral presentation. It will be described on three categories, there were Personal Traits, Presentation Skill, and Aundience & Lecturer.

The finding showed that almost of the factors of difficulties in oral presentation were high categorized. It was indicated that the students difficult to do an oral presentation. The dominant factors of difficulties came from the personal traits factor, it was 64,9 %. The second dominat was from presentation skill 63,9% and also Audience & Lecturer factor 61,9%.

a. Personal Traits

Based on survey of questionnaire, the researcher found that personal traits factor become the dominant factor of students' difficulties in oral presentation. for the total score of percentages it was 64, 9 %. It can be seen

from students anxiety was on the high level of factors of students' difficulties. This fact is supported by recent studies which were done by Basic, Al-Nouh, Abdul-Kareem, & Taqi. They found that the anxiety became the most complicated obstacle which the students had to struggle with.[96] The anxiety factor was 66,7 %. It means that the level of students' anxiety became the most dominant factors in oral presentation.

It is supported from the one of item in anxiety, that *" I feel tension before and during an oral presentation"* was 73 %. Beside that, Lack confidence also have high percentages, it was 62 %. In line with Al-Hebaish, the study showed that there is a positive, significant correlation between self-confidence and achievement in oral presentation. It means that the students confidence is very affecting the students performance in oral presentation, so that the students should train their confidence to make themselves more confidently in doing oral presentation.

It can be concluded, the personal traits factor was the most factor that students should handle this factor to make them easy in doing an oral presentation.

b. Presentation Skills

[96] Basic, Nouh, and Taqi cited from Sivadjati theses, p. 25

Nouh claimed that lack of the presentation skill was believed to be the second most important factor that causes difficulty in oral presentation.[97]

It was supported from the survey of questionnaire on this research. It showed from the presentation skills factor, it was the most second factor in students' difficulties in oral presentation. The percentages of total score was 63,9 %. From the indicator in Presentation Skills, **vocabulary and grammar** got 66,3%. It was indicated, most of the students difficulties caused by they did not have good vocabulary. As the the item number 11 *"I difficult to produce the varieties word during an oral presentation*" it was 69%.

Additionally **topic** was the second indicator factor that make the students' difficult in oral presentation. The result was 64,2%. According to Rivers in Tuan Mai stated that, the difficulty of the students in presentation comes from the topic. The students sometimes got the difficult topic and unfamiliar topic on their presentation. That was made the student poor in delivery the material.

Further, **time management** was the factors of students' difficulties in oral presentation. with the percentages 63,2 %. As the one of the item number 16 in time management indicator that got high

[97] Al – Nouh, Abdul Kareem, and Taqi International Journal of Higher Education "*EFL College Students' Perceptions of Difficulties in Oral Presenatation as a Form of Assessment at Kuwait University*" Vol. 4, No. 1, p. 139

percentage *(I feel difficult to decide what to include and what to leave out from the information)* was 65%. As Chiver also stated that, the use of time during the presentation has relation with the content. So that the student should consider and decide the information on the material that should include and what to leave out from the explanation.

The last is from **visual aids**. From the survey, the result was 63%. It was high level category. The students difficult to simplify the material and find the key point to put in the slide. It showed from the item number 18 (I put too much information in my slide) was 68%. It was supported by Chivers and Shoolbred that the biggest problem in technical presentation is overuse slides. Information is overload in slide. Moreover in item number 14 *(I used the font size and font type irregularly)* 61 %. As chivers said, It was also caused by using the too many style of fonts, students could not use the appropriate images that can not be seen from distance.

It can be concluded that, the presentation skills category as a factors of students' difficulties in oral presentation was the second most factor. From several indicator of Presentation Skill category, all of the indicators were on the high level difficulty.

c. Audience and Lecturer

In every oral presentation activity in the classroom involved the audience and lecturer. According to Wolfe, fear of facing the audience and the instructor or lecturer as the worst fear of all in oral presentations.[98] Based on the total score of the survey, Audience and Lecturer category got 61,9%. It showed that, this factor also was on the high level of difficulty.

Moreover, the result of the questionnaire indicated that the students were difficult to give good eye contact to the audience. Based on the item number 20 *(I prefer to see my slide than giving eye contact to the audience during presentation)* the percentage was 65 %. In line with Lee and Abu Al –Enein pointed out that the students were incapability to contact their professor's eyes and their classmates' reaction, which caused them to panic and forget the material.[99]

Furthermore, the factors of students' difficulties that oftenly faced by students are the students difficult to answer the hard question from audience and critics from the lecturer. According to Radzuan and Kaur claimed that students were seen to fear the difficult questions, criticism, and interruption of their presentation. It was supported by the result of questionnaire number 19 *(I am fear get the bad critics from the lecturer on my performance)* that the

[98] Wolfe as cited in Nouh, p. 139

[99] Abu Al –Enein, in theses *"Difficulties Encountering English Majors in Giving Academic Oral Presentations during Class at Al-Aqsa University"* 2011, p.106

criticism got 61,3%. For the question, based on the survey got 60,6 %. It was on the high level of difficulty.

From all of the Factors of students' difficulties in oral presentation, it can be concluded that, all of those factors were indicated on the high level. it cleared that why the students still difficult to do an oral presentation. On the other hand, the researcher also investigated how do the students overcome all the factors of difficulties in oral presentation in qualitative ways by interview.

2. The Students' Ways in Overcome Factors of Students' Difficulties in Oral Presentation

In this part, the researcher pointed out some students' ways in overcome their factors of difficulties in oral presentation. The researcher mentioned some ways in overcome those factors based on the interview of respondents. There are three categories of factors, there were Personal Trait, Presentation Skill, and Audience & Lecturer. The information will be discussed below:

a. Personal Traits

1) Anxiety

After the researcher conducted the data from interview, the researcher found that, overall from ten students experienced difficult in oral presentation caused by feeling anxiety. On the other side, the researcher also found out the students' way in overcome their anxiety. The students who got lowest score in factors difficulties were suggested that, if they feel anxiety when do an oral presentation, they usually try to regulate their breath

regularly. In line with Steve Mandel, he stated that breathing exercise is effective strategy in dealing with the nervousness because when the students controlled their breathing they became more relaxed.[100]

Furthermore, the other sudents used their body movement and also body language to make their feeling anxiety decreased. It was supported by Mandel that, he suggested that movement when we do an oral presentation also the way in overcoming anxiety.[101] You can move places when making a presentation, taking into account the right position, you should be able to take a few steps either side to side of audiences so that your position can become a focus object when it takes place.

From the interview, body movement with body language could reduce her anxiety when she did an oral presentation. Giving greeting also the ways of student 2 to reduce her anxiety.

Additionally, Student 3 has the different ways to overcome his anxiety. Based on the interview, when he got feeling anxiety when do an oral presentation, he try to regulate his breathing, he needs to drink mineral water before start the oral presentation and he usually chews buble gum during an oral presentation. From student 3, there are two additional ways that researcher found to solve feeling anxiety.

[100] Mandel, *Op.Cit.,* p.9
[101] *Ibid.* p. 10

Additionally from student 4 and 5 who given some strategies by calm down, enjoy, and regard no audience when they do an oral presentation.

The researcher found from the statement above, the students try reduce their anxiety by drink mineral water, eat buble gum, not too focus to the audience, try to calm down

It can be concluded that, some students have same ways to solve their anxiety when they do an oral presentation, even though from their opinion, they have their own ways to overcome their anxiety.

2) Lack Confidence

Factors of students difficulties in oral presentation comes from the students were lack confidence when do an oral presentation. The result of interview, almost all of ten students unconfident in oral presentation. Even they feel lack confidence, they have many ways to build up their confidence. Based on the response of participants, almost students felt unconfident because they did not have good preparation in facing oral presentation.

As the the students answer that, to make us more confident in doing an oral presentation, we should have good preparation and try to practice more before do an oral presentation. As Steve Mandel opined that, practice also develop the confidence in doing oral presentation. Additionally, Francis

Xavier also stated that, To curb this, thorough preparation and practices prior to the presentation is highly recommended.

Further, another student opined that, to make us confident, as the presenter we have to look neat and attractive by way of dressing when do an oral presentation. Chivers and Schoolbred stated that, you should ensure that what you wear is both comfortable and suitable for the occasion. You need to feel relaxed, you also need to present an appropriate image to your audience. It means that, we have to look interested with good clothes that suitable and formal when do an oral presentation. Moreover, to make believe in oral presentation. Another student also try to build up her confident with interact with the audience. So that it will make the athmosphere controlled.

To overcome the students' confidence they may do practice more, have good in preparation, we must look neat and attractive by way of dressing, and also try to interact the audience to build up your confidence when do an oral presentation.

b. Presentation Skills

1) Topic

Topic is one of the factors of difficulties that oftenly faced in presentation, so that, it needs the way to overcome this. From statement of the participants, they said the topic was quietly difficult, with the language and the

vocabulary were unfamiliar, so that the students coud not understand all of the topic or they could not understand all of the content on the material.

However, participants have several ways in overcoming this difficulties. Based on the finding, when the student got the difficult topic on their presentation, they usually try to find more information about the topic on the internet, books, and research journals and also if the difficulty with vocabulary by seeing the meaning in the dictionary.

According to Francis Xavier, read widely and surf the internet will help the students to get a variety of ideas. The information can be gathered from a variety of sources such as books, journals, magazines, databases, Web sites, etc.[102]

Moreover, the researcher also found another way, that was students usually take their friends help for sharing the material. The students discuss with their friend about the material which they think it is very difficult. The students choosed their friend who smart and capable. Chivers suggested that learn with your friends will help you to dig up the understanding of materials.[103] So that the students can take the understanding from their friend.

Beside that, the researcher also found the diffirent ways when the student faced the difficult topic. Some students have other ways to handle the

[102] Francis Xavier, *Op.Cit.* p. 47
[103] Chivers and Schoolbred, *Op.Cit.*, p. 89

difficult topic or the content of the topic which too much and difficult to understand. As the students stated:

> *"I usually explain in terms that are easy to understand, giving examples of topics that are easy to understand" (student 1)*
>
> *"I usually emphasize the explanation in the material section that I really mastered and understood." (student 2)*

The statement above the students were difficult to understand some parts of the content on the topic. Then the student try to give explanation in easy term to understand, giving easy examples, and the student more emphasize the explanation the material that really understood, and leave the material that they do not know enough.

2) Vocabulary and Grammar

a. Vocabulary

The result of interview referred to the students that the vocabulary and grammar become the important thing for them to do an oral presentation. But, Vocabulary and using good grammar are also factors of students' difficulties or the problems that commonly faced in oral presentation. All of the participants said that, Vocabulary is the most important when want to speak, especially in oral presentation. The participants believe that, if we have much vocabularies, it will be easy to speak infront of the people when presentation. But the students difficult

to produce the word, even the word that they usually use,because of feeling anxious they forget the word what they want to say. Sometimes about pronunciation of word, the students sometimes do not know how to pronounce correctly.

Hence, the researcher pointed out the ways of particiants to handle this. When the students found the difficult word, almost students try to find or change the other word that suitable for them and also for the audience. It means, the students find the word that have same meaning with the related word. According to As Xavier stated that, in oral presentation is important to pay particular attention to the use appropriate vocabulary, correct grammar, and good sentence grammar. It means that, when the students want to present the material, make sure that they use the vocabularies and also correct grammar that understandable to the audiences, so that there is no misunderstood in delivering meaning of content.

Additionally, one of the participants has diffirent ways in handling it. She said that :

> *"Very very difficult, because my vocab is a little, to handle this, I usually write the vocabulary that I want to say on the paper."*

Statement above showed that, the student difficult in oral presentation because thay do not have many vocabularies, and she stated

that, she usually write the vocabulary that she want to say in the oral presentation on the paper, so that she remember the word.

b. Grammar

In grammar, the participants stated, it is important too beside vocabulary. They said, if we wrong on the grammar pattern, it will enable to be misunderstood. The audience could not be understand about something that the presenter delivered. Moreover, based on the interview, the students were difficult in using a good grammar when they speak. On the other side, almost students said that, when they speak, they were not too think about the grammar pattern. The important thing that, the audience can understand what the presenter what to explain.

However, some students have to handle their difficulties in grammar. The participants also gave the ways to overcome this difficulty. For instance, the student usually used the type of tenses that they already know, like the present tense. With the type of tense which easy for them, it will make the presenter speak easily and the audience will easily to understand.

Beside that, the students suggested to practice more in grammar, it will make us accustomed to use good grammar in speaking. As Oxford and O'Malley & Chamot declared in Ali Gurata theses, study

grammar with a friend or a relative, try to practice a new grammar structure in speaking or writing, encourage myself to speak English even when I am afraid of making a grammar mistake, using target language reference materials (i.e. dictionaries, textbooks,etc.)[104]

3) Visual Aids

Anderson defined visuals as anything that can be seen and help listeners to follow, pay attention and interest to the oral presentation. After knowing the result of interview, almost a half of students from ten paticipants got difficulty caused by visual aids, but some students did not have problem with visual aids because by using power point as a tool in presentation, it is a usually thing to do. So that, some participants did have problem with visual aids.

Beside that, the students who have difficulties in visual aids, stated that, they difficult in designing slide, and also difficult to decide the key point to the slide so that not overused slide in the presentation. To overcome this difficulties, based on the interview, the researcher found that the students can see a lot the example of power point on the internet and read some references to take the keyword from the material. It was supported by Chivers and Schoolbred stated that, go to your favourite search engine and use the advanced search function to enter PowerPoint

[104] Ali Gurata, The Grammar Learning Strategies Employed By Turkish University Preparatory School Efl Students, Bilkent University, 2008, p.72

tutorial and domain ac.uk which will get you a list of UK academic PowerPoint tutorials.[105] The students also asked their friends who proficient in using Microsoft power to take suggestion and comment and take the information to the students who have already perfomed before.

In sum, students who got difficulty because of visual aids especially in power point, they may search on the internet a lot of example in making good slide, after that they can take suggestion to the their friend, and also they can take the information to their friend who have already performed in oral presentation.

4) Time Management

According to Chivers claimed time management is important for preparing and delivering good presentations yet it is often a source of stress for students.[106] Based on the interview some of the students faced the problem in managing time. Sometimes, the students too short in presenting, because of they did not really understand the material, so that they could not exposure the material broadly and deeply. The topic also give affection in time management. Because of the topic were difficult and too much than the students sometime difficult to manage the time appropriately.

[105] Chivers and Schoolbred, *Op.Cit.*, p. 134
[106] Chivers and Shoolbred, Op.Cit., p. 21

As According to Marshall in dealing with the time problem the presenter should count the time really well. She pointed out that the presenter needed to estimate the time per sub point in order to analyze which part needed to be erased.[107] Students stated that, to manage our time in presentation, we have to make the appropriate estimation time, means that the student should estimate the exactly time, and also with the preparation we can organize the time well.

Other opinion, come from students 1 he said that, he usually try to interact with the audience, so that can extend the duration of the presentation, and if the material is too much and difficult maybe only the points explained, are not explained broadly and deeply if time is limited.

It can be concluded, that not all of the participants faced the difficulties because of time management in oral presentation but just some students. To solve this, based on their opinion time should be organized well in presentation by preparing well, so that we can estimate the time appropriately. Thus, if the topic are difficult and too much the students may explain simply based on their understanding and explain the material are not broadly and deeply if the time is limited. But if the time is long and the material quietly easy and short, the student can extend the time by interaction with the audience.

[107] Sivadjati, theses, p. 36

c. Audience and Lecturer

1) Giving Eye Contact

According to Wolfe, fear of facing the audience and the instructor or lecturer as the worst fear of all in oral presentations.[108] Some of the participants did not give good eye contact to the audience during an oral presentation. as student 5 said that, in making interaction to the audience student 5 try to use her eye contact when presenting, but she did not give eye contact generally, but she try to give eye contact to the her closest friend only to reduce her anxiety. Also to reduce her anxiety he just focus to thing in front of the the presenter.

From the statement above, the respondents who get difficulties in oral presentation because by giving eye contact, so that they try to solve it by focus only their closest friend, hence they will feel confortable and enjoy wihout any hesitation and also anxiety when do an oral presentation.

2) Criticism

According to Radzuan and Kaur claimed that students were seen to fear the difficult questions, criticism, and interruption of their

[108] Wolfe as cited in Nouh, p. 139

presentation.[109] based on the result of interview almost of the participants were not fear when they got the criticism from the the lecturer, even though several students a little scared if they get a bad critics from the lecturer, but most of the participants want to critics from the lecturer, so that they know inadequacy on their presentation. As student 6 opined:

> *"Actually I'm afraid, but I am an advisor and want to know where I am in the presentation and it will be my correction for the next presentation."*

Additionaly, student 5, 9,7, 8 as they stated that:

> *"I think it's good to know our shortcomings in the presentation."*
>
> *"Actually a bit scared too, but for my correction in a better presentation for the next."* [110]

In conclusion, in criticism factor the participants were not have problem with it. The criticism is good for knowing the difficulties or the problem that the students did when presenting. So that, the students can make the presentation more effectively on the next presentation.

3) Question

The factors of students' difficulties that come from the audience and lecturer is the difficult question. According to the Mandel, if the question you receive is lengthy or complex, restate it for clarification. Clarifying can also

[109] Radzuan and Kaur, *Technical oral presentations in English: Qualitative analysis of Malaysian engineering undergraduates' sources of anxiety*: International Conference on Education and Educational Psychology, Procedia - Social and Behavioral Sciences 29, 2011, p. 1436 – 1445

[110] Putri, Huriyatul, Kartika, Vusvita, *Ibid*

give you more time to consider your answer. Maintain your style and demeanor in answering the question, it means you are confident with your answer. Keep answer the question to the point, do not belabor an issue or chit chat.[111]

From most of the students, they have a preparation to answer the question around the topic. On the other hand, they sometimes faced the difficult questions from the audience or lecturer. To answer the question but she try to answer the question confidently and slightly loud voice even she does not know true or not when she answered the question. The students take the ample time to think and search the answer. Try to answer based on their knowledge. If the the questioner are still confused or did not understand, presenter give back and take help to the audience in answering the question

In sum, the respondents sometimes difficult in oral presentation because the question. However, the students have some ways to overcome this. The ways in overcome the question students are try to do their best answer, answer the question confidently and also slightly loud voice for make sure that you can convey the audience with your answer, and then take the ample time for search the answer. The students take help from audience or lecturer to answer the question.

[111] Mandel, *Op.Cit.*, p.83

CHAPTER V

CONCLUSION AND SUGGESTION

After analyzing and interpreting the obtained data in the previous chapter, the conclusion and suggestion as the last part of this research are taken. The conclusion below is the answer of the research question, while suggestion is intended to readers who are interested in doing further research on this area.

A. Conclusion

Based on the finding and discussion on the previous chapter, the researcher concludes that :

1. The Factors of Students' Difficulties in Oral Presentation

From the three categories of factors of students difficulties in oral presentation, they are Personal Traits, Presentation Skills, and Audience & Lecturer, all of them were on the high level. It indicated from the result of survey that showed, from Personal Traits has percentage 64,9 %, Presentation Skills was 63,9, and the last Audience and Lecturer was 61,9 %. It means that, all of the factors of students difficulties in oral presentation were oftenly faced by students in doing an oral presentation. for the most Factor of students' difficulties in oral presentation was Personal Traits Factor.

2. Students' Ways In Overcome The Factors Of Difficulties In Oral Presentation

In this study, researchers also found the ways students in overcoming the factors of difficulty in oral presentations. From the results of interviews with ten participants, the researchers found the various ways in overcoming all of the factors on each students. There are three factors. It explains as follows:

First, **Personal Traits** factor, to handle ***anxiety***, the students regulate their breath regularly, drink mineral water, eat buble gum, using body movement, body language, try to calm down, enjoy, and regard no audience, . To solve their ***confidence***, some respondents answer that more preparation, more practicing, and also have good and neat appeareance when presenting are going to be built our confidence.

Second, **Presentation Skills** factor**,** to handle difficult ***topic,*** the students in overcome the factor difficulties in topic are the students can explain the material with easy term and points, giving example to make it simple, giving the explanation that you were mastered and understood, search more information on the internet, book, research journal, and also sharing and ask their friends who smart and understand.

To solve **v*ocabulary,*** the respondents try to simplifying the

sentences, try to find out the synonym of word to make it easy, try defining the word to the easy term or word, take a note for the vocabularies that want to use when presenting.

To solve ***grammar***, students are try to learn more with reading a grammar book and also use the tenses that students easy to use and understand.

To overcome ***Visual Aids***, There were ask the students or friend who proficient in making slide presentation or the students who have already performed, try to find out some example in making good slide on the internet, and also read some references to take the information so that we can choose the key word from the material.

In *Time management,* the students try to interact with the audience to extend the duration in presentation, simplify the material or choose the important part from the content if too much, also do not give explanation broadly and deeply if the material too much and the time is limited, try to have good preparation.

Third, **Audience and Lecturer factor,** to solve the difficulties becase ***giving eye contact***, the students focus only their closest friend. Then, to handle ***question,*** try to do their best answer, the students take help from audience or lecturer to answer the hard question, answer the question

confidently and also slightly loud voice for make sure that you can convey the audience with your answer, and then take the ample time for search the answer.

B. Suggestion

The writer propose the suggestion from the result of the reseach as follows:

1. For Lecturer

   The writer hopes this research could be used for the lecturer to enrich the references the factors of students' difficulties in oral presentation. Hence, the lecturer can help the students' who difficult in oral presentation with technique or method in doing oral presentation after the lecturer has known about the factors of difficulties faced by students in oral presentation

2. For The Students

   The students can improve their capability in oral presentation. the studenst also can choose the suitable ways in overcoming all of the factors of difficulties that oftenly faced by students in oral presentation.

3. For Further Researcher

   For the further researchers have to make the other research which is better than this research. The next researcher may also use this research as the related finding if it is needed.

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CLOSE-ENDED QUESTIONNAIRE OF THE FACTORS OF DIFFICULTIES IN ORAL PRESENTATION

No	Category	Indicator	Sub Indicator	Statement	A	O	S	R	N
1	Personal Traits	Anxiety	Tension	I feel tension before and during an oral presentation					
			Afraid	I feel afraid the audiences pay attention to my english mistakes					
			Anxious	I feel anxious even if I prepared in advanced					
			Shy	I feel shy and uncomfortable to speak in front the audience					
		Lack of Confidence	Low Ability in Speaking	I can not speak English well					
			Lack of Encouragement	I get low motivation from my lecturer to promote my English in the classroom					
			Lack of Practice	I rarely do practice before presentation					
			Lack of Experience	Seldom speak in front of the audience, so I do not know how do an oral presentation					
2	Presentation Skills	Topic	Difficult Topic	I got unfamiliar topic on my presentation					
			Choosed Unsuitable topic	I choosed the topic which I do not know enough the content					
		Vocabulary	Lack of Vocabulary	I difficult to produce the varieties word during oral presentation					
		Grammar	Lack of grammar knowledge	I speak without consider the correct grammatical in English					
		Visual Aids	Organizing appereance on slide	I difficult to choose and mix the interesting color and image on my slide					
				I am used the font size and font type irregularly					
			Overuse Slides	I difficult to find out the keypoint of the material					
				I put many informations in					

		Time Management	Just a few day in preparing	Because the time is limited, hence I can not master the material as well						
			Content too much	I difficult to decide what to include and what to leave out from the information						
			Pace of speaking	I talk too fast						
3	Audience and Lecturer	Giving eyes contact	Afraid to give eye contact	I prefer to see my slide than giving eye contact with the audience during presentation						
		Criticism	Bad Critics	I fear get the bad critics from the lecturer on my performance						
		Questions	Hard Questions	I do not have enough preparation to handle hard questions						

Validator

INTERVIEW GUIDANCE OF DIFFICULTIES FACTORS IN ORAL PRESENTATION

No	Category	Indicator	Sub Indicator	
1	Personal Traits	Anxiety	Anxious	How do you feel before and during an oral presentation? ~~why~~? Dou feel anxious when you do an oral presentation?
			Afraid	Are you feeling afraid when you perform on your presentation? why?
			Tension	Do you feel tension when you do an oral presentation?
			Shy	Are you feeling shy when do an oral presentation? why?
		Lack of Confidence	Low Ability in Speaking	How is your confidence when you do an oral presentation? ~~why~~? After you passed all of the level of speaking, how is your ability in speaking now?
			Lack of Encouragement	Is your lecturer give you encouragement to promote your English ?
			Lack of Practice	How many times you ~~always~~ practice on your presentation?
			Lack of Experience	How ~~many times you~~ do an oral presentation?
2	Presentation Skills	Topic	Difficult/unfamiliar Topic	Are you mastering all of the topics in every presentation ~~of yours~~? Why? Do you think your topic is difficult for you? Why?
			Choosed Unsuitable topic	Have you ever choosed unsuitable topic on your presentation? why?
		Vocabulary and Grammar	Lack of Vocabulary	Do you think vocabulary is significant thing in oral presentation? why ? Do you have difficulties in vocabulary when you do an oral presentation? why?
			Lack of grammar knowledge	Do you think grammar is important when you do an oral presentation? why? Do you get difficulty in using grammar when do an oral presentation? why?
		Visual Aids	Organizing appereance on slide	What tools or visual Aids do you usually use on your presentation?
				What the difficulties in using tools that you usually use in oral presentation? why?
			Overuse Slides	Normally, how many slides that you usually used in every presentation?

Interview Guidance of Difficulties Factors in Oral Presentation

NO	Category	Indicator	Question
1	Personal Traits	Anxiety	1. How do you feel before and during an oral presentation? why ? 2. How the way you overcome it?
		Lack of confidence	3. Are you confident when you do an oral presentation? 4. Do you have problem with your confidence when do an oral presentation? why ? 5. How do you cope it ?
2	Presentation Skills	Topic	6. Are you mastering all of the topics on your presentation? 7. Do you get difficulty with the topic? Why? 8. How the way you deal with the topic ?
		Vocabulary	9. Do you think vocabulary is significant thing in oral presentation? why? 10. Dou you have difficulties in vocabulary when do an oral presentation? explain! 11. How do you overcome it?
		Grammar	12. Do you think grammar is important thing in oral presentation? why? 13. Do you have difficulties in grammar when do an oral presentation? explain! 14. How do you overcome it?
		Visual Aids	15. What tools or visual aids do you usually use when you do an oral presentation? 16. Is there any difficulties? Why? 17. How do you deal with?
		Time management	18. Do you think time management is important before and during oral presentation? why? 19. Is there any problem with your time management? Why? 20. How do you solve it?
3	Audience and Lecturer	Eye contact	21. How the way you interact your audience in presentation? 22. Do you get difficulty to give eye contact to the audience? why? 23. How the way you solve it?
		Question	24. On the presentation, there is question ad answer session. Do you get difficult in answer the questions? Why? 25. How do you answer and handle the questions? Explain!
		Criticism	26. On the presentation we will get some comments or critics, how about your opinion when someone or some people give you bad critics? 27. Is it problem for you? Why?

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Mr. Sarwo Edy, M.Pd

Appendix II
The Particiants' Answer of Questionnaire

RESPONDENT	QUESTION																									
	q1	q2	q3	q4	q5	q6	q7	q8	q9	q10	q11	q12	q13	q14	q15	q16	q17	q18	q19	q20	q21	q22	q23	JUMLAH		
r1	4	3	5	5	3	2	1	4	5	4	5	4	5	3	4	2	4	5	4	4	4	5	5	90		
r2	4	2	3	3	2	4	2	4	5	5	3	4	5	4	3	2	4	4	4	2	4	3	1	77		
r3	4	2	3	3	2	3	3	4	5	4	1	3	4	4	3	2	2	4	3	2	4	5	1	71		
r4	4	2	3	4	2	2	2	3	4	4	3	4	4	4	4	2	2	4	3	4	4	5	3	68		
r5	5	4	1	4	3	2	2	3	4	5	5	3	5	4	4	2	2	5	3	2	4	5	1	78		
r6	4	2	4	4	4	4	4	4	4	4	4	4	4	4	4	2	4	4	4	4	5	3	1	85		
r7	3	2	3	3	4	3	2	3	4	5	3	3	4	4	3	3	5	5	4	4	5	4	4	83		
r8	3	4	3	2	4	4	4	4	4	5	3	2	2	4	2	3	4	4	4	4	5	1	4	79		
r9	4	2	3	2	4	2	2	3	3	3	3	4	3	2	3	4	4	4	2	2	1	1	3	64		
r10	4	2	2	3	2	3	2	3	2	4	3	1	3	2	4	4	2	4	2	2	1	1	2	58		
r11	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3	90		
r12	3	2	4	2	3	4	2	3	2	2	2	1	5	4	3	2	2	2	3	2	5	2	4	64		
r13	3	3	4	3	1	1	1	1	1	5	5	1	4	2	1	1	2	5	4	4	4	4	2	62		
r14	4	3	4	4	4	4	4	4	4	4	4	4	4	4	3	5	4	4	4	4	4	5	4	92		
r15	5	3	3	4	3	3	3	5	3	4	5	4	5	2	3	5	2	5	4	2	3	2	5	83		
Rxy	0,256	0,458	0,625	0,625	0,609	0,404	0,507	0,645	0,643	0,265	0,415	0,659	0,259	0,44	0,277	0,296	0,607	0,325	0,735	0,483	0,46	0,361	0,328			
t hitung	1,815	3,534	5,487	5,487	5,267	3,028	4,036	5,792	5,753	1,885	3,129	6,013	1,841	3,355	1,975	2,125	5,231	2,352	7,422	3,778	3,555	2,654	2,38			
t tabel	1,678	1,678	1,678	1,678	1,678	1,678	1,678	1,678	1,678	1,678	1,678	1,678	1,678	1,678	1,678	1,678	1,678	1,678	1,678	1,678	1,678	1,678	1,678			
Keterangan	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid			
Variants	0,41	0,667	0,924	0,81	1	1	1,124	0,838	1,4	0,695	1,41	1,495	0,781	0,829	0,743	1,552	1,267	0,6	0,552	1,067	1,6	2,495	2,124	25,3809524	124,1	0,8316

Jumlah Variar Varian Realibilitas

Appendix III
The Participants' Answer of Questionnaire

No	Respondent	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Total
1	Indah	5	4	3	2	1	4	3	3	1	4	3	3	2	3	3	2	5	3	3	3	3	3	3	69
2	Meksuke	3	5	4	3	2	2	2	4	2	2	3	5	5	3	4	4	3	4	4	2	2	1	4	73
3	Anggini	3	2	3	4	3	3	3	2	3	4	3	2	2	3	4	4	3	2	3	3	2	3	4	68
4	Ririn	5	5	3	3	3	3	5	5	3	3	4	5	4	3	3	3	2	4	3	3	4	4	2	80
5	Hariyatul Najmi	3	2	3	4	4	4	4	4	3	3	4	2	4	3	4	4	2	4	4	4	4	3	5	81
6	Putri	5	4	4	3	4	2	4	5	3	3	3	4	4	5	4	3	4	4	5	5	3	5	5	91
7	Siti Nurhidayah	4	3	4	4	5	3	4	3	5	2	4	4	5	3	4	4	3	2	5	4	3	2	5	85
8	Febria	4	2	3	2	3	3	2	2	3	2	3	3	3	2	3	2	2	2	3	3	3	3	3	61
9	Rully	4	3	3	3	3	2	2	2	2	1	5	3	2	3	3	3	1	5	2	1	1	2	3	59
10	Eka	5	4	3	3	4	2	4	4	4	2	3	4	3	4	4	4	5	4	4	3	3	4	2	82
11	Riska	4	4	5	3	4	3	3	4	4	3	4	4	3	4	2	4	3	4	3	3	2	3	5	81
12	Septia	3	3	4	3	4	2	3	3	2	2	3	3	2	1	3	3	3	4	2	3	1	2	2	61
13	Wiranu	3	3	2	2	3	4	4	3	2	2	3	3	2	1	1	4	3	3	2	2	3	3	3	61
14	Supriadi	4	4	3	2	5	3	3	4	5	2	4	4	3	4	3	3	5	3	3	4	2	4	4	81
15	Ahmad Mahyadi	3	3	3	2	4	4	3	3	2	2	4	3	4	4	2	3	3	3	2	4	3	2	2	68
16	Maridah	3	3	2	3	5	3	4	2	4	2	4	2	3	3	4	2	4	3	3	2	3	2	2	68
17	Hadiia	3	4	1	2	2	3	3	4	3	3	3	4	1	2	3	2	3	4	2	3	3	4	2	64
18	Meilianyah	3	4	5	3	2	3	4	3	3	5	4	4	3	3	4	4	2	3	5	3	4	4	4	80
19	Vinsvita	5	4	4	3	4	2	4	4	2	4	5	3	4	3	4	4	2	3	5	3	4	4	4	83
20	Petty	4	3	3	4	2	3	4	3	4	3	4	4	3	4	3	3	4	5	5	3	2	4	3	80
21	Andithya	3	2	5	4	3	3	2	4	3	1	1	1	2	3	1	5	5	5	3	5	3	2	1	67
22	Ramdi	3	3	2	3	3	4	3	4	3	4	3	3	2	2	3	5	2	3	2	3	4	4	3	71
23	Tika	4	3	4	4	4	2	4	4	3	3	4	4	3	3	3	3	3	4	4	3	3	3	4	70
24	Zamzam	3	3	3	3	5	1	3	3	3	5	3	3	3	3	3	5	3	5	3	3	4	4	4	78
25	Putri	5	4	3	2	3	3	3	2	4	2	4	2	3	3	5	2	3	3	5	3	3	2	3	72
26	Nurzaila	3	3	2	3	3	3	5	2	3	3	3	2	3	3	3	4	5	4	3	5	5	3	3	78
27	Seri	3	2	2	2	3	3	4	4	3	1	2	2	3	2	3	4	4	2	2	5	3	2	4	68
28	Lusi	4	3	5	4	4	2	3	4	3	3	3	5	3	3	3	3	3	3	4	4	2	5	3	79
29	Shinta	4	2	5	2	3	3	4	4	4	4	4	3	3	4	5	4	3	3	3	3	3	3	3	79
30	Lina	3	3	4	4	3	2	3	4	3	4	4	3	4	3	3	4	4	4	3	4	4	3	3	76
31	Meylisa	3	4	3	4	3	3	2	2	3	2	3	2	4	3	3	2	3	3	2	3	3	2	3	68
32	Wulandari	5	3	3	4	4	2	3	4	4	4	3	3	5	5	3	3	3	4	4	4	3	3	3	82
33	Tremono	2	3	3	3	2	1	3	2	3	3	4	3	3	3	4	3	3	3	2	4	3	3	3	80
34	Selvi	3	3	4	3	3	2	4	3	4	3	3	3	4	3	2	3	4	4	3	4	3	3	3	74
35	Ana	3	3	4	3	2	3	3	4	3	2	3	4	4	3	3	2	3	3	2	4	3	2	2	68
36	Santia	4	3	4	3	4	5	3	3	4	4	5	4	3	4	4	3	4	2	3	4	3	4	3	83
37	Rina	3	2	3	3	4	3	3	2	4	3	3	3	4	2	3	1	3	2	2	3	3	2	2	69
38	Dian	5	4	4	3	4	3	3	4	4	3	4	3	3	4	4	4	3	5	2	4	3	2	2	80
39	Cyntia	2	3	4	3	2	2	3	4	3	3	3	2	1	2	3	4	3	2	3	3	2	2	2	61
40	Novita Sari	4	3	3	5	4	3	3	2	4	3	4	4	3	2	3	4	3	2	3	2	4	3	2	73
41	Rani	4	4	3	3	4	5	4	2	4	3	4	3	3	4	2	3	4	3	4	3	3	4	3	78
42	Tesia	4	3	3	5	4	3	2	4	5	4	4	3	3	5	4	4	3	3	4	3	4	3	4	84
43	Kadek	3	3	4	2	2	3	4	3	3	4	2	2	3	4	3	3	2	3	3	2	1	3	2	64
44	Tri Rahayu	3	4	4	3	3	4	3	3	3	2	3	4	3	2	5	3	4	4	2	3	3	2	4	74
45	Tona	3	3	4	4	2	3	4	3	4	2	4	2	3	3	3	4	3	3	2	3	3	3	4	72
46	Ayu Kartina	4	3	3	4	2	2	3	3	4	3	4	3	3	2	3	3	4	3	3	4	3	3	3	72
47	Indri	2	3	3	2	4	3	2	3	3	2	3	3	4	3	3	2	3	3	3	4	3	3	3	67
48	Nurlal	4	4	3	3	2	3	4	4	4	4	3	4	3	3	4	4	4	4	2	3	3	3	4	79

Appendix IV

The Participants' Response of Interview

Student 1

NO	Question	Answer
1	Apakah anda merasakan cemas saat presentasi? Mengapa?	Ya, saya merasakan sedikit cemas, karena jarang berbicara di depan umum, biasanya kurangnya persiapan dan juga latihan sehingga merakan grogi dan cemas.
2	Bagaimana cara anda mengatasi permasalah tersebut?	Biasanya ketika saya merasa cemas, saya mencoba untuk mengatur nafas dengan baik, menenangkan diri dan juga berfikir positif bahwa orang lain saja bisa kenapa saya tidak, dan itu bisa sedikit rasa menghilangkan kecemasan dan rasa gugup ketika presentasi
3	Apakah kamu percaya diri ketika melakukan oral presentasi?	Saya cukup memiliki kepercayaan diri yang lumayan, dengan optimis ketika tampil didepan orang banyak ketika presentasi
4	Apa yang membuatmu kurang memiliki kepercayaan diri dalam oral presentasi?	-
5	Bagaimana cara mengatasi kepercayaan diri anda?	-
6	Apakah kamu menguasai semua topik dalam presentasi anda? Why?	Tidak terlalu menguasai, karena tergantung topic yang akan di presentasikan, terkadang ada topic yang sulit dan saya tidak bisa menguasai sepenuhnya.
7	Bagaimana cara anda mengatasinya?	Biasanya saya menjelaskan dengan istilah-istilah yang mudah dipahami, memberikan contoh-contoh terkait topic agar mudah dipahami
8	Menurut anda, apakah vocabulary penting dalam oral presentasi? Why?	Penting sekali, karena ketika berbicara pastinya membutuhkan banyak kosa kata
9	Apakah kamu memiliki permasalahan dalam kosakata ketika presentasi ?	terkadang saya lupa dengan vocabulary ketika menyampaikan

	jelaskan !	
10	Bagaimana cara anda mengatasinya?	Biasanya saya menggunakan atau mengganti vocabulary yang sulit dengan mencari sinonim atau kata-kata yang mudah untuk dimengerti.
11	Menurut anda, apakah grammar sangat penting dalam oral presentasi? Mengapa?	Tidak terlalu menurut saya ketika presentasi
11	Apakah kamu kesulitan menggunakan grammar yang benar dalam presentasi?	Tidak terlalu kesulitan
12	Bagaimana cara anda mengatasi masalah ini	Karena saya sering melatih diri saya dengan mempelajari grammar.
13	Alat atau aplikasi apa yang biasa anda gunakan ketika oral presentasi?	Saya menggunakan Microsoft power point dalam presentasi
14	Apakah ada kesulitan ? jelaskan !	Kalo dalam penampilan slidenya sendiri itu tidak terlalu bermasalah karena yang terpenting bisa sedikit menarik saja itu cukup
15	Bagaimana cara anda mengatasinya?	-
16	Apakah waktu sangat penting dalam sebuah presentasi?	Cukup penting
17	Apakah kamu sulit untuk mengatur waktu anda dalam presentasi? Mengapa?	Terkadang mengalami, . contohnya kita diberikan waktu untuk berbicara, tapi kita tidak sampai dengan waktu yang ditentukan.karena tergantung topic pembahasan, topiknya terkadang sulit dan terlalu banyak.
18	Bagaimana anda mengatasi masalah tersebut?	Biasanya saya mecoba untuk berinteraksi dengan audience, agar durasi waktu yang tadinya kecepatan jadi bisa memperpanjang durasi dalam presentasi, dan jika materinya terlalu banyak dan sulit mungkin hanya poin-poinnya saja yang dijelaskan, tidak dijelaskan secara luas dan mendalam
19	Bagaimana cara anda berinteraksi dengan audiens ketika presentasi?	Biasanya saya memberikan pertanyaan, atau saya meminta pendapat kepada audience, terkadang juga

		memberikan jokes kepada audience
20	Apakah kamu takut memberikan kontak mata kepada audiens saat presentasi? Why?	Tidak, saya selalu berinterasi dengan audience dengan memberikan kontak mata kepada audience
21	Bagaimana tanggapan anda tentang kritik yang diberikan dosen atau audiens atas penampilan presentasi anda?	Kalo untuk dikritik itu tidak terlalu berpengaruh dalam presentasi saya
22	Bagaimana jika anda mendapatkan kritikan yang tidak baik, bagaimana pendapat anda?	Tidak masalah, karena itu bisa menjadi bahan evaluasi saya untuk presentasi berikutnya, selama kritik itu memang membangun
23	Apakah anda memiliki persiapan untuk menjawab pertanyaan?	Biasanya menyiapkannya seputar topic saja,
24	Apakah anda kesulitan dalam menjawab pertanyaan-pertayaan?	Kadang-kadang ada pertanyaan yang agak sulit juga
25	Bagaimana cara anda mengatasi pertanyaan yang sulit yang diberikan oleh audiens atau dosen?	Tekadang jika ada pertanyaan yang mungkin sulit untuk dijawab saya bisa dengan melemparkan pertanyaan kepada audience untuk membantu menjawabnya

Students 2

NO	Question	Answer
1	Apakah anda merasakan cemas saat presentasi? Mengapa?	Ya saya merasakan cemas dimenit menit awal ketika memulai presentasi. Saya merasakan takut karena ada dosen yang memperhatikan saya ketika saya presentasi dan juga karena berbicara di depan orang banyak.
2	Bagaimana cara anda mengatasi permasalah tersebut?	Biasanya ketika saya merasa cemas, saya melakukan perpindahan posisi ketika presentasi, dan juga menggunakan bahasa tubuh, dan mencoba menyapa audience untuk menghilangkan kecemasan tadi
3	Apakah kamu percaya diri ketika melakukan oral presentasi?	Terkadang saya merasakan kurang percaya diri
4	Apa yang membuatmu kurang memiliki kepercayaan diri dalam oral presentasi?	Dikarenakan kurangnya persiapan yang baik sebelum presentasi
5	Bagaimana cara mengatasi kepercayaan diri anda?	Dengan mempersiapkan presentasi dengan baik.
6	Apakah kamu menguasai semua topik dalam presentasi anda? Why?	Tidak selalu menguasai semua topic yang dipresentasikan karena ada saya temukan beberapa topic yang saya tidak mengerti.
7	Bagaimana cara anda mengatasinya?	Biasanya saya menekankan penjelasan pada bagian materi yang saya benar-benar kuasai dan saya pahami.
8	Menurut anda, apakah vocabulary penting dalam oral presentasi? Why?	Penting sekali, karena dalam berbicara untuk butuh banyak vocabulary
9	Apakah kamu memiliki permasalahan dalam kosakata ketika presentasi ? jelaskan !	Terkadang saya lupa dengan vocabulary ketika presentasi
10	Bagaimana cara anda mengatasinya?	Biasanya saya meparafasekan dengan vocabulary yang sulit dengan mencari sinonim atau kata-kata yang mudah untuk dimengerti.

11	Menurut anda, apakah grammar sangat penting dalam oral presentasi? Mengapa?	Penting, agar dalam berbicara itu bisa lebih tersusun kalimatnya
12	Apakah kamu kesulitan menggunakan grammar yang benar dalam presentasi? Jelaskan!	Lumayan kesulitan, tapi ketika presentasi saya berbicara-berbicara saja, yang terpenting audience saya paham dengan apa yang saya sampaikan.
13	Bagaimana mengatasi masalah tersebut?	Dengan mempelajari lebih lagi tentang grammar
14	Alat atau aplikasi apa yang biasa anda gunakan ketika oral presentasi?	Saya menggunakan Microsoft Power Point
15	Apakah ada kesulitan ? jelaskan !	Terkadang kesulitannya dalam mendesign penampilan agar terlihat menarik, dan juga menentukan point point materi atau definisi dalam setiap slidenya.
16	Bagaimana cara anda mengatasi hal tersebut?	Biasanya saya browsing di internet, dan meminta pendapat kepada teman
17	Apakah waktu sangat penting dalam sebuah presentasi?	Penting, misalnya ada beberapa bagian bagian penjelasan dalam materi, dan itu jangan sampai terlalu lama
18	Apakah kamu sulit untuk mengatur waktu anda dalam presentasi? Mengapa?	Tidak ada
19	Bagaimana anda mengatasi masalah tersebut?	-
20	Bagaimana cara anda berinteraksi dengan audiens ketika presentasi?	Biasanya saya memberikan kontak mata dengan audience, agar untuk lebih menghidupkan suasana dalam presentasi.
21	Apakah kamu takut memberikan kontak mata kepada audiens saat presentasi? Why?	Tidak ..
22	Bagaimana tanggapan anda tentang kritik yang diberikan dosen atau audiens atas penampilan presentasi anda?	Tidak ada permasalahan dengan kritik dan tidak mempengaruhi presentasi saya
23	Bagaimana jika anda mendapatkan kritikan yang tidak baik, bagaimana pendapat anda?	Tidak masalah, karena itu bisa menjadi bahan evaluasi saya untuk presentasi berikutnya,

		selama kritik itu memang membangun
24	Apakah anda memiliki persiapan untuk menjawab pertanyaan?	Biasanya menyiapkannya seputar topic saja
25	Bagaimana cara anda mengatasi pertanyaan yang sulit yang diberikan oleh audiens atau dosen?	Tekadang saya merasakan kesulitan juga, tapi saya berusaha untuk semaksimal mungkin untuk menjawabnya entah benar atau tidak, dengan cara menjawabnya dengan yakin dan dengan suara yang sedikit keras.

Student 3

NO	Question	Answer
1	Apakah anda merasakan cemas saat presentasi? Mengapa?	Tidak terlalu, tapi pernah merasakan cemas itu biasanya dimenit menit awal ketika memulai presentasi saja. Takut penyampaian materi kepada audience itu tidak tersampaikan dengan baik
2	Bagaimana cara anda mengatasi permasalah tersebut?	Biasanya ketika saya merasa cemas, saya biasanya mengatur pernafasan saya dengan baik terebih dahulu, dan biasanya saya sebelum presentasi itu memakan permen karet terlebih dahulu dan meminum air mineral terlebih dahulu agar tidak terlalu cemas.
3	Apakah kamu percaya diri ketika melakukan oral presentasi?	Saya lumayan memiliki kepercayaan diri yang baik
4	Apa yang membuatmu percaya diri dalam oral presentasi?	Apalagi dengan persiapan yang cukup dalam memahami materi dan penampilan yang cukup baik dan rapi ketika presentasi.
5	Bagaimana cara mengatasi kepercayaan diri anda?	-
6	Apakah kamu menguasai semua topik dalam presentasi anda? Why?	Tidak selalu menguasai semua topic yang dipresentasikan karena terkadang waktu dalam presentasi yang cukup dekat sehingga kurang waktu untuk memahami serta mencari infirmasi tentang topic tersebut, dan juga terkadang kesulitan untuk memahami materi karena kosa kata yang saya tidak ketahui artinya.
7	Bagaimana cara anda mengatasinya?	Biasanya saya mencoba untuk mencari lagi informasi tentang topik tadi di internet, buku, dan juga jurnal penelitian dan juga jika kesulitan dengan kosa kata dengan melihat artinya dikamus
8	Menurut anda, apakah vocabulary penting dalam oral presentasi? Why?	Penting sekali, karena dalam berbicara untuk butuh banyak vocabulary

9	Apakah kamu memiliki permasalahan dalam kosakata ketika presentasi ? jelaskan !	Terkadang, saya lupa dengan vocabulary ketika presentasi
10	Bagaimana cara anda mengatasinya?	Dengan mendefinisikan kata yang sulit tadi dengan menggunakan bahasa yang agak mudah.
11	Menurut anda, apakah grammar sangat penting dalam oral presentasi? Mengapa?	Penting, agar dalam berbicara itu bisa lebih tersusun kalimatnya dan agar audiens mudah memahami.
12	Apakah kamu kesulitan menggunakan grammar yang benar dalam presentasi? Jelaskan!	Lumayan kesulitan, biasanya saya kesulitan dalam menentukan penggunaan past tense, pastcontinuous, dan past perfect tense.
13	Bagaimana mengatasi masalah tersebut?	Saya mencoba untuk mengingat kembali formula dari tenses, dan mencoba untuk membuka buku referensi tentang grammar
14	Alat atau aplikasi apa yang biasa anda gunakan ketika oral presentasi?	Saya menggunakan Microsoft power point dalam presentasi
15	Apakah ada kesulitan ? jelaskan !	Tidak, karena saya sudah biasa menggunakan itu untuk setiap presentasi
16	Bagaimana cara anda mengatasi hal tersebut?	-
17	Apakah waktu sangat penting dalam sebuah presentasi?	Penting, karena jika kita mendapatkan waktu yang cukup dalam persiapan kita bisa mengestimasikan waktu dalam presentasi dan menentukan waktu dalam pembahan disetiap bagian materi.
18	Apakah kamu sulit untuk mengatur waktu anda dalam presentasi? Mengapa?	Tidak terlalu, karena dengan persiapan tadi kita bisa mengatir waktu dalam presentasi lebih tepat dan baik.
19	Bagaimana anda mengatasi masalah tersebut?	-
20	Bagaimana cara anda berinteraksi dengan audiens ketika presentasi?	Biasanya saya menggunakan kata-kata komunikatif, seperti *You know what,* dan saya menggunakan body movement serta

		menggunakan kontak mata dengan audience
21	Apakah kamu takut memberikan kontak mata kepada audiens saat presentasi? Why?	-
22	Bagaimana tanggapan anda tentang kritik yang diberikan dosen atau audiens atas penampilan presentasi anda?	Tidak ada permasalahan dengan kritik dan tidak mempengaruhi presentasi saya
23	Bagaimana jika anda mendapatkan kritikan yang tidak baik, bagaimana pendapat anda?	Tidak pernah mendapatkan kritik yang kurang baik.
24	Apakah anda memiliki persiapan untuk menjawab pertanyaan?	Saya tidak terlalu merasakan kesulitan. Biasanya menyiapkannya seputar topic saja
25	Bagaimana cara anda mengatasi pertanyaan yang sulit yang diberikan oleh audiens atau dosen?	Tekadang saya merasakan kesulitan juga, tapi saya berusaha untuk semaksimal mungkin untuk menjawabnya entah benar atau tidak, dengan cara menjawabnya dengan yakin dan dengan suara yang sedikit keras.

Student 4

NO	Question	Answer
1	Apakah anda merasakan cemas saat presentasi? Mengapa?	Terkadang merasakan cemas, karena belum memilki persiapan yang cukup dalam presentasi, dan juga melihat siapa audiencenya dalam presentasi tersebut.
2	Bagaimana cara anda mengatasi permasalah tersebut?	Biasanya ketika saya merasa cemas, saya biasanya menggunakan gesture tubuh dengan cara banyak menggerakan tangan, agar tidak terlalu cemas. Mengatur emosi supaya bisa menghilangkan kecemasan

3	Apakah kamu percaya diri ketika melakukan oral presentasi?	Kadang-kadang merasakan kurang percaya diri.
4	Apa yang membuat anda tidak percaya diri dalam oral presentasi?	Agak kurang dalam persiapan dan juga tergantung pada audience yang ada didalam presentasi.
5	Bagaimana cara mengatasi kepercayaan diri anda?	Harus lebih memiliki persiapan yang lebih lagi
6	Apakah kamu menguasai semua topik dalam presentasi anda? Why?	Tidak selalu menguasai semua topic, karena ada topic topic yang sulit, yang saya tidak tahu pengetahuannya atau background knowledge tentang materi itu.
7	Bagaimana cara anda mengatasinya?	Biasanya saya mencari informasi lagi tentang topic tersebut dengan cara searching di internet.
8	Menurut anda, apakah vocabulary penting dalam oral presentasi? Why?	Penting sekali, karena dalam berbicara untuk butuh banyak vocabulary
9	Apakah kamu memiliki permasalahan dalam kosakata ketika presentasi ? jelaskan !	Terkadang, saya lupa dengan vocabulary ketika presentasi waktu ketika merasa cemas.
10	Bagaimana cara anda mengatasinya?	Dengan mengganti vocabulary , atau dengan mempermudah kalimat yang ingin diucapkan
11	Menurut anda, apakah grammar sangat penting dalam oral presentasi? Mengapa?	Tidak terlalu penting ketika presentasi
12	Apakah kamu kesulitan menggunakan grammar yang benar dalam presentasi? Jelaskan!	Kadang-kadang mengalami kesulitan
13	Bagaimana mengatasi masalah tersebut?	Lebih banyak latihan
14	Alat atau aplikasi apa yang biasa anda gunakan ketika oral presentasi?	Saya menggunakan Microsoft power point dalam presentasi
15	Apakah ada kesulitan ? Bagaimana cara anda mengatasi hal tersebut?	Tidak ada
16	Apakah waktu sangat penting dalam sebuah presentasi?	Penting,

17	Apakah kamu sulit untuk mengatur waktu anda dalam presentasi? Mengapa?	Tidak terlalu,tapi pernah ketika presentasi ternyata penjelasannya terlalu cepat dan penjelasannya sudah selesai
18	Bagaimana anda mengatasi masalah tersebut?	Biasanya dengan mengulang lagi dan menjelaskan lagi dengan rinci
19	Bagaimana cara anda berinteraksi dengan audiens ketika presentasi?	Bertanya kepada audience tentang materi yang belum jelas, dan juga memberiteraksi dengan memberikan kontak mata dengan audience.
20	Apakah kamu takut memberikan kontak mata kepada audiens saat presentasi? Why?	No
21	Bagaimana tanggapan anda tentang kritik yang diberikan dosen atau audiens atas penampilan presentasi anda?	tidak ada permasalahan dengan kritik dan tidak mempengaruhi presentasi saya
22	Bagaimana jika anda mendapatkan kritikan yang tidak baik, bagaimana pendapat anda?	Tidak pernah mendapatkan kritik yang kurang baik.
23	Apakah anda memiliki persiapan untuk menjawab pertanyaan?	Biasanya menyiapkannya seputar topic saja
24	Bagaimana cara anda mengatasi pertanyaan yang sulit yang diberikan oleh audiens atau dosen?	Tidak terlalu, karena biasanya pertanyaan yang diberikan itu seputar materi yang disampaikan.

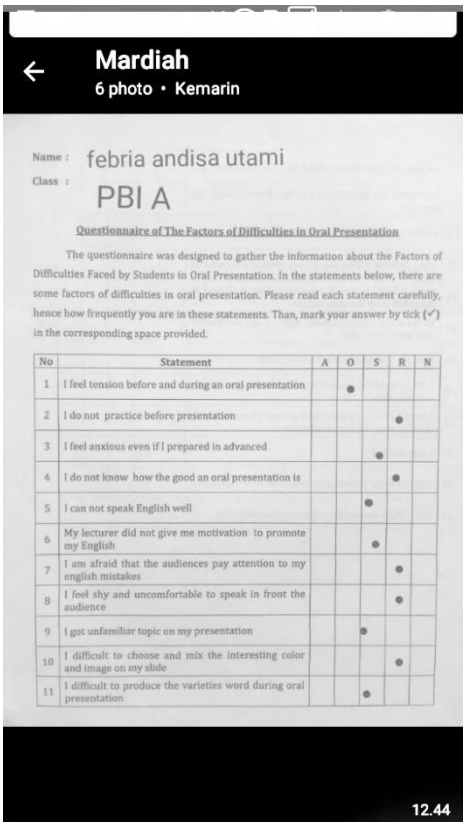
Student 5

NO	Question	Answer
1	Apakah anda merasakan cemas saat presentasi? Mengapa?	Saya tidak percaya diri untuk berbicara di depan orang banyak, dan saya takut membuat kesalahan ketika presentasi
2	Bagaimana cara anda mengatasi permasalah tersebut?	Saya mencoba menenangkan diri saya, dan menganggap audience tidak ada di hadapan saya
3	Apakah kamu percaya diri ketika melakukan oral presentasi?	Sebenarnya sedikit kurang percaya diri
4	Apa yang membuatmu kurang memiliki kepercayaan diri dalam oral presentasi?	Biasanya karena kesiapan materi, dan pemahan materi yang belum terlalu dalam
5	Bagaimana cara mengatasi kepercayaan diri anda?	Dengan cara mempersiapkan presentasi lebih baik dan lebih matang lagi.
6	Apakah kamu menguasai semua topik dalam presentasi anda? Why?	Tidak selalu, karena ada beberapa topic yang saya kira memang sedikit sulit bahasanya dan pembahasannya, dan sulit menemukan kata kunci dari materi tersebut
7	Bagaimana cara anda mengatasinya?	Memilih beberapa referensi, kemudian dari beberapa referensi tersebut saya simpulkan terkait materi presentasi untuk diletakkan di power point
8	Menurut anda, apakah vocabulary penting dalam oral presentasi? Why?	Menurut saya sangat penting, karena ketika presentasi kita membutuhkan kosa kata yang banyak sehingga tidak terbata-bata
9	Apakah kamu memiliki permasalahan dalam kosakata ketika presentasi ? jelaskan !	Kalo untuk permasalahan ada
10	Bagaimana cara anda mengatasinya?	Ketika saya kesulitan untuk menggunakan kosa kata, saya mencoba untuk mengganti kosa kata yang saya maksud dengan kosa kata yang saya tau dengan maksud yang sama
11	Menurut anda, apakah grammar sangat penting dalam oral presentasi? Mengapa?	Ya penting juga, karena ketika menyampaikan sesuatu dengan tenses yang salah nanti akan

		menyebabkan salah pengertian
12	Apakah kamu kesulitan menggunakan grammar yang benar dalam presentasi?	Ya ada sedikit
13	Bagaimana mengatasi masalah tersebut?	Jadi cara mengatasinya dengan menggunakan tenses yang saya sudah ketahui, seperti present tense
14	Alat atau aplikasi apa yang biasa anda gunakan ketika oral presentasi?	Biasanya denga menggunakan microsoft power point
15	Apakah ada kesulitan ?	Ya ada, seperti mendesign slidenya, menentukan background yang harus sesuai dengan materi
16	Bagaimana cara anda mengatasi hal tersebut?	Biasanya saya banyak melihat di internet dan membaca referensi terkait pembuatan slide yang baik
17	Apakah waktu sangat penting dalam sebuah presentasi?	Penting dalam presentasi, agar kita bisa mengestimasikan waktu yang harus kita gunakan disetiap bagian materi yang disampaikan
18	Apakah kamu sulit untuk mengatur waktu anda dalam presentasi? Mengapa?	Tidak ada kesulitan
19	Bagaimana anda mengatasi masalah tersebut?	-
20	Bagaimana cara anda berinteraksi dengan audiens ketika presentasi?	Dengan cara memberikan pertayaan kepada audience berkaitan dengan presentasi saya sesuai dengan pengertahuan mereka
21	Apakah kamu takut memberikan kontak mata kepada audiens saat presentasi?	Tidak ada permasalahan
22	Bagaimana tanggapan anda tentang kritik yang diberikan dosen atau audiens atas penampilan presentasi anda?	Tidak terlalu bermasalah, justru dengan dikritik saya akan tahu dimana letak kekurangan saya ketika presentasi, untuk bisa lebih baik di presentasi selanjutnya.
23	Bagaimana jika anda mendapatkan kritikan	Tidak pernah mendapatkan kritik yang kurang

	yang tidak baik, bagaimana pendapat anda?	baik
24	Apakah anda memiliki persiapan untuk menjawab pertanyaan?	Ya saya memiliki persiapan untk menjawab pertanyaan seputar topic yang kira-kira akan ditanyakan
25	Apakah anda memiliki kesulitan ketika menjawab pertanyaan?	Terkadang merasakan kesulitan, jika audience bertanya diluar topic pembahasan dalam presentasi
26	Bagaimana cara anda mengatasi pertanyaan yang sulit yang diberikan oleh audiens atau dosen?	Dengan cara meminta waktu untuk mencari jawabannya terlebih dahulu, tapi jika belum tepat jawabannya, meminta untu audience untuk membantu menjawab

Documentation of Participants


Mardiah
6 photo • Kemarin
Name : febria andisa utami
Class : PBI A
Questionnaire of The Factors of Difficulties in Oral Presentation
The questionnaire was designed to gather the information about the Factors of Difficulties Faced by Students in Oral Presentation. In the statements below, there are some factors of difficulties in oral presentation. Please read each statement carefully, hence how frequently you are in these statements. Than, mark your answer by tick (✓) in the corresponding space provided.
No | Statement | A | O | S | R | N
1 | I feel tension before and during an oral presentation | | ● | | |
2 | I do not practice before presentation | | | | ● |
3 | I feel anxious even if I prepared in advanced | | | ● | |
4 | I do not know how the good an oral presentation is | | | | ● |
5 | I can not speak English well | | | ● | |
6 | My lecturer did not give me motivation to promote my English | | | ● | |
7 | I am afraid that the audiences pay attention to my english mistakes | | | | ● |
8 | I feel shy and uncomfortable to speak in front the audience | | | | ● |
9 | I got unfamiliar topic on my presentation | | | ● | |
10 | I difficult to choose and mix the interesting color and image on my slide | | | | ● |
11 | I difficult to produce the varieties word during oral presentation | | | ● | |
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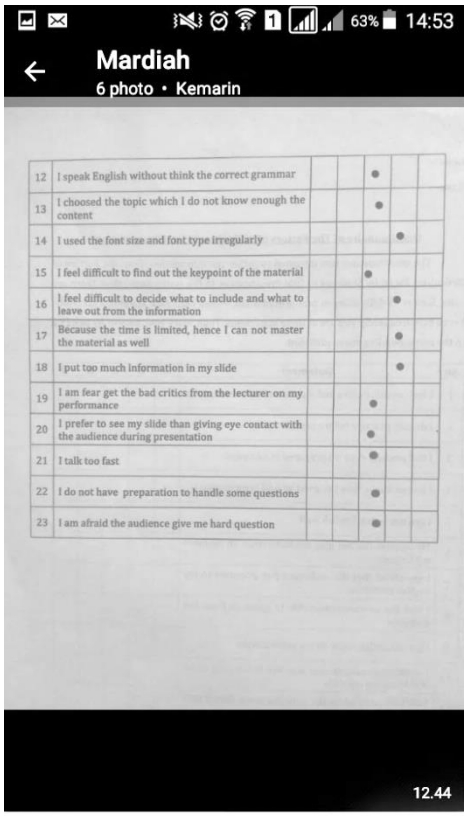
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Mardiah
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12 I speak English without think the correct grammar ●
13 I choosed the topic which I do not know enough the content ●
14 I used the font size and font type irregularly ●
15 I feel difficult to find out the keypoint of the material ●
16 I feel difficult to decide what to include and what to leave out from the information ●
17 Because the time is limited, hence I can not master the material as well ●
18 I put too much information in my slide ●
19 I am fear get the bad critics from the lecturer on my performance ●
20 I prefer to see my slide than giving eye contact with the audience during presentation ●
21 I talk too fast ●
22 I do not have preparation to handle some questions ●
23 I am afraid the audience give me hard question ●
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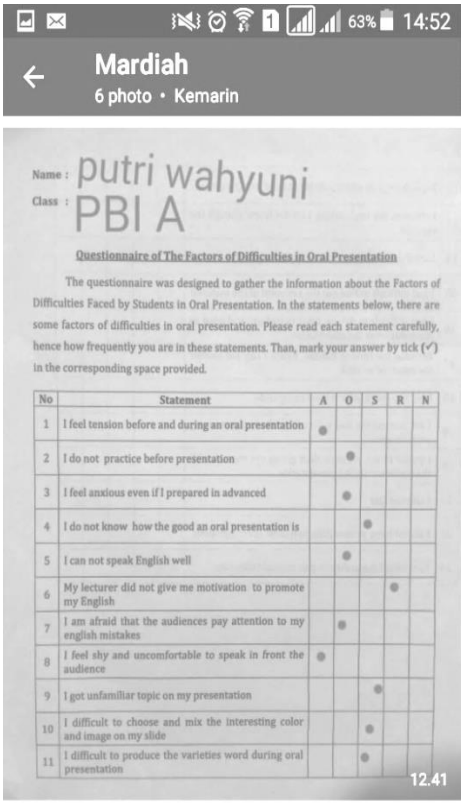
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Mardiah
6 photo • Kemarin
Name : putri wahyuni
Class : PBI A
Questionnaire of The Factors of Difficulties in Oral Presentation
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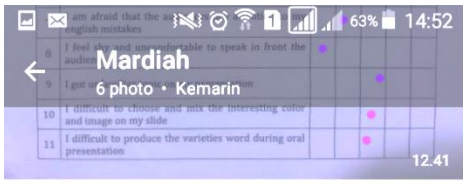
3 | I feel anxious even if I prepared in advanced | | ● | | |
4 | I do not know how the good an oral presentation is | | | ● | |
5 | I can not speak English well | | ● | | |
6 | My lecturer did not give me motivation to promote my English | | | | ● |
7 | I am afraid that the audiences pay attention to my english mistakes | | ● | | |
8 | I feel shy and uncomfortable to speak in front the audience | ● | | | |
9 | I got unfamiliar topic on my presentation | | | ● | |
10 | I difficult to choose and mix the interesting color and image on my slide | | | ● | |
11 | I difficult to produce the varieties word during oral presentation | | | ● | |
12.41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10 I difficult to choose and mix the interesting color and image on my slide ●
11 I difficult to produce the varieties word during oral presentation ●
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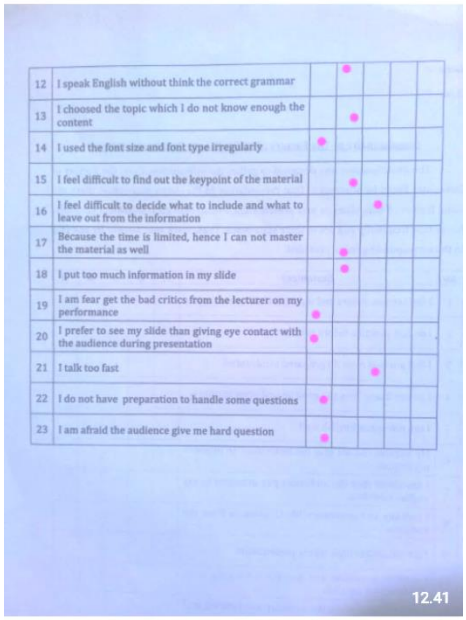
12 I speak English without think the correct grammar ●
13 I choosed the topic which I do not know enough the content ●
14 I used the font size and font type irregularly ●
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16 I feel difficult to decide what to include and what to leave out from the information ●
17 Because the time is limited, hence I can not master the material as well ●
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21 I talk too fast ●
22 I do not have preparation to handle some questions ●
23 I am afraid the audience give me hard question ●
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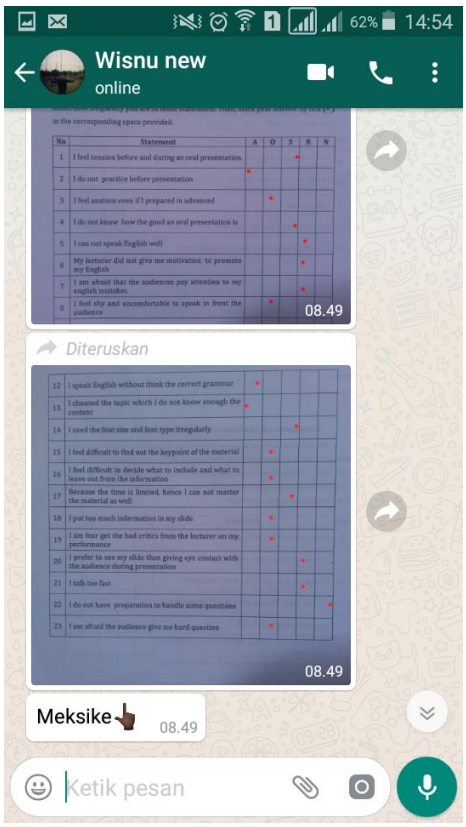
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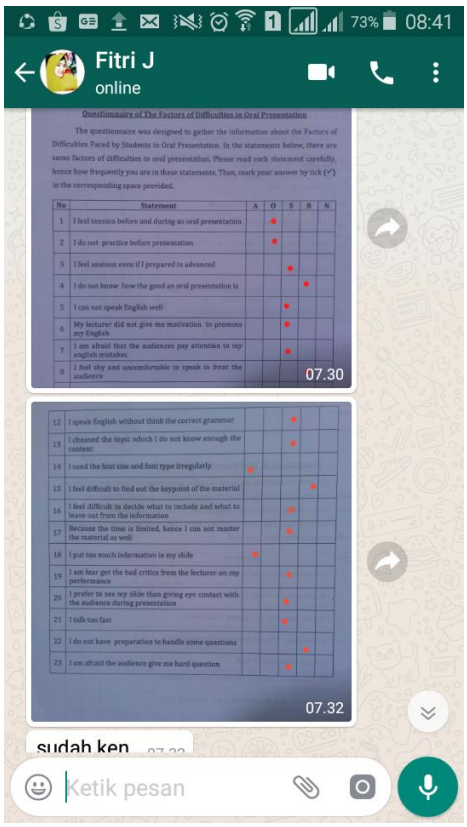
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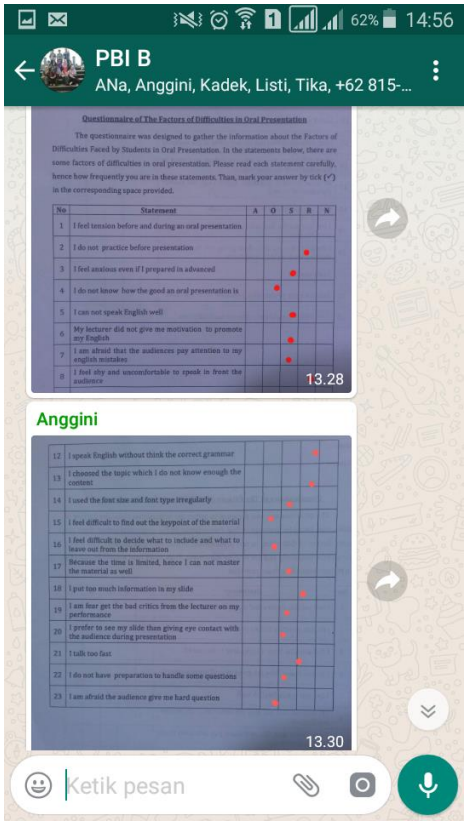
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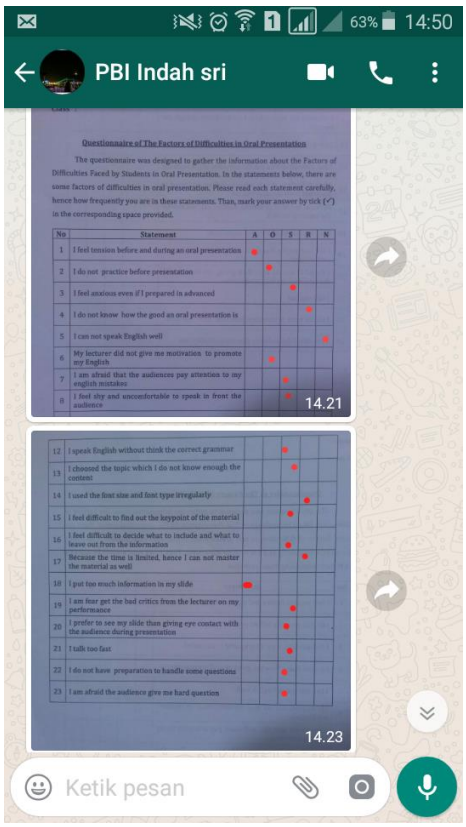
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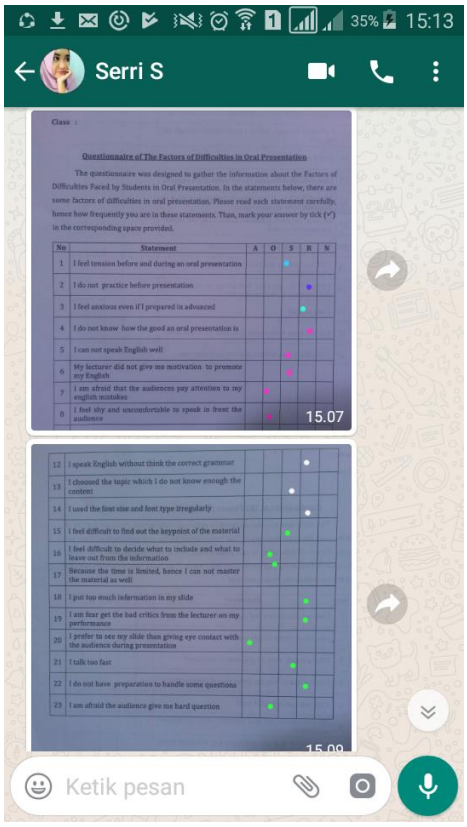
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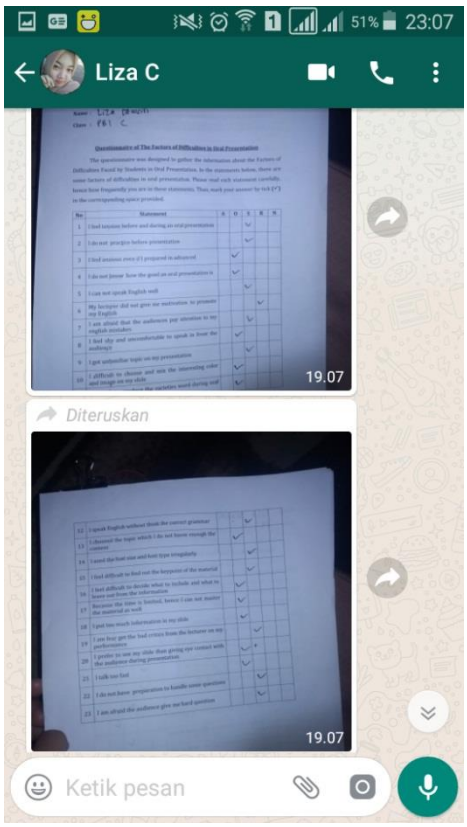
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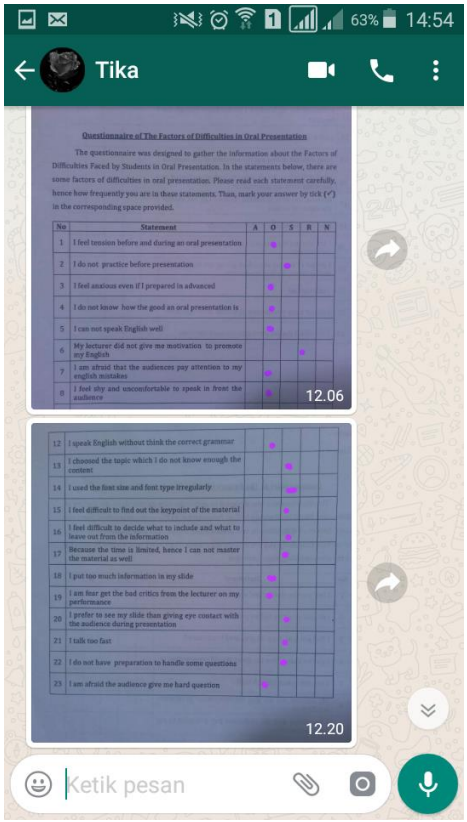
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Questionnaire of The Factors of Difficulties in Oral Presentation
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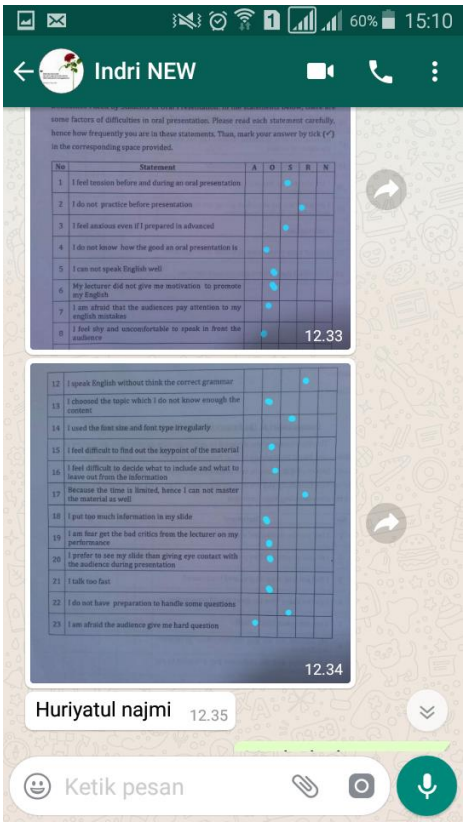
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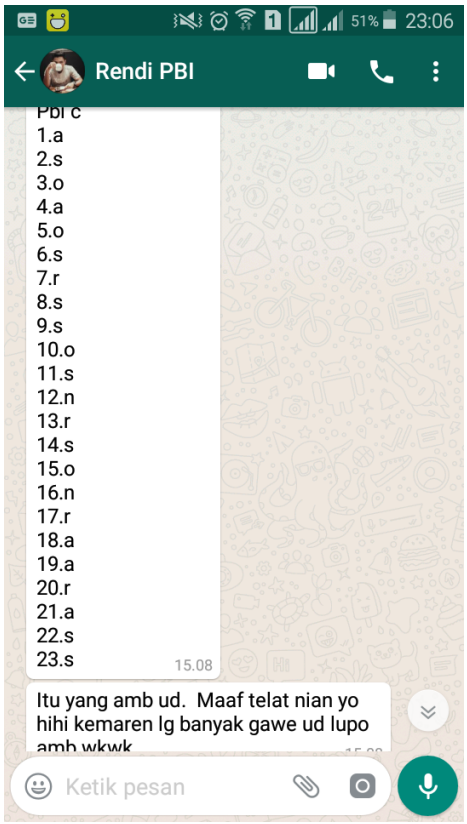
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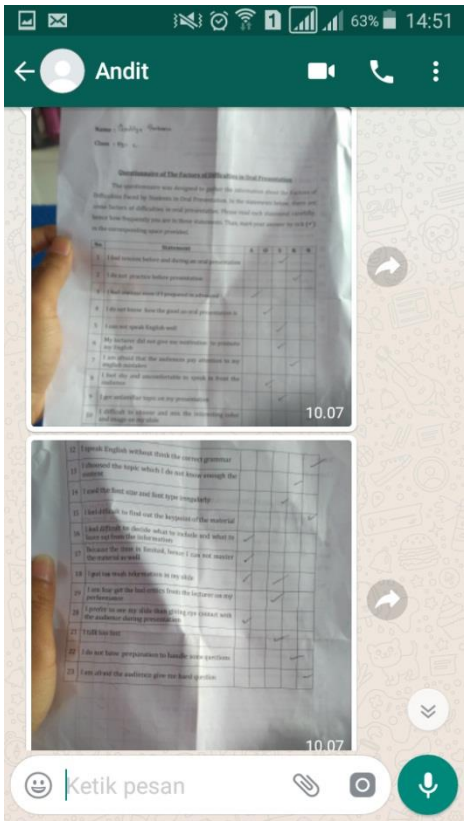
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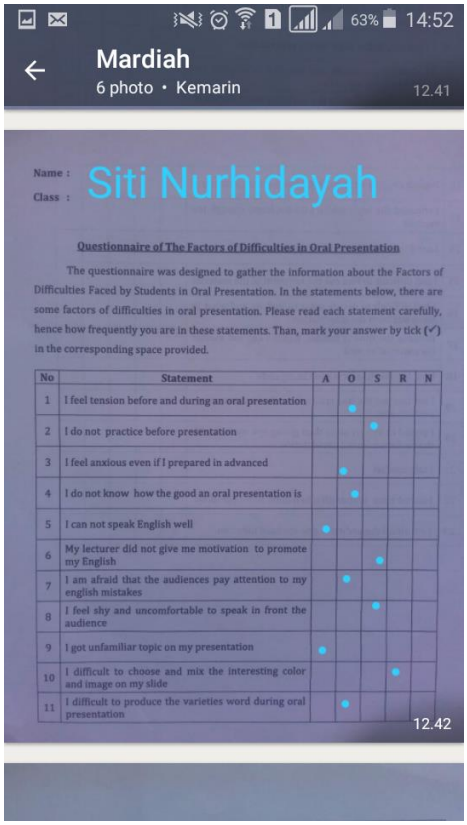
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Name :
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Siti Nurhidayah
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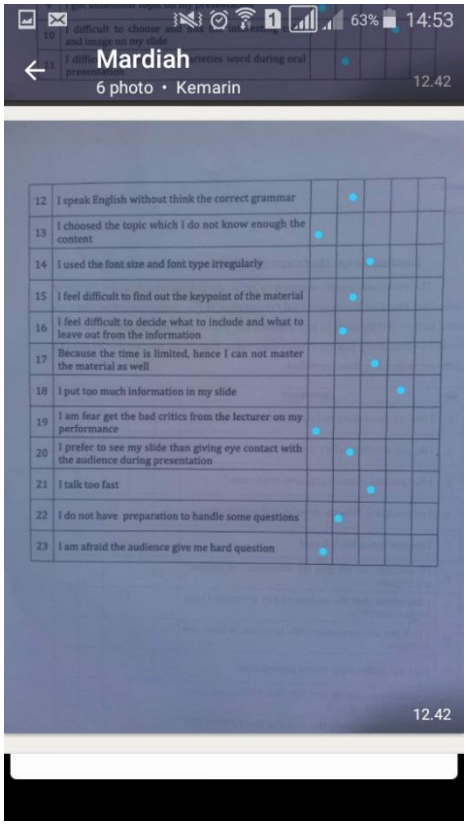
11 | I difficult to produce the varieties word during oral presentation
12.42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12.42
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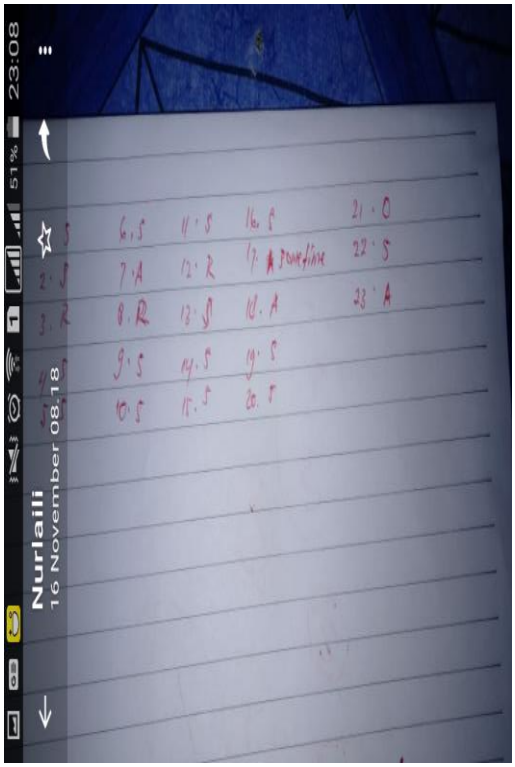
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KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN CURUP)

Jln. Dr. AK. Gani Kotak Pos 108 Tlp. 0732 21010 – 21759 Fax 21010 Curup 3919 Email:staincurup@telkom.net

KEPUTUSAN
KETUA SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) CURUP
Nomor : 094 /Sti.02/I/PP.00.9/01/ 2018
Tentang
PERUBAHAN PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) CURUP

Menimbang :
a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;

Mengingat :
1. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;
   Keputusan Menteri Agama RI Nomor 406 Tahun 2000 tentang Pembukaan Jurusan / Program Studi Baru Pada Perguruan Tinggi di Lingkungan Departemen Agama RI ;
2. Keputusan Menteri Agama RI Nomor I Tahun 2001 Tentang Kedudukan, Tugas, Fungsi, Kewenangan, Satuan Organisasi dan Tata Kerja Kementerian Agama RI ;
3. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
4. Keputusan Menteri Agama RI Nomor 31 Tahun 2016 tentang STATUTA STAIN Curup ;
5. Surat Keputusan Menteri Agama RI Nomor B. II/3/08207/2016 tentang Pengangkatan Ketua STAIN Curup Periode 2016 - 2020 ;
6. Surat Ketua STAIN Curup No : 158/Sti.02/I/PP.009/08/2016

M E M U T U S K A N :

Menetapkan

Pertama :
1. **Jumatul Hidayah, M.Pd.** **19780224 200212 2 002**
2. **Henny Septia Utami, M.Pd.** **17102010**

Dosen Sekolah Tinggi Agama Islam Negeri (STAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A	:	**Riken Dawud Darmansyah**
N I M	:	**14551065**
JUDUL SKRIPSI	:	**Lecturers' Strategy In Developing Student's Emotional Intelligence In speaking Class (A Study at English Tadris Study Program of STAIN Curup)**

Kedua : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
Terjadi perubahan Pembimbing Nama tersebut di atas, Karena yang bersangkutan tidak lulus dan telah melakukan perbaikan skripsi ;

Ketiga : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;

Keempat : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;

Kelima : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;

Keenam : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh STAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;

Ketujuh : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada tanggal , 06 Februari 2018
a.n. Ketua STAIN Curup
Wakil Ketua I,

Hendra Harmi,

Tembusan :
1 Pembimbing I dan II;
2 Bendahara STAIN Curup;
3 Kasubbag AK;
4 Kepala Perpustakaan STAIN;
5 Mahasiswa yang bersangkutan;
6 Arsip/Jurusan Tarbiyah

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) CURUP

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
Fax. (0732) 21010 Homepage http://www.iaincurup.ac.id E-Mail : admin@iaincurup.ac.id.

Nomor : 1674 /In.34/PP.00.9/10/2018 — 18 Oktober 2018
Lampiran : Proposal Dan Instrumen
Hal : **Rekomendasi Izin Penelitian**

Kepada Yth.
Ka. Prodi PBI IAIN Curup

Di -
Tempat

Assalamu'alaikum Wr.Wb.

Dalam rangka penyusunan skripsi S.I pada Institut Agama Islam Negeri (IAIN) Curup:

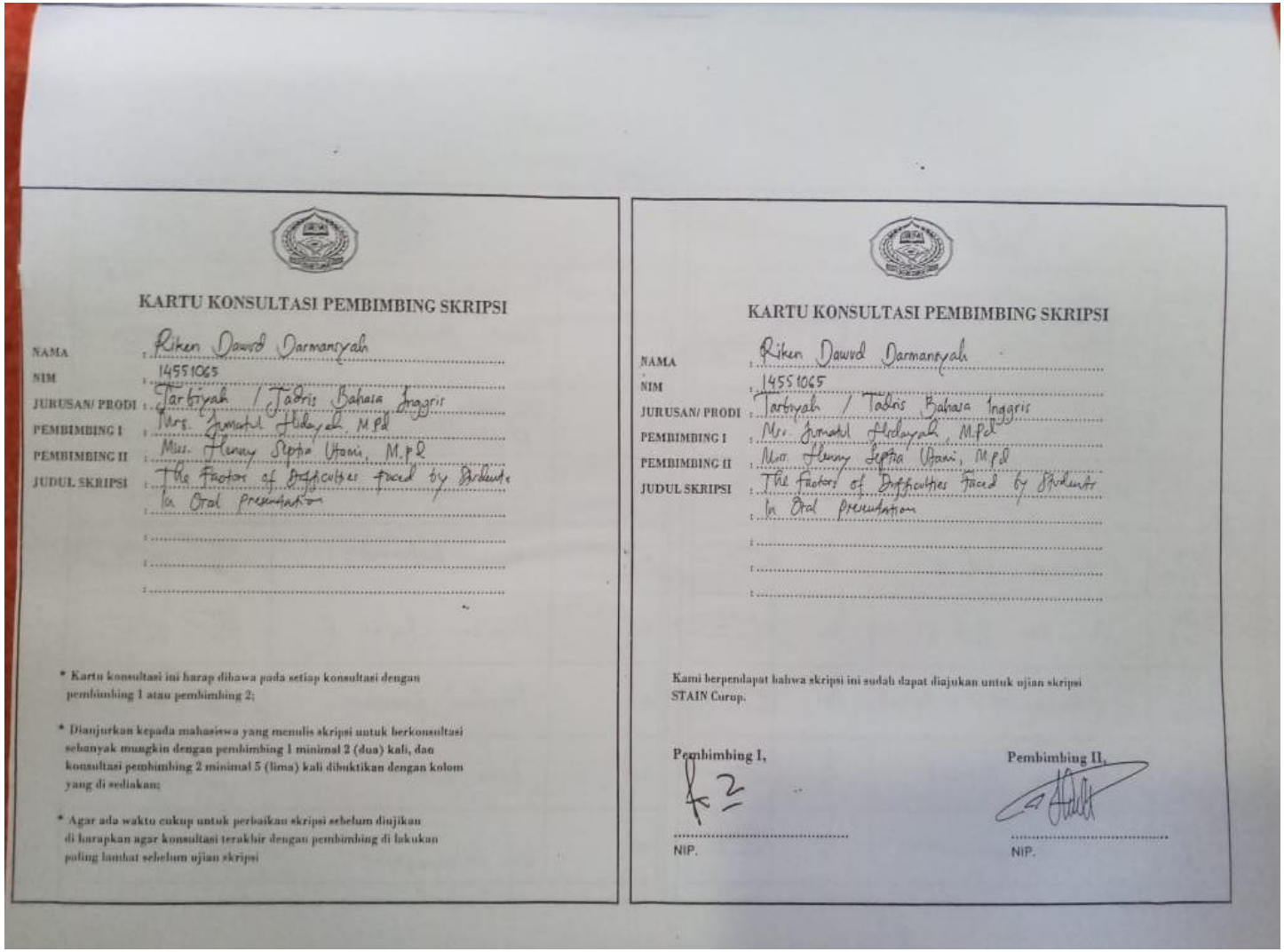
Nama	:	**Riken Dawud Darmansyah**
NIM	:	14551065
Jurusan/Prodi	:	Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris (PBI)
Judul Skripsi	:	The Factors Of Difficulties Faced By Students In Oral Presentation.
Waktu Penelitian	:	18 Oktober s.d 18 Januari 2018
Tempat Penelitian	:	Prodi PBI IAIN Curup Kabupaten Rejang Lebong

Mohon kiranya Bapak berkenan memberi izin penelitian kepada mahasiswa yang bersangkutan.

Demikian atas kerjasama dan izinnya diucapkan terima kasih.

a.n. Rektor
Kabiro AUAK

Muhammad Abdu, S.Pd.I., MM
NIP. 19690810 199503 1 002



KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Riken Dawud Darmansyah
NIM : 14551065
JURUSAN/ PRODI : Tarbiyah / Tadris Bahasa Inggris
PEMBIMBING I : Mrs. Jamalul Hidayah, M.Pd
PEMBIMBING II : Miss. Henny Septa Utami, M.Pd
JUDUL SKRIPSI : The Factor of Difficulties faced by Students in Oral presentation

* Kartu konsultasi ini harap dibawa pada setiap konsultasi dengan pembimbing 1 atau pembimbing 2;
* Dianjurkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing 1 minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang di sediakan;
* Agar ada wakto cukup untuk perbaikan skripsi sebelum diujikan di harapkan agar konsultasi terakhir dengan pembimbing di lakukan paling lambat sebelum ujian skripsi

KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Riken Dawud Darmansyah
NIM : 14551065
JURUSAN/ PRODI : Tarbiyah / Tadris Bahasa Inggris
PEMBIMBING I : Mrs. Jamalul Hidayah, M.Pd
PEMBIMBING II : Miss. Henny Septa Utami, M.Pd
JUDUL SKRIPSI : The Factors of Difficulties Faced by Students in Oral Presentation

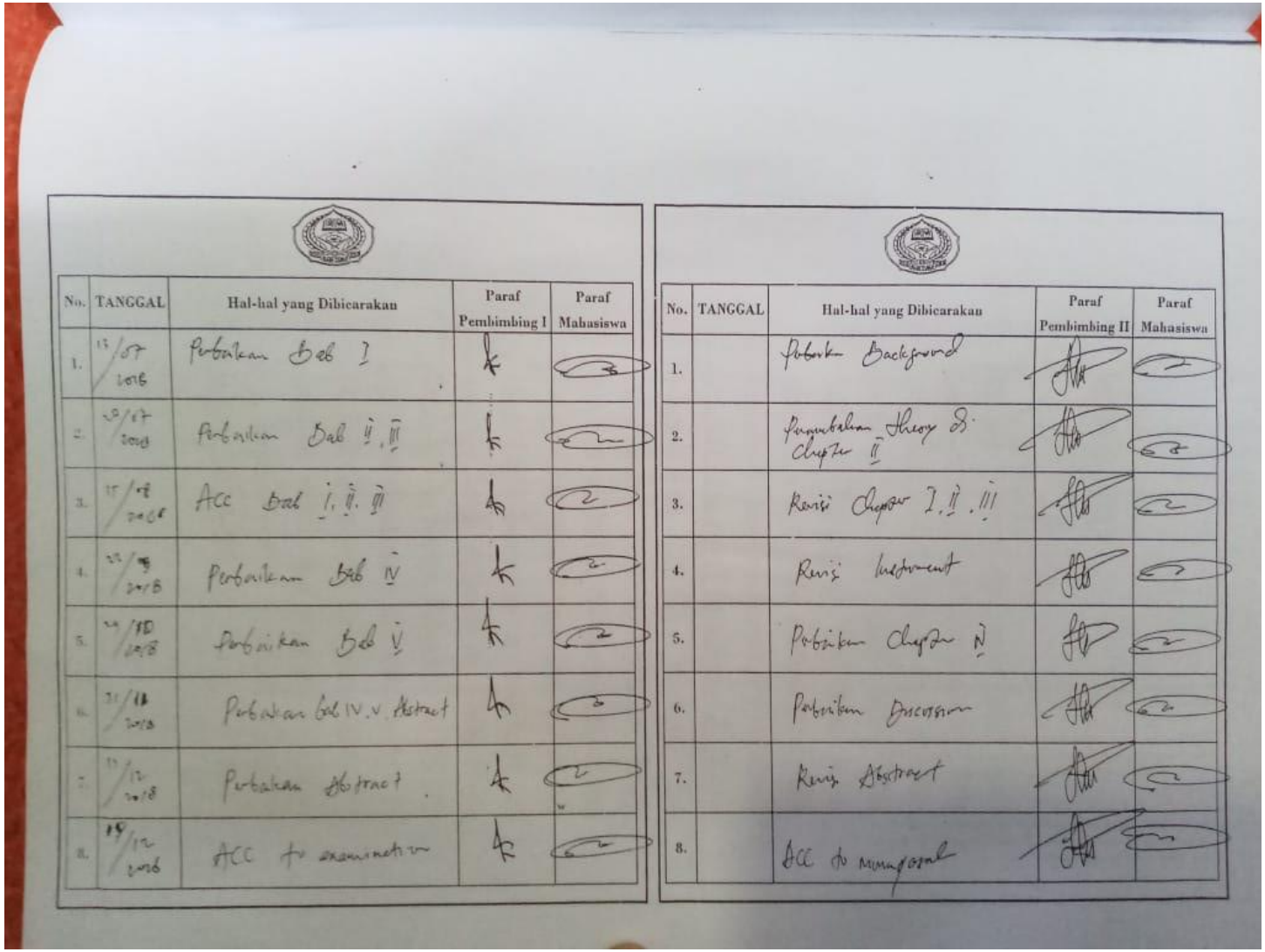
Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi STAIN Curup.

Pembimbing I,

.....
NIP.

Pembimbing II,

.....
NIP.



No.	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1.	13/07 2018	Perbaikan Bab I		
2.	19/07 2018	Perbaikan Bab II, III		
3.	25/07 2018	Acc Bab I, II, III		
4.	28/8 2018	Perbaikan Bab IV		
5.	29/10 2018	Perbaikan Bab V		
6.	31/10 2018	Perbaikan bab IV, V, Abstract		
7.	12/12 2018	Perbaikan Abstract		
8.	19/12 2018	Acc to examination		

No.	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1.		Perbaik Background		
2.		Penambahan theory di chapter II		
3.		Revisi Chapter I, II, III		
4.		Revisi Instrument		
5.		Perbaikan Chapter IV		
6.		Perbaikan Discussion		
7.		Revisi Abstract		
8.		Acc to munaqasah		

BIOGRAPHY

Riken Dawud Darmansyah was born in Bogor, West Java on 5th October 1995. He is son of Mr. Ridwan (Alm) and Mrs. Sri Sukeni Ningsih. He has two sisters. He is the oldest one. He finished his elementary shcool at SD Negeri Cibuluh 2 Kota Bogor in 2007. Hence, he continued to the junior high school at MTs. Ar-Rohmah Kota Bogor in 2007 to 2010. After that, he became a student of senior high school at SMK Bina Warga 1 Kota Bogor in 2010-2013. Then, he decided to continue his education in university level at IAIN Curup and selected English Department as his major. While he was studying in this college, he is a leader of E-station (English Students Association) in 2016-2017.