

## **Chapter Four**

### **Findings and Discussion**

In this chapter, the researcher explains the findings and discussions of the study. The finding reveals several points related to the students' perception on the use of English oral presentation at English Language Education Department. Based on the research questions, there are two points that can be obtained. The first point presents and discusses the difficulties of doing oral presentation based on the freshmen's perception. There are six findings in the first point. The second point answered the second research question which is about the strategies used by the freshmen to overcome their difficulties in doing oral presentation. There are seven findings in the second point. The data obtained after the researcher did an interview with three participants from batch 2017 or the students who were in the second semester when the data were taken. The researcher mentioned the participants' names using pseudonyms. The participant is Oliver, the second participant is Barry, and the third participant is Caitlin.

#### **The Difficulties of Doing English Oral Presentation at English Language Education Department based on Freshmen's Perception**

Based on the data obtained from three participants who were involved in this research, there are six findings related to first research question that is about the freshmen's difficulties of doing English oral presentation at English Language Education Department in a private university of Yogyakarta. Those are time management, nervousness, grammatical problem, gaining audience's attention,

topic mastery, and problem in remembering the idea. The findings are discussed as follows:

**Time management problem.** This finding is the first difficulty experienced by the freshmen in doing English oral presentation for assessment. From the interview result, Oliver explained his difficulties of doing oral presentation, and that is time management. This problem occurred when the student thought that the oral presentation assessment that was given by the lecturer was still too long to be prepared. They usually did other activities outside the campus instead of preparing the presentation. Oliver was an active student in the outside college activity, so he had many things to do, and sometimes forgot to prepare his presentation assessment. He said, “The reason I do not do presentation well was because I do not have enough time to prepare, and I do not manage my time well between doing class activities and doing other activities outside of the class” (Oliver, interview excerpt).

Additionally, Oliver told that he had a difficulty in doing oral presentation when he did not prepare the presentation properly. One day, when he should present his presentation, he came late to the class, and he could not manage his breathing. He stated, “I ever tried to speak in front of the class, that time, I came late. Then my turn to speak was about a minute, there I still felt exhausted. It made me tired and nervous of doing presentation” (Oliver, interview excerpt). By that condition, the participant faced difficult situation. He could not concentrate while speaking in front of the class, and he did not deliver the idea of the material properly.

This finding was related to the result of a prior study. According to Tuan and Mai (2015), the oral presentation sometimes makes the student deal with the time problem they might face. Thus, in this first finding of the study, Oliver has the problem in managing his time to prepare the presentation.

**Nervousness problem.** The second problem of doing oral presentation based on the freshmen's perception is the nervousness problem. Based on the data collected from three participants, all of them stated that one of the difficulties in doing presentation is feeling nervous. Those three participants have their own causes of nervousness problem. Oliver stated that he is a typically shy person when he speaks in front of people. He stated, "I am feeling nervous because that is my personal behavior; I am shy to speak in front of lots of people and become the focus of attention" (Oliver, interview excerpt). He also said that other factor the nervousness problem appeared was because he does not really prepare the material of the presentation. He said, "I become even more nervous because of less of preparation, it is making me more nervous" (Oliver, interview excerpt).

The nervousness also happens when the person is not confident to speak the language that is different from their first language. Two participants were stated the causes of nervousness problem. As an freshman of EFL, they were not confident to speak the target language in front of the class or further explain the material using the target language. Barry stated, "I just learn English recently. So, when there is an assessment to speak using that language, I am just not confident enough to do that, it makes me feel nervous sometimes" (Barry, interview excerpt). "Sometimes I just speak using English without knowing the correct

grammar. So, as the EFL students, we certainly have grammar class to learn. Everyone there learn how to use correct grammar, so that makes me nervous and afraid of being judged by the people” (Caitlin, interview excerpt) added by Caitlin.

In summary, all participants stated that the nervousness problem is one of the difficulties coming from their personal characteristic. They have different character making them feel nervous in doing oral presentation. In addition the problems coming from the participants are lack of confidence, afraid of performance judge, and afraid of being focus of attention. It is supported by El Enein (2011); who stated that most of the EFL students are very nervous for presenting the material in front of the people. The result of previous research is supporting the three freshmen’s statements regarding the nervousness problem in doing oral presentation.

**Grammatical problem.** The third difficulty faced by the students in doing English oral presentation is related to grammar. Two out of three participants agreed that the grammar problem could be a factor affecting the student’s presentation. Barry said, “Sometimes, I still have a problem in grammar rules” (Barry, interview excerpt). Additionally, Oliver said that he was afraid of making grammatical error while speaking in front of the class. He said, “actually, I just try to speak fluently and use correct grammatical rule, so it makes me think about the grammar rules before I speak. Sometimes it causes me hard to speak using the target language” (Oliver, interview excerpt).

The problem comes up when the freshman are worried about the grammar rules they use while speaking in front the class; it is unconsciously disturbing the concentration of the student. It is supported by the statement of Oliver who stated, “After I learn grammatical rules, I always think before I speak in oral presentation, that was just like coming across my mind when I start to speak” (Oliver, interview excerpt). This finding is also found in the result of previous research. It is in line with Thornbury and Slade (2007) who stated that one of the students’ problems in speaking is constructing a good sentence using correct grammar or vocabulary, because the presenter needs to think twice about the grammar rule.

**Gaining audience’s attention problem.** One out of three participants stated that gaining audience’s attention become the problem in presentation. According to Oliver, “there is a difficulty of doing presentation that is gaining the audience attention” (Oliver, interview excerpt). The effective presentation should have the speaker and the audience. The speaker must prepare their explanation so that the audience will catch the idea of the topic given correctly. The speaker should give the audience a simpler explanation for the topic, so that the audience could accept the information given by the speaker in the presentation. Furthermore, the audience is group of people who listen to the speaker to get the new information by the speaker. That is called as the effective presentation.

On the other hand, people nowadays seem to lose respect to the other people when someone presents the presentation. As explained by Barry, “Sometimes, the audiences are busy speaking to each other, and they do not pay

attention to what the speaker is saying. In addition, there is the audience who is busy with their phones” (Barry, interview excerpt). It can be said that there are some audiences who do not pay attention to the speaker during the presentation. It is in line with Khoury (2015) who said that keeping or making the audience listen to the presenters is one of the presenter’s problems when they present a presentation. They might pay attention to the speaker at the first minute of the presentation. However, in the next minutes of presentation, the audience might get bored to listen to the speaker. Thus, they find other activities that is more interesting for them to do.

**Mastering the topic problem.** The fifth problem of doing English oral presentation is mastering the topic. Two out of three participants agreed that mastering the topic material is the problem they face in doing the presentation. As freshmen of EFL, they might have the material for each course that they enrolled. The material of EFL student was pretty hard to master by the freshmen. The factors that make the student difficult to master the material given by the lecturer is that the material mostly written in English. Caitlin stated, “usually the lecturer gives the topic written in English” (Caitlin, interview excerpt). Additionally, Barry said, “The materials that are given to the student mostly written in English . So, for the EFL learner is kind of difficult to understand the material clearly” (Barry, interview excerpt).

Based on the data above, the freshmen of ELED face the challenge to understand the material of the course when it is written in English. They are difficult to translate the sentence and get the information perfectly correct. Thus,

sometimes the freshmen could get different conclusion based on their translation. It is supported by Caitlin who stated, “I miss translated the meaning of the topic and make me misunderstand the topic sometimes” (Caitlin, interview excerpt). It is in line with Tuan and Mai (2015) who stated that one of the difficulties for learner to do oral presentation is that they are not familiar with the topic given by teacher; it will make student confused to understand the topic, because they do not have sufficient knowledge about the topic.

**Remembering the idea problem.** The sixth difficulty of doing English oral presentation is remembering the idea. One of the participants stated that her problem in doing English oral presentation for the assessment is remembering the idea. She stated that during the presentation she already prepared her material to be delivered to the audience, but, it seems really difficult to remember all of the material in front of the class. The memorizing problem appears to any other students whether they commonly do oral presentation or rarely do oral presentation, this problem could happen to anyone. Caitlin stated, “sometimes I remember the things I should deliver in my presentation. Unfortunately, when I am in front of class and everyone keep their eyes on me, those things suddenly gone” (Caitlin, interview excerpt). It is in line with Rajoo (2010) who stated that students sometime forget the idea in the beginning or in the middle of the presentation, because they do not remember what they have to say.

## **The Strategies Used by the Freshmen of English Language Education Department to Overcome the Difficulties in Doing English Oral Presentation**

In this section, the researcher presents and discusses findings to answer the second research question. It is about the strategies used by the freshmen of English Language Education Department to overcome the difficulties in doing English oral presentation. There are seven findings presented in this section. Those findings are having good time management, doing self-relaxation, focusing the sight on one point, making some jokes, learning grammar, practicing the presentation, and mastering the topic. The findings are discussed as follows:

**Having good time management.** Two out of three participants stated the strategies to overcome the time management problem. Oliver stated that his strategy is prepare the presentation before the beginning of the presentation. He said, “for the next presentation, I should not prepare my presentation in the short time” (Oliver, interview excerpt). Additionally, he said, “I came to the class 30 minutes earlier, so I know the situation of the class”. This kind of strategy was also stated by Caitlin. She said, “when the lecturers give assessment to present the presentation next week, I prepare to find the materials and get myself ready in that day” (Caitlin, interview excerpt).

In short, those two statements stated by the participants are in line with the result of the previous research. It is in line with Gibson (2014) who stated that the students should master the issue or the material and organize it well. Organizing the preparation consists of the preparation before the presentation. Planning the time is also needed in preparing the presentation. Additionally, Sivadjati (2016)

said that to overcome the time problem the speaker should arrange the time really well. It means that the presenters need to estimate the time per sub point in order. It will be a very nice presentation if the speaker is ready to deliver the presentation.

**Doing self-relaxation.** The second finding is the strategy dealing with the students' nervousness problem. The strategy used is doing self-relaxation. There are two participants who have agreed that the strategy to overcome the difficulties in nervousness problem is that self-relaxing strategy. Caitlin stated, "I try to make myself as calm as possible when delivering the topic, so I will not forget the next detail of the topic. Maybe the lecture will give an advice and correction in the last or during the presentation" (Caitlin, interview excerpt). Oliver also added, "Then I make myself as relax as possible so that I can enjoy my presentation" (Oliver, interview excerpt). Those statements prove that the presentation should be presented in the enjoyable way. Thus, we could certainly make an effective presentation, if the speaker is enjoying it. Oliver said that his way to do self-relaxing strategy is by breathing slowly. He said "I breathe slowly to reduce nervousness" (Oliver, interview excerpt). Breathing exercise is one of the ways to make us relax sometimes. This strategy was applied by Oliver. He believed that this strategy is beneficial to him to make a better presentation.

To conclude this finding, those statements stated by Oliver and Caitlin above are in line with the literature review. It is in line with Daniel and Hall (2014) who stated that exercise, breathing exercise, and not looking at the audiences' eyes can reduce the anxiety level in doing an oral presentation. This

strategy is beneficial for the freshmen that have nervousness problem. The freshmen should do their self-relaxing activities to overcome their anxiety. Oliver has his own self-relaxing to reduce his nervousness problem. Caitlin also has her own self-relaxation so that she could enjoy the presentation without worrying about being judge by the people. Thus, these kinds of activity are used in order to make the presenter enjoy their presentation and also to overcome their nervousness problem.

**Focusing the sight on one point.** The second strategy that could overcome the nervousness problem is focusing the sight on one point. This finding was stated by only one participant out of three participants in this study. This strategy is beneficial for the people who have problem in nervousness and remember the idea. It is supported by Caitlin who said, “I focus on my closest friend, when I forget the material I just keep calm and take a deep breath and focus my sight on one point” (Caitlin, interview excerpt). She believed that her friend was the way to overcome her difficulties during the presentation. During the presentation, the speaker should have a great focus to stick to their idea. When the speaker loses their focus, it is possible for them to lose their idea of presentation too. Therefore, Caitlin believed that by focusing her sight to the closest person she has, she might keep her focus on the presentation. Caitlin also said, “I focus on my friends, so they might support me, and it helps me to reduce my nervousness” (Caitlin, interview excerpt). This strategy is useful for the people who have a close friend as the audience of the presentation. Always focus

on one person that you believe can support you in doing the presentation, and in making the presentation better.

**Making some jokes.** The fourth finding in the strategy to overcome the freshmen's problem in doing English oral presentation is making some jokes. One out of three participants stated his strategy to overcome his problem in gaining audience attention. The speaker needs to present the enjoyable presentation to the audience. He stated, "I usually made some jokes to gain the audiences' attention" (Barry, interview excerpt). This participant says that Barry explained that every time he tells any jokes to the audience in front of him, they respond him. By doing this strategy, hopefully the presenter could gain the audiences' interest to see the presentation clearly. Moreover, this strategy is helpful for the speaker to gain his confidence, so that he can be more confident to share his idea.

Based on the data above, it can be seen that the speaker needs to have the audiences' focus until the end of the presentation. By telling jokes, the speaker wants to gain the audiences' attention. The strategy stated by Barry is in line with Kim (2014) who said that in order to have the listeners interest, telling some jokes, story and something else inside the presentation is a good approach. It could make the audience become contented to listen to the presenter's presentation.

**Learning grammar.** The fifth finding in this research is the strategy to overcome the grammatical problem faced by the freshmen in doing English oral presentation. There were many ways to learn grammar based on the expert.

Learning grammar mentioned in this study means how the participants solved their difficulty related to grammar rule. All of the participants in this study said that their strategy to deal with their difficulty in presentation is by learning grammar. According to Oliver, he would use English in his real-life situation. That way was useful for him to get-familiar with that language. He said, “I just need exercise to use grammar in my daily speaking” (Oliver, interview excerpt). He also said, “After I learn grammar in the class, I use those grammar rules in my daily speaking”.

Furthermore, Barry also had his own way in this strategy to overcome the problem. He likes to ask his friend on how to use grammar properly. It is supported by his statement, “I usually ask my friend about grammar” (Barry, interview excerpt). He believed that it could help him. He added, “it is really helpful to ask my friends about grammar” (Barry, interview excerpt). Caitlin also had her own way to learn and overcome grammar problem. She said, “I usually stick the grammar rules and vocabulary on the wall in my room, so I can see and apply the rules every time I see it” (Caitlin, interview excerpt).

In summary, those participants statements about learning grammar are in line with Lewis (2011), who stated that the best method to overcome the problem related to grammar is by knowing the grammar rules; it can make the students confident to speak. They agreed that one thing that they should do is knowing the grammar rules, then they become confident to speak up in front of the class. Thus, knowing the rules also should also be done by practicing them in their life.

**Practicing the oral presentation.** The sixth strategy stated by the participants to overcome the difficulties in English oral presentation is practicing the oral presentation. This strategy is useful for the freshmen to reduce their problem in remembering the ideas. Barry stated his strategy to overcome the difficulty in managing time and remembering the idea. To overcome those problems, Barry believed that practicing the oral presentation could help him to perform better presentation. Barry stated, “I master the material first and practice doing oral presentation” (Barry, interview excerpt). Practice makes another thing could be organized well.

For the speaker, practicing oral presentation is one thing they should do. It is useful for them to check their readiness to conduct the presentation. It is not only done to check their understanding about the topic, but it also helps them to check their readiness as the presenter. This strategy also could manage the speaker confidence to speak in front of the class. They must be ready to present their presentation. They should have a time to practice the presentation before presenting. Barry said, “The night before presentation, I read the topic and act like I am delivering the presentation in front of the class. So, I could remember the things I have to say in front of the class” (Barry, interview excerpt). Certainly, this finding is really beneficial for the people who will do oral presentation.

**Mastering the topic.** Two out of three participants having problem in mastering the topic agreed that the strategy to overcome that difficulty is by searching other resources and references regarding the topic. It is supported by Barry who stated, “I search the references as many as possible” (Barry, interview

excerpt). In addition, Caitlin stated, “We should dig more the topic materials by searching other sources and references about the same topic” (Caitlin, interview excerpt). It is quite difficult for some people, because usually they already have main book to be references in the class. They do not want to seek another book, because they think it is enough to master the topic by single reference. It is sometimes good to only have one reference. However, there is a possibility in which the audience already understand the material. If it happens, the audience may not pay attention to the presenter. Thus, as the speaker, it is really suggested to find other sources to make them master the topic well and get students’ attention by the new idea they have.

In summary, those two statements revealed by the Barry and Caitlin are in line with Blake (2013) who stated that understanding the topic is useful for the students in order to recognize further information of the topic. The topic given by the lecturer is something that the student should understand. They should know the meaning of the topic word by word. They also should understand the word they have read in the book of material. Then, they use their language to share their information. The speaker should think how to use the simpler explanation, so the audience would still understand the information correctly.