

**ORAL PRESENTATION DIFFICULTIES OF THE 4th-SEMESTER ENGLISH-
EDUCATION STUDENTS OF SRIWIJAYA UNIVERSITY**

Thesis

By

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**FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY
INDRALAYA**

2023

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Palembang, April 2023



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DEDICATION

I dedicate this thesis to the person who gave the world to me. This is for you, Mom and Dad.

MOTTO

All our dreams can come true if we have the courage to pursue them. —Walt Disney

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ABSTRACT

Oral presentation is one form of promoting students' speaking skills. The students can also listen to other students' oral presentation and understand English structures used in their oral presentations. However, oral presentation is challenging for the students. The researcher discovered that the fourth-semester English Education students of Sriwijaya University still faced many obstacles in oral presentation. The purposes of this study were to find out the difficulties encountered by sixteen fourth-semester students of English Education of Sriwijaya University and to find out the students' solutions to those difficulties. This study was descriptive research using observation to find out the students' oral presentation and interview to find out the students' difficulties and solutions to the difficulties. The results of the first observation (81.3%) and second observation (61.5%) showed that most students were in good category. In the third observation, the students improved rapidly where most (51.7%) were in excellent category and only (42.9%) were in a good category. However, the students experienced some difficulties in several aspects of oral presentation, namely anxiety and confidence, topic, vocabulary, grammar, visual aids, time management, eye contact, and question. The students had solutions to handle the difficulties, such as studying and practicing more, calming down and relaxing, making a note of important points, preparing well before the presentation begins, focusing on the material, try to remember well, ask friend for help, be more confident, set time management, and utilize the internet. Through this research, the researcher hopes this research can provide a source of knowledge to conduct oral presentation studies. The researcher suggests other researchers use this study as a reference in examining students' difficulties in making oral presentations in the future to other students or other communities.

Keywords: *oral presentation, difficulties, solutions*

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CHAPTER I

INTRODUCTION

This chapter presents background, the problem of the study, the objectives of the study, and the significance of the study.

1.1 Background of the Study

English is the international language in the age of globalization, and it is essential to knit the world together. English allows people to communicate effortlessly with others from all over the world. As a result, many people devote time to learning English to improve their communication skills. In Indonesia, English is taught to most students because it is regarded as a foreign language. English is taught as a required subject, beginning in elementary school and continuing through the fifth and sixth grades, junior and senior high schools, and universities. When someone learns English, they must be able to speak and understand the language. These include speaking, listening, writing, and reading. Speaking is among the four language abilities that are most crucial to master since people who acquire a language are considered to be speakers of that language.

According to Astuti and Rohim (2018), Speaking is one of the four English skills students should excel in according to the Competency-Based Curriculum. Speaking is a productive skill for communicating with others. In addition to being able to produce syllables or sounds, it also has meaning. Speaking is intended to facilitate the exchange of knowledge, information, and ideas.

A student's speaking abilities play the most significant role in communication because speaking is essential for effective communication. Vitriyati (2021) mentioned that communicating well in English is considered one of the most important goals for learners regarding personal happiness. However, it is also a desirable qualification for pursuing other hobbies or a profession. Encouraging students' speaking abilities is crucial to their progress in language acquisition, as it allows them to utilize the language, make errors, and eventually learn from them. In this way, an oral presentation is one method of enhancing students' speaking abilities. Murcia (2001) argues that oral presentation is an activity that enhances students' speaking abilities.

An oral presentation is one approach for learning frequently applied English at the university level. Zappa-Hollman (2007) found that oral presentation is essential to the undergraduate university experience and can be considered "a key skill in academic life". The oral presentations of students can improve speaking skills in English classrooms because students can listen to other students' presentations and acquire the English structures used in their oral presentations.

According to Brook and Wilson (2014), the oral presentations are an activity that allows students to find opportunities to communicate with other students in the class and improve their motivation to learn English. According to Girard et al. (2011), oral presentations increase students' interest in learning English and allow them to interact and participate more in the classroom. According to King (2002), oral presentations may help students bridge the divide between language study and language use. By studying oral presentation techniques, students can practice communicating their needs, ideas, and opinions through language. In addition, students also have the opportunity to gain insight into knowledge and skills. With structured planning and organization, mastery of the subject matter and good intentions to interact with others will enable them to truly enjoy sharing their knowledge constructively for their audience and themselves.

Nonetheless, an oral presentation is a challenging technique for students. In an oral presentation, students must not only be able to provide information and converse with their peers, but they must also be able to control their emotions and comprehend the situation in front of the audience. Therefore, the students often need help even when they have oral presentations.

According to Fauzi and Hanifah (2018), Indonesian learners encounter three difficulties in presentation skills: a lack of vocabulary and grammar to improve an English oral presentation, a lack of confidence to present in English, and a lack of media. In the meantime, Al-Nouh et al. (2015) reported that anxiety or fear of speaking was one of the most common difficulties reported by students in oral presentations. Consistently, research has demonstrated that anxiety can hinder the production and achievement of EFL students. Moreover, according to Zappa-Hollman (2007), linguistic issues were viewed as the most difficult during oral presentations, and Dornyei and Kormos (2000) note that the difficulty students face stems from attempting to communicate their ideas and, at the same time, comprehend what is said despite having limited language skills. This results in a different affective state when communicating in the native language.

Some previous studies were concerned with solutions to solve students' difficulties in the oral presentation. Kho et al. (2015) discovered that students needed more chances to speak English. Making this opportunity available to themselves, with or without the aid of others, is one solution to the issue with oral presentations. According to a study by Al-Darwish and Taqi (2015), students believe sufficient practice time is the key to a successful presentation, enhanced fluency, and reduced anxiety. Brook and Wilson (2014) suggest three stages for delivering an oral presentation: conducting research and writing the presentation, incorporating visual aids, and understanding presentation skills. In addition, Torres and Rodriguez (2017) identified ways of overcoming oral presentation difficulties, such as preparation and rehearsal, code-switching, and translating.

In this way, even though oral presentation activities were used in almost every subject class in English education of Sriwijaya University, the researcher discovered that many students still faced obstacles in their oral presentation. In this study, the researcher focused on fourth-semester English Education students of Sriwijaya University that still faced many obstacles in oral presentation. Theoretically, fourth-semester students have previously completed many levels of speaking courses, such as Speaking for Informal Interactions in the first semester and Speaking for Formal Interactions in the second semester, so they should have excellent oral English presentation abilities. In semester 4, students need to deliver the material better, students must know how to convey the material to the audience. On the other hand, fourth semester students tend to be afraid, hesitant, anxious, and lack confidence in delivering their presentations. Moreover, the apprehensive and tense situation formed by various conditions creates inconspicuous barriers that prevent students from delivering effective oral presentations.

Regarding this problem, the researchers want to find the difficulties encountered by fourth-semester students of the English Education Study Program at Sriwijaya University and the solutions to those difficulties. As a result related to this study, lecturers and students will learn about difficulties in oral presentations as well as solutions to overcome those difficulties. Therefore, the researcher conducted the research entitled "Oral Presentation Difficulties of the 4th-Semester English-Education Students of Sriwijaya."

1.2 Problems of the Study

1. How good is the oral presentation of the fourth-semester students of the English Education Study Program at Sriwijaya University?
2. What are the difficulties in an oral presentation faced by the fourth-semester students of the English Education Study Program at Sriwijaya University?
3. What are the solutions to the difficulties in oral presentations faced by fourth-semester students of the English Education Study Program at Sriwijaya University?

1.3 The Objectives of the study

1. To find out how good the oral presentation of the fourth-semester students of the English Education Study Program at Sriwijaya University was.
2. To find out the difficulties in an oral presentation faced by the fourth-semester students of the English Education Study Program at Sriwijaya University.
3. To find solutions to the difficulties in oral presentations faced by fourth-semester students of the English Education Study Program at Sriwijaya University.

1.4 The Significance of the Study

1) For Lecturers

This research is expected to help the lecturers resolve the oral presentation difficulties of English Education Study Program students.

2) For Students

This research is expected to make the students aware of their difficulties when doing oral presentations, which will help them improve their public speaking skills.

3) For Researcher

This research is likely helpful in providing relevant data that will be used for further research on the same theme.

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