

## **Chapter Five**

### **Conclusion and Recommendations**

This chapter presents conclusion and recommendations. The conclusion of the study concludes the result of this study. In addition, this study presents recommendations to the readers who needs any information related to this study especially students, lecturers, and the other researchers.

#### **Conclusion**

The teaching method used by the lecturers is the key to achieve the course goals. There are many methods which could be used. In ELED of a private university in Yogyakarta, the lecturers use oral presentation method to know the students' speaking skill and students' comprehension about the course. In fact, to conduct a better teaching and learning process, the lecturer sometimes sees the difficulties appear in student's presentation. It is clearly identified by the way they presented their presentation. Furthermore, the difficulties might become worse when it happens to the freshman. The freshmen should learn a lot of things to do their first English oral presentation. The difficulties occur in various types. The freshman has their own difficulties that usually offend their presentation. Thus, the purposes of this study are to find out the problem in doing English oral presentation and the strategies used by the freshmen to overcome their difficulties.

The methodology used in this research was qualitative research method, and the design adopted was descriptive qualitative design. Adopting descriptive qualitative was beneficial to this research to get rich data. The researcher conducted interview as the data collection method. The interview was expected to

accommodate the freshman's difficulties and strategies in doing English oral presentation. The interview also gave opportunity to the researcher to get specific answer related to the issues. Three participants were chosen in this study. They were from the first and second semester of ELED of a private university in Yogyakarta. The participants were chosen from the best student in the class by the lecturer who uses English oral presentation of the course. The researcher interviewed the participants using Indonesia language to prevent the ambiguous among the researcher and the participants, since Indonesian language is the first language used by both the researcher and the participants.

The first finding of this study is about the difficulties of doing English oral presentation at ELED of a private university in Yogyakarta. Based on the data gathered from the participants, there are six difficulties faced by the freshmen in doing English oral presentation at that department. Those difficulties are time management problem, nervousness problem, grammatical problem, gaining audience's attention problem, topic mastery problem, and remembering the idea problem.

The second result of this study is about the strategies usually done by the freshmen to overcome the difficulties in doing English oral presentation at ELED of a private university in Yogyakarta. There are seven strategies used by the freshman to overcome their difficulties in doing oral presentation. The number of the strategies is related to the difficulties that the freshman mentioned in the first finding. However, there is one strategy added by the participant as she had other opinion to overcome the problem by herself. Those seven strategies are having

good time management to overcome time management problem, doing self-relaxing and focusing the sight on one point to overcome nervousness problem, making some jokes to overcome gaining audience's attention problem, learning grammar to overcome grammatical problem, practicing the presentation to overcome remembering the idea problem, and mastering the topic to help them overcome mastery topic problem in doing oral presentation.

To sum up, the lecturer could use English oral presentation as a teaching method of the course. The oral presentation is one of effective ways to measure students' ability in understanding the topic of the course. There are benefit things that both lecturer and student get when they conduct an oral presentation. However, the difficulties in doing oral presentation may occur for some students. It seems difficult for the student in first year to do presentation well. They might experience some difficulties. Therefore, they should learn to overcome the difficulties by applying one or more strategies. The freshmen have to search any strategies to overcome their difficulties, and it could find in article or research paper.

### **Recommendations**

The researcher provides recommendations regarding the freshmen's perception on English oral presentation at English Language Education Department. The recommendations are aimed to the lecturer, the freshman of English Language Education Department, and future researchers. The explanations are presented below:

**Lecturers.** After knowing the problems faced by the freshmen, the lecturer needs to be aware about the difficulties. The lecturer is suggested to help the freshmen to have a better presentation. After knowing the strategies used to overcome the freshmen's problem in doing oral presentation, the lecturer should inform these strategies and motivate the student facing the problem in oral presentation to try the strategies.

**Freshmen of ELED.** The freshmen are expected to present well presentation as they already know the difficulties that might be faced by them as the freshmen. Those difficulties mentioned in the previous chapter are beneficial for the freshmen to identify their difficulties of oral presentation. Hence, the freshmen should consider to apply the strategies to overcome their difficulties in doing English oral presentation. The researcher expects by following the strategies to face the difficulties in English oral presentation will lead the freshmen to become successful presenters.

**Future researcher.** The researcher expects for future researcher to enlarge this research issues about English oral presentation. The researcher suggests the future researcher to seek the problem on the English oral presentation faced by the freshmen to discover the new problem of that issues. The future researcher also could explore the strategies in doing English oral presentation, so it can be a reference to the freshmen on how to overcome the difficulties on issues. The researcher also hopes this study can be the reference for further research related to this issue. As for example, other researchers can investigate better types of presentation used as the assessment. Thus, this study can be more complete.