

Chapter four

Finding and discussion

This chapter presents the result of the study. The researcher explains the finding and connects to the theory. This chapter consists of the finding and the discussion of the study. The finding of the study reports the data from observation and interview. The researcher found the students' challenges in a thesis defense. Moreover, the discussion relating the findings to the theory from the experts is provided in this chapter.

Students' Challenges in Undergraduate Thesis Defense

This first aim of this study is to find the students' challenges in a thesis defense. The researcher found some students' challenges in a thesis defense. These findings were obtained from the observation made when three participants did thesis defense and from the answer of three participants after the researcher did the interviewed. The researcher collected the data from three students ELED at one of the private university in Yogyakarta. The challenges students face in thesis defense are nervousness, selection of words in the visual aid PPT, forgetting the points of explanation in for all chapter in the thesis, understanding all the contents of their thesis writing, doing eye contact with the audience, difficulties in question and answer.

Nervousness. The first challenge in undergraduate thesis defense is nervousness. All the participants of this research said that one of challenges in doing undergraduate thesis defense was nervousness. Nami, Zoro and Robin said that they were nervous when they first started the thesis defense, which was the presentation and the end of the thesis defense, namely during the question and answer session. Sometimes all participants feel nervous during doing in an undergraduate thesis defense.

The first statement was mentioned by Nami who told, "I was nervous when the presentation started and when finished the presentation to start the question and answer session". Nami said that she felt nervous at the beginning of the presentation and at the time the question and answer session would begin. Before doing the presentation, Nami had done several exercises before she did the thesis defense, so actually, Nami was ready to do thesis defense. And Nami would feel nervous at a question and answer session because she is already over thinking and the question that will be asked by the examiner. And she felt relieved after the presentation, but after that, she was asked again, so she will get nervous again when I ask questions.

And this was also said by Zoro, "I felt nervous at the beginning of doing the thesis defense because it was the first time I did thesis defense, besides that, I was also nervous when I was going to ask questions at the end of the presentation". Zoro was feeling nervous because this was the first time he did thesis defense and was not accompanied by his

supervisor. A week earlier, Zoro had prepared PPT for a presentation and had practiced several times. He also said that he could exercise up to three times a day to prepare himself for the thesis defense. Zoro has prepared himself for thesis defense with repeated practices.

Unlike Nami and Zoro, Robin said, "she just felt nervous when she was going to do a question and answer session". It was different from Nami and Zoro who felt nervous at the beginning and end of the presentation which would begin with a question and answer session but Robin only felt nervous when she was going to do a question and answer session with the examiner. She felt nervous because she would feel difficulties when a lecturer asked him to use full English and he could not answer the whole question using full English as well.

In the observation excerpt, Nami's consciousness was seen; her face was slightly tense and made movements such as fixing the veil and doing filler when explaining the material in the presentation. At the time of observation of the Zoro doing the thesis defense, it was also seen that Zoro's face looked tense and made movements such as playing a pen, scratching his nose during a presentation, and doing fillers. Not much different from Nami and Zoro, Robin was seen nervous, his facial expressions looked tense with the movement of raising eyebrows, fixing the veil and scratching the forehead while presenting and doing fillers like Nami and Zoro. National Institutes of Mental Health (2014) stated Panic Disorder is an anxiety disorder and is characterized by unexpected and repeated episodes of intense fear

accompanied by physical symptoms that may include chest pain, heart palpitations, and shortness of breath, dizziness, or abdominal distress.

In addition, this nervousness can also be caused by many audiences who were present at the time. In addition to many audiences present at the time of thesis defense, it can also be caused by students who are doing thesis defense, which at the time was not accompanied by their supervisor. From the findings obtained from the 3 participants, they were actually prepared to do thesis defense several times before the thesis defense was done so it could be understood that their nervousness only occurred at the start of the thesis defense but after the presentation, their walk was very smooth. Just as said by Thody (2006) that in a presentation to be effective preparation is very necessary. During observation and interview, among the three participants, Nami is behavior was more confident compared to Zoro and Robin. From the beginning, Nami had been confident to do a defense thesis and she already had natural properties that could be seen from the body language, therefore anxiety was not too much compared to Zoro and Robin. Like Nami said at the interview that he often did public speaking and he had no problems when presenting in defense thesis. This is supported by Al-Nouh, Abdul Kareem, and Taqi, (2005) that anxiety during an oral presentation can also be caused by personal traits of students. And the presentation skills are important roles in students' anxiety feeling.

Forget the content of the research. At this point, a participant said that he forgot the points that will be explained during the thesis defense because there were too many discussions or chapters in the thesis. Because when doing thesis defense must explain the 5 chapters that we have written in the thesis. With many chapters in the thesis making my participants forget about the explanations points.

Zoro stated.” sometimes I forget that a lot of chapters 1 to 5 have a few points that I outlined I jumped over, but yeah, I just continued”. He is forgetting all the explanatory points in the contents of the thesis because there are too many explanations in all the chapters in the thesis. So that Zoro forgot some parts of the explanations points which Zoro should explain when undergraduate thesis defense, but because forgetting cannot be explained, finally just continuing the explanation in another part.

In the field note, during the observation data taken by researchers that when explaining in chapter 3 when the undergraduate thesis defense that the presenter did not explain and forget about the content he skipped it into chapter 4. In addition, Al-Nouh, Abdul Kareem, and Taqi, (2005) mentioned oral presentations are planned and practiced speeches that are memorized or read from the notes. Meaning memorization is still needed for the success of the presentation. And supported by Nadia (2013) oral presentation is like a formal conversation, speaking to many people as a natural activity. So the presentation does not have to be remembered but must be done naturally with lots of practice. If for example, he forgets

about the material at the presentation, making them look less natural when making presentations.

Cannot maintain eye contact with the audience. The other challenges in an undergraduate thesis defense, Robin said that she had difficulty when doing eye contact with lecturers and audience members because if he did eye contact with lecturers and audiences he would feel lost in the focus of the thesis and would feel nervous.

Robin said, " I felt difficult when presenting because I needed to do eye contact with the audience or lecturers at that time". When conducting thesis defense, having to make eye contact with lecturers or audiences who were present at the time was a challenge faced by some students while doing thesis defense. Feeling difficult to make eye contact is because students will usually focus more on the material that will be explained and if doing eye contact with the audience and lecturer will make students feel nervous and forget about the material or explanation that will be explained. To do eye contact with audiences and lecturers if you have mastered the material so that when doing eye contact does not make you nervous to stay focused on the presentation that is being done.

In the observation excerpt, it can be seen that while the participant was doing the presentation, they would rather look at the PPT slides and other sides of the room than looked towards audiences when explaining the material. Raja (2017) mentioned, listed few things that hold great importance during a speech or presentation: the first is presenter must be

intended to be open with the presenter's audience, the second is the presenter must be intent to connect with the audience, while third is the presenter intent to be passionate about the topic, and the last is the presenter intent to listen to the presenter's audience. These are a few tips that help speakers connect with the audience, to become good speakers. Hence, when presenters are going to make a presentation they have to approach first to the audience present at our presentation so that when they present, they explain the material they convey. They will not find it difficult to adjust the eye contact with the audience that is present and that will not interfere with the ongoing presentation. As an additional point, Thody (2006) added, the presenter should see the audience not only focus on one view only. While presenting, the presenters should be able to set the style as it is talking to the audience does not look like it is reading. Furthermore, the presenters should be able to create an atmosphere when the presentation is more comfortable for the presenter and audience. This is not in accordance with what Robin did when he did the thesis defense that he could not adjust the eye contact with the audience present at that time.

Difficult to answer the questions. The last finding in the research is difficult to answer the questions, Nami, Zoro and Robin said that they had difficulty when answering questions asked by examiners. Researcher got this opinion from the answers given by the participants during the interview and the researcher got it during the observation when the participants were doing their undergraduate thesis defense.

From the interview excerpt, Nami said, "The challenge during the question and answer session was because I am over thinking and cannot immediately understand what is said by the examiners". At the question and answer session, they were over thinking and cannot immediately understand what is said by the examiners because the question and answer session was a very intents session. Even though we already knew what we wrote, what the examiners asked in the question and answer session were still a challenge or the biggest challenge in the undergraduate thesis defense. Nami also said that she was a typical person who was rather difficult to be able to immediately understand the questions asked by the lecturer so that she had to ask again the questions that had been asked.

Zoro also said, "It is difficult because there are some questions that the lecturers ask are not clear". Similar to Nami's experience, Zoro also felt that the greatest difficulty sat in was during the question and answer session. As Zoro said it was difficult because there were a number of questions asked by the lecturer that were not clear because the lecturer was critical when asking questions. And because the presentation was finished so the energy was drained at the time of the presentation after which it was continued to the question session to make it not focus when answering the questions asked. In addition to the exhausted personnel after completing the presentation also because it was not accompanied by the examiner, the lecturer became confused when answering the question.

Robin added, "There are difficulties when lecturers ask by using full English". The difficulties faced during the question and answer session if there are lecturers who ask by using full English and automatically have to answer using full English as well. The difficulty is when the students answer using full English when we explain clearly, but the explanation is different from what was received by the lecturers because sometimes when we are nervous, we will forget some vocabulary words when answering or explaining the questions that have been asked. Got this opinion from the answers given by the participants during the interview and I got it during the observation when the participants did the thesis defense.

In the last sessions from undergraduate thesis defense, which is a question and answer session, students were asked questions by 2 examiners, where during the question and answer session students feel the greatest challenges when doing thesis defense. From the 3 participants above said that they felt the biggest challenge when the undergraduate thesis defense was at answering the question from 2 examiners. Nami, Zoro, and Robin got into trouble during the question and answer session that was asked by the examiner, in Nami's case when she could not answer she would glance at the supervisor, if in Zoro's case he would be silent while playing a pen or scratching her head, while in Robin's case she will shut up and frown like someone who is thinking.