

**STUDENTS' DIFFICULTIES ON ORAL PRESENTATION IN
CLASSROOM INTERACTION**

*(A Descriptive Study at the Fifth Semester Students of English Department in
Makassar Muhammadiyah University)*



A THESIS

*Submitted to the Faculty of Teacher Training and Education Makassar
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Degree of Education in English Department*

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Motto:

“Pray and do the best”

*“I dedicated this thesis to
my beloved parents and my big family,
my beloved teachers and
all my friends who loves me”*

ABSTRACT

Nurwahyuni. 2019. *Students Difficulties on Oral Presentation in Classroom Interaction (A Descriptive Research at the Fifth Semester Students of English Department in Makassar Muhammadiyah University)*. Thesis of English Department. The Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by Ummi Khaerati Syam and Eka Prabawati Rum.

This study aimed to find out the students' difficulties on oral presentation in classroom interaction at the fifth semester students of English Department in Makassar Muhammadiyah University in the academic years 2017/2018. It applied descriptive qualitative method as a design method because it was comparable to collect the data from the students. The questionnaire consisted of 24 statements and it was used in collecting the data. The sample of this research was 70 students of English Department in Makassar Muhammadiyah University and it was taken by using random sampling technique.

The result indicated that the students have difficulties on oral presentation in classroom interaction. Those difficulties faced by the students were anxiety, unconfidence, blankness, problems in understanding the topic, organizing the ideas, teachers' expectation, and time management. Moreover, anxiety and unconfidence become the biggest fear for the students especially when they were conducted oral presentation. Therefore, to handle those problems the proper strategies are needed.

Key words: Students' difficulties, Oral Presentation, Classroom Interaction.

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CHAPTER I

INTRODUCTION

A. Background

Language is a tool of communication to make human interaction. Johnston (2008: 26) defined language is the process or a set processes used to ensure there is agreement between the sender and receiver for meanings assigned to the symbol and schema or combining them used for each communication. In the globalization era, English language as an important especially international communication to development education, economy, and politic. Many people spend time to study English language to use as a international communication.

In Indonesia, English is taught as one of the compulsory subjects from elementary school for fifth and sixth level, junior to senior high school up to the universities. In learning English there are four skills namely: speaking, writing, listening and reading. Promoting students' speaking skill is fundamental to their progress in acquiring the language. In the same way, we give them the opportunity to use this language, make mistakes, and learn from them.

In this sense the researcher especially discusses about the students' skill of oral presentation in English classrooms interaction that has impact in speaking skill. Giving an oral presentation is a challenge because the presenter needs to be able to deliver a message with a good language so that the audience could understand it easily. Horwitz (1986: 12) said that "In ELF context, oral presentation involves oral communication using English as a foreign language. It

has been noted that people who have difficulty in communicating with people are likely to experience more anxiety in a foreign language class because these people encounter many various difficulties that negatively affect their ability during the oral presentation”.

Giving an oral presentation is believed to be “an important element in delivering positive learning experiences” (Alshare & Hindi, 2004:6). In other words, giving an oral presentation is a good practice to equip the students with not only experience in delivering their materials in public with a proper language but also opportunities to improve their confidence. In fact, to be able to do so, the presenter needs to have good presentation skills. Just as Rajoo (2010:43) argued, “oral presentation skills will empower students to communicate complex ideas and information in a manner that would be easily understood by the audience.” Furthermore, having good oral presentation skills was very useful in the future especially for the students’ career (Emder & Becker, as cited in El Enein, 2011).

Regarding the importance of giving an oral presentation, Faculty of Teacher Training and Education has included group and individual presentation as one of the assessment criteria in most of its courses. Yet, the majority of students still have difficulties in delivering their materials in front of the audiences. This phenomenon was in line with Emden and Becker, as cited in El-Enein (2011), who pointed out that most of the students were very nervous about presenting in public. Tuan and Mai (2012) found that understanding the topic become one of the students’ problem in doing an oral presentation. Gibson (2014)

pointed out that organizing the ideas based on the topic that was given by the teacher became one of the students' considerations.

Based on the preliminary research observation, the researcher found that on oral presentation in the class of English department in Makassar Muhammadiyah University, there were some students that had problems in doing oral presentation. The problems that they were faced such as a problem in organizing ideas, understanding topic and anxiety. So, the presentation was not running well. To handle those problems, proper strategies are needed. Therefore, the researcher is interested to conduct a research under the title "*Students' Difficulties on Oral Presentation in Classroom Interaction (at the Fifth Semester Students of English Department in Makassar Muhammadiyah University)*".

B. Problem Statement

Based on the background above, the researcher formulated the problem statement as follows:

What difficulties are faced by the fifth semester students on oral presentation in the classroom interaction?

C. Objective of the Research

Based on the problem statements above, the purpose of this study was to find out:

The difficulties faced by the students of oral presentation in the classroom interaction at the fifth semester students of English department in Makassar Muhammadiyah University.

D. Significance of the Research

The researcher hopes that the result of this study can be used as an input for English teachers and find out strategies to solve the students' difficulties on oral presentation in the classroom interaction. Therefore, the students can improve their skill on oral presentation.

E. Scope of the Research

The scope of this research was students' difficulties on oral presentation in classroom interaction focused on contents/ideas, personal traits and external factors.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Some Previous Research Findings

Some researchers has been conducting studies relate to this research, there are as follows :

1. Hassan (2014) in his research on *“Difficulties Encountering English Majors in Giving Academic Oral Presentations during Class at Al-Aqsa University.”* The result of his research showed, according to the two tools, that there were no statistically significant differences at ($\alpha \leq 0.05$) due to classification. But there were statistically significant differences in favor of females due to gender through interview card. In conclusion, the researcher recommended carrying out further researches on the difficulties encountering Al Aqsa University junior and senior students in giving academic oral presentations and concentrating firstly on organization of the academic presentation in light of effective main criteria to produce a good presentation.
2. Nadia (2013) in her research on *“The Use of students’ Oral presentation in Enanching Speaking Skill in the English Learning Classroom.”* The case study of second year students at the department of English in Biskra University. The result of her research showed that students were actually highly positive in their beliefs about benefits and usefulness of doing oral presentations as a learning activity. It has revealed that oral presentations were beneficial to help students enhance their performance in oral

expression and other courses. However, students need more practice on how to structure, plan and organize their presentations. Based on the findings, some implications would give for both teachers and students. She hopes that this study will be useful to both teachers and students of other levels in teaching speaking skill.

3. Sivadjati (2016) in his research on *“Strategies in Facing Difficulties in Oral Presentation: A Case Study at Students’ of English Language Education Program (ELEP).”* The result of this study showed that the participants have challenges such as: 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. As for the strategies to overcome those problems, the participants proposed; studying more about the grammar, mastering the topic and calculating the time.
4. Kamel (2016) in his research on *“The Impact of Oral Presentations on Developing EFL Students’ Communicative Competence: Case of Second Year LMD Students at the University of Tlemcen.”* The result of his research showed that students were highly positive in their beliefs about the benefits and the usefulness of doing oral presentations as a learning activity. Also it has been revealed that classroom oral presentations have a great impact on developing students’ communicative competence, the latter is regarded as crucial for their academic and professional success.

The previous research above have similarity with this research. They mostly described about the students' difficulties of oral presentation in the classroom interaction and they also used qualitative method with random sampling technique same as this research. To get the data, Hassan, Kamel and Nadia used questionnaire and interview. Sivadjati used interview and the researcher itself only use questionnaire to get the data. The difference of these researches is Sivadjati used 5 participants as a sample, Hassan used junior and senior English major students forming (40%) of the population of the study where as the researcher used 70 participants of English department. Besides that, they conducted their researches at different university. Therefore, the researcher is interested to conduct a research to find students' difficulties on oral presentation in the classroom interaction and find the strategies to solve the problems.

B. Some Pertinent Ideas

1. Concept of Oral Presentation

a. Definition of Oral Presentation

According to Baker (2000: 115) oral presentation is like a formal conversation, speaking to group as a natural activity. Most of people spending hours of their day time, speaking to others, however making an oral presentation that is a formal conversation, it is difficult task for them. Oral presentation is part of spoken language. The purpose of this practice is to communicate. It is design to inform or persuade. Oral presentation occurs in organizational setting and with

limitation in time. Presentation should be structured carefully. In addition the speakers can support their talk with visual aids.

Melion and Thompson (1980: 503) state that if oral presentation is guided and organized, it will give the students a learning experience and teach them an important skill which will be beneficial to ESL/EFL in all their education subject and later in their work. In addition, Chivers and Shoolbred (2007:5) state that “doing presentation is very good learning experience.” In the end of oral presentation, the speakers give their audience the opportunity to ask about things that are not clear to them. The speakers answer them to complete their work.

Mandal (2000: 8) defined presentation is speech that is usually given in a business, technical, professional, or scientific environment. The audience is likely to be more specialized than those attending a typical speech event. There are different between normal speech and oral presentation. The later is a type of speech, but the former is more nature than oral presentation.

According to King (2012) oral presentation is an effective communicative activity that has been widely adopted by ELF conversation teachers to promote oral proficiency. Thus, based on some definition above, the researcher concludes that oral presentation is an activity of sharing ideas and or information in front of audiences which has purpose to improve students’ oral proficiency.

b. Kinds of Oral Presentation

Oral presentation are a common feature of many courses at university. They may take the form of a short or longer presentation at a tutorial or seminar, delivered either individually or as part of a group.

According to Heaton (1991) there are two kinds of oral presentation as follows:

1. Individual Presentation

The benefits of individual presentation include helping students to gain confidence while speaking on their own in front of a large group, or to take personal responsibility for critically understanding and responding to questions. In the process, students become localized “experts” on certain subjects.

2. Group Presentation

There are substantial benefits to assigning presentation in groups. Groups encourage team work and help students get feedback from each other throughout the process of developing the presentation. Groups can prepare presentations during or outside of class.

Group presentation require students to work together to plan and prepare for their presentation. During group work students can be encouraged to use English to negotiate meaning with the other members of their group and to work together, in English, to plan how they will present their ideas to the other members of the class. This facilitates English use to meet a specific goal, in an authentic way, and with very

little intervention from the teacher (Brooks & Wilson, 2014). In this study, the researcher focus in group presentation in EFL classroom.

c. Students' Difficulties in Oral Presentation

The following discussion will share some difficulties in giving an oral presentation based on several studies:

1. Difficulty in Constructing Good Grammar in Speaking

Thornbury and Slade (2007) believe that one of the students' problems in speaking was transferring L1 into L2 which was done manually. Therefore, it will make the presenter has another problem in constructing a good sentence with correct grammar/vocabulary because the presenter needs to think twice about the grammar rule. Rajoo (2010) pointed out that grammar also plays an important role in the students' mistake. It is because students sometimes make a sentence without considering the grammar.

2. Difficulty in Understanding the Topic

Tuan and Mai (2012) said that it is difficult for the learners if the teacher gives a topic which is not familiar to the students and as a result it will make the students confuses because they did not have enough knowledge about the topic. In relation with the topic, the students also face some difficulties in organizing the presentation. The students should know about the organization of the presentation about the topic that was going to be presented (Gibson,2014).

3. Problem in Keeping the Audiences' Interest

Khoury (2015) argued that one of the presenter problems when they do a presentation is on keeping or making the audience listen to the presenters. In other words, maintaining the audiences' interest when the speaker performs an oral presentation is difficult.

4. Problem Pace in Speaking

Speaking speed also became one of the student's challenges in speaking in front of public. There was a study which examined the student's problems especially about the tempo. Rajoo (2010) said that most of the student's tended to speak too fast. As a result, the audiences could not understand well.

5. Memorizing Problem

Memorizing problem, which led to the blankness. Rajoo (2010) also found that memorizing problem become one of the students' considerations in speaking in front of public. Rajoo said that the students suddenly forgot what they would say when speaking in front of public.

6. Anxiety

Recent studies have found that anxiety becomes the most difficult obstacles that the students face when speaking in public (Al-Nouh, Abdul-Kareem, & Taqi: 2015). Furthermore, according to El-Enein (2011) that most of the learners or students were very nervous about presenting in public.

7. Teacher's Expectation

Teacher's expectation also makes the students difficult in doing an oral presentation. There are studies which believed that teacher expectation also make the students difficult when they do the presentation. Gigante, Lewin, and Dell (2012) argued that most of the students were having problems in the teachers' expectation to the students who are going to do an oral presentation.

8. Time Management

A study which was done by Tuan and Mai (2012) investigated on the students' problem in doing an oral presentation. They stated that the students also faced time problem when they were doing the presentation.

Moreover, a study who have done by Rajoo (2010) also categorized the students' difficulties during oral presentation into 4 groups; vocabulary/language/grammar (not fluent in speaking English, grammatical problem and lack of vocabulary), contents/ideas (having problem in giving examples, topic problems, difficult in attracting the students' interest, being afraid if the points are not correct), personal traits (talk too fast, nervousness, memorizing problem, not confidence enough and teachers expectation), and external factors (lack of preparation, lack of time).

d. Strategies to Handle difficulties in Oral Presentation

Some studies also revealed the strategies in dealing with the speakers' problems when doing the oral presentation:

1. The strategy when dealing with grammatical problem. Lewis (2011) argued that reading more about the grammar and the structure was the best way in overcoming the students' problem in regarding with grammar and structure error.
2. The students should master the topic well in dealing with topic problem or difficult in understanding the topic by using the internet was very helpful for the students in order to know more about the topic (Blake, 2013).
3. A strategy to conquer problem in organizing the ideas. Gibson (2014) also argued that the students, who suffered from organizing the idea of the presentation, should master the topic or the material and organize it really well. Organize it really well means that the presenter should divide the main body of the presentation into some points.
4. A tactic on how to keep the students interest. In order to keep the audiences' interest, putting some jokes, story, etc. inside the presentation was a good strategy. It is because it could make the audience become comfortable to listen to the presenter' presentation (Kim, 2014).

5. In dealing with the speaking speed problem, the students should adjust their speed. Pain (2014) pointed out that adjusting the speed or slowing down the speed is the answer if the students' have problem in their speaking speed because the way the presenter gives the presentation, especially in the pace of speaking is very important.
6. The strategy in dealing with memorizing problem. Mitchell (2009) gave a useful guideline for the students who are bad at memorizing. He believed that keep talking or repeat the previous point when the presenter could not memorize the material was very useful strategy.
7. Some strategies in facing anxiety problems while speaking in front of public. According to Daniel and Hall (2014) practice, breathing exercise and do not look at the audiences' eyes can reduce the anxiety level on the students while he/she was doing an oral presentation. Additionally, Buchler (2013) examined the strategies in dealing with the sixth graders' problem especially about anxiety when the students did the presentation in front of the public by doing an experimental study. Buchler (2013) stated that breathing exercise is the most effective strategy in dealing with the nervousness because when the students controlled their breathing they became more relaxed.
8. Strategy about changing the students' mindset when the students feel afraid of what the teachers were expected to the presenter. In dealing with teachers' expectation, Allan (2015) said that changing your mindset into the positive one was a good choice in dealing with the

under pressure feeling. Further, he also said that the way narrator's think which turned the negative into the positive thinking affect their performance in giving an oral presentation later.

9. Handling the time problem. Marshall (2009) stated that in dealing with the time problems or length of time when the students did an oral presentation, the students should calculate the time well. If the students calculated the time, the students would know which unimportant parts that needed to be erased.

2. Concept of Classroom Interaction

a. Definition of Classroom Interaction

Brown (2001) relates interaction to communication, said interaction is the heart of communication; it is what communication is all about. Then, Ellis (1999) also points out that interaction is generally used to refer to the interpersonal activity that arises during face-to-face communication. However, it can also refer to the interpersonal activity involved in mental processing. The formal place which people used to receive the knowledge and attitude is school where the teaching and learning process take a part. Interaction is one of the factor to make the process of teaching and learning process especially English run effectively. Thus, there are some definitions that can explores what the interaction is.

The other theory related to the interaction is theory from Khan (2009), he stated that interaction is an important word for language

experience and classroom observation of the teacher. Interaction can be developed through different types of activities. It can be done because every activities in classroom interaction has different impact for the teacher. Learners interaction patterns personalities and their individual cognitive styles are so different.

In addition, interaction is the considered as the main factors in facilitating on teaching and learning process especially in English subject. The should not dominate all the communication, therefore it can create the situation that make student share each other. Malamah & Thomas (1985) stated that if teacher talks most dominate of the class time, students' participation will be limited and classroom interaction will be diminished.

Classroom interaction pattern involves individual and group where they usually get communicate each other, in this case, they involves themselves in context which is called social interaction (Banner, 2007). Therefore the interaction in the classroom is same with the interaction in social context. Every day in social context, interaction exists in the teaching and learning process between teacher and students, or between students and students. Interaction commonly defines as a kinds of action that involved as two or more objects has an effect upon one another.

Defined by Quirk (1987), classroom interaction is the patterns of verbal and non-verbal communication and the types of social relationship which occur within classroom. The study of classroom interaction may be a part of studies of classroom discourse. Coultrard (1998) stated that classroom interaction covers classroom behaviors such as turn taking, questioning and answering, negotiation of meaning and feedback.

Based on the definition above, the researcher concludes that classroom interaction is an act or action that held by two or more people in the classroom that involved in mental processing.

b. Kinds of Classroom Interaction

There are various ways in recognizing the classroom interaction. Rodriguez and Barrera (2001) stated the theories of kinds of interaction as follows:

1. Teacher – student Interaction

Usually this form of interaction can be understood in the lesson which is teacher-centered, students assume a passive role in which they only listen, answer some question made by the teacher, and take notes about his speech. Theories behind student and teacher interaction state that this type of interaction is vital for students because it compares to the relationships they will have in their life, such as the relationship with a boss or superior. Students must learn to interact respectfully, but must

also learn how to be assertive without being rude, so that, their points and opinions are heard without disruption.

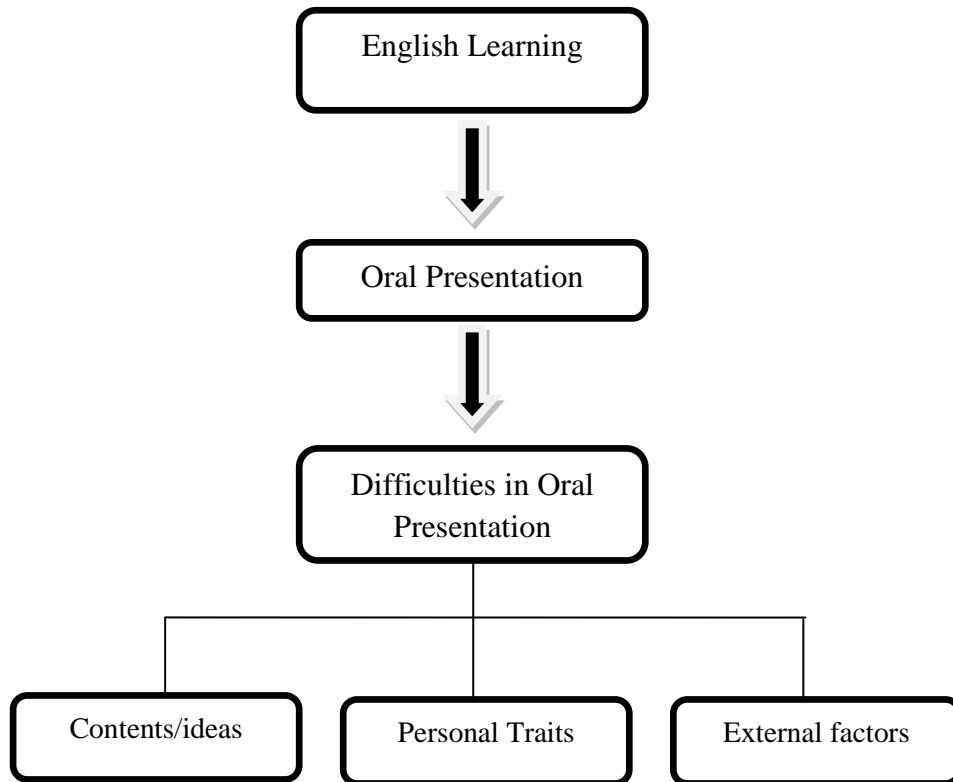
2. *Student – student Interaction*

The other face of the classroom's interaction is the student-student interaction. In this form of interaction, he mention that in this case “students are the main participants and the teacher plays a role of monitor or observer”. Usually it is a better opinion rather than teacher – students’ interaction because it can conclude on collaborative practices that should facilitate language development. This normally occurs as learners share information with their peers and receive feedback.

One-on-one students’ interaction is important because it allows students to understand what it means to work with a partner. Theories of this type of interaction say that it prepares students for one-on-one relationships they will have with work associates, friends and even their spouses. Students must learn to rely on one other person and must be able to evaluate what their own strenghts and weaknesses are as they try to complete a task.

C. Conceptual Framework

The conceptual framework of this research give in the following diagram :



2.1 Conceptual Framework

Based on the conceptual framework above, the researcher described the difficulties that faced by the students in doing oral presentation. First of all, the reseacher observed the students activity in English learning especially in oral presentation in the classroom interaction. Secondly, the researcher identified the difficulties that faced by the students, after that the reseacher divided into internal and external difficulties to describe it.

CHAPTER III

METHODOLOGY OF RESEARCH

A. Research Design

This study applied descriptive research which described students' difficulties on oral presentation in classroom interaction at the fifth semester students of English department in Makassar Muhammadiyah University. Qualitative descriptive method is a method of research that involves collecting data in order to test hypotheses or to answer the questions concerning correct status of the subject of the study. The descriptive method also designed to obtain the current status of phenomenon and was directed toward determining the nature of situation as it exist at the time of the research (John, 2012).

B. Population and Sample

1. Population

Population of this research was the fifth semester students of English department in Makassar Muhammadiyah University, academic years 2017/2018. It consisted of 10 classes including class A, B, C, D, E, F, G, H, I, and J. Each class consisted of 37 students. Therefore, the total of number population was 370 students.

2. Sample

A random sampling technique was applied to select the sample. Arikunto (2014) defined that random sampling technique was sample determination technique that gave equal chance to member of population to be chosen as the sample. In this research, the researcher chose 7 students of each classes (20% of population). So, the total of sample was 70 students.

C. Research Instrument

The instrument that was used in this research was questionnaire. The researcher used closed questionnaire because by using closed questionnaire, the answer would be well organized. In analyzing the questionnaire data, Likert Scale was used in this research. Gay (2000: 150) said that a Likert Scale asked an individual to respond a series of statement by indicating whether he or she is Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD).

Table.3.1. Total the Score Based on the Response Category

NO	SCALE	SCORE
1	Strongly Agree	5
2	Agree	4
3	Undecided	3
4	Disagree	2
5	Strongly Disagree	1

D. Procedure of Data Collection

Data collection is the procedure used by the research to collect data. In conducting this research in the classroom, the researcher did the following procedures :

1. The researcher told each class to get permission that their class would be researched by the researcher.
2. The researcher explained the objective of questionnaire to the students and how to answer the questionnaire.
3. The researcher shared the questionnaire to the students and told them to answer it for 20 minutes.
4. The researcher collected the questionnaire to be analyzed.

E. Technique of Data Analysis

Technique of analyzing data in this research was descriptive percentage. The researcher calculated the percentage of the students respond by using this formula:

$$P = \frac{E}{N} \times 100$$

Explanation:

P = Percentage

E = The frequency of items

N = Total respondent

(Sudjana, 2001: 128)

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

The findings of this research deals with scoring classification of students' questionnaire. The aim of this study was to know the students' difficulties on oral presentation. From the data result there are many students found some difficulties on oral presentation, the data from the questionnaire used formula in chapter 3 to know the percentage of students' difficulties on oral presentation in classroom interaction at the fifth semester students of English Department in Makassar Muhammadiyah University. Therefore, we can see the questionnaire result below:

1) I feel very anxious before an oral presentation exam.

Table 4.1 Students Difficulties

No	Opinion	Frequency	Percentage (%)
1	Strongly Agree	16	22.85
2	Agree	33	47.14
3	Undecided	14	20
4	Disagree	7	10
5	Strongly Disagree	0	0
Total		70	100

Based on the table above, the result reveal that there were 70 students whose involved to respond the statement number 1 "*I feel very anxious before an oral presentation exam.*" The result indicates that 16 students or 22.85% of students whose strongly agree and 33 students or 47.14% were agree with

the statement. Meanwhile, there were 14 students or 20% whose undecided with the statement and 7 students or 10% whose disagree with the statement and there was none answered strongly disagree with the statement. It shows that the most of the students feel anxious before on oral presentation.

2) I like to do an oral presentation with a group.

Table 4.2 Students Difficulties

No	Opinion	Frequency	Percentage (%)
1	Strongly Agree	20	28.57
2	Agree	36	51.42
3	Undecided	6	8.57
4	Disagree	5	7.14
5	Strongly Disagree	3	4.28
Total		70	100

Based on the table above, the result that were 70 students whose involved to respond the statement number 2 “*I like to do an oral presentation with a group.*” The result indicates there were 20 or 28.57% of the students answered strongly agree with the statement and 36 students or 51.42% whose agree with the statement and 6 students or 27% whose undecided with the statement and there were 5 students or 7.14% whose answered disagree and other 3 students or 4.28% whose strongly disagree with the statement. It shows that the most of students like to do on oral presentation with a group than individual.

3) I find an oral presentation exam difficult because I have low self-confidence.

Table 4.3 Students Difficulties

No	Opinion	Frequency	Percentage (%)
1	Strongly Agree	12	17.14
2	Agree	26	37.14
3	Undecided	13	18.57
4	Disagree	17	24.28
5	Strongly Disagree	2	2.85
Total		70	100

Based on the table above, the result that there were 70 students whose involved to respond the statement number 3 *“I find an oral presentation exam difficult because I have low self-confidence.”* The result indicates there were 12 or 17.14% students answered strongly agree with the statement and 26 students or 37.14% whose agree with the statement. Meanwhile, there were 13 or 18.57% whose undecided with the statement and there were 17 students or 24.28% whose answered disagree and other 2 students or 2.85% whose strongly disagree with the statement. It shows that most of the students have low confidence when they do an oral presentation in the classroom.

4) I bring notes with me during my oral presentation even I myself have prepared.

Table 4.4 Students Difficulties

No	Opinion	Frequency	Percentage (%)
1	Strongly Agree	11	15.71
2	Agree	14	58.57
3	Undecided	8	11.42
4	Disagree	7	10

5	Strongly Disagree	3	4.28
Total		70	100

Based on the table, it can be seen that there were 70 students whose involved to respond the statement number 4, *“I bring notes with me during my oral presentation even I myself have prepared.”* There were 11 students or 15.71% from the total number of the students whose strongly agree with the statement. The other 41 students or 58.57% from the total of the students were agree with the statement. Meanwhile, there were 8 students or 11.42% prefer to undecided with the statement and also 7 students or 10% whose answered disagree then 3 students or 4.28% from the total number of students answered strongly disagree. The result indicates that mostly students difficult to do an oral presentation without note even they have prepared themselves well.

5) When I start my oral presentation, I forget everything what I wanted to say.

Table 4.5 Students Difficulties

No	Opinion	Frequency	Percentage (%)
1	Strongly Agree	2	2.85
2	Agree	17	24.48
3	Undecided	23	32.85
4	Disagree	24	34.28
5	Strongly Disagree	4	5.71
Total		70	100

Based on the table above, the result that were 70 students whose involved to respond the statement number 5 *“When I start my oral*

presentation, I forget everything what I wanted to say.”There were 2 students or 2.85% from the total number of students whose strongly agree with the statement. The other 17 students or 24.28% from the total number of the students were agree with the statement. Meanwhile, there were 23 students or 32.85% whose undecided with the statement and there were 24 students or 34.28% whose answered disagree and other 4 students or 5.71% whose strongly disagree with the statement. The result indicates that most of students chose disagree with the statement but there were some students agree with the statement, it shows that some students sometimes get blankness during an oral presentation.

6) I feel embarrassed when I do an oral presentation.

Table 4.6 Students Difficulties

No	Opinion	Frequency	Percentage (%)
1	Strongly Agree	4	5.71
2	Agree	21	30
3	Undecided	21	30
4	Disagree	21	30
5	Strongly Disagree	3	4.28
Total		70	100

Based on the table above, the result reveal that there were 70 students whose involved to respond the statement number 6 “*I feel embarrassed when I do an oral presentation.*”The result indicates that 4 students or 5.71% of students whose strongly agree and 21 students or 30% were agree with the statement. Meanwhile, there were 21 students or 30% whose undecided with the statement and 21 students or 30% whose disagree with the statement and

there were 3 students or 4.28% answered strongly disagree with the statement. It shows that the most of the students feel embarrassed when they do an oral presentation.

7) I am worried because of my low English speaking ability.

Table 4.6 Students Difficulties

No	Opinion	Frequency	Percentage (%)
1	Strongly Agree	9	12.85
2	Agree	28	40
3	Undecided	18	25.71
4	Disagree	12	17.14
5	Strongly Disagree	3	4.28
Total		70	100

Based on the table above, it can be seen that there were 70 students whose involved to respond the statement number 7 “*I am worried because of my low English speaking ability.*” There were 9 students or 12.85% from the total number of the students whose strongly agree with the statement. The other 28 students or 40% from the total of the students were agree with the statement. Meanwhile, there were 18 students or 25.71% prefer to undecided with the statement and also 12 students or 17.14% whose answered disagree then 3 students or 4.28% from the total number of students answered strongly disagree. The result indicates that mostly students feel worried when they do an oral presentation because they have low English speaking skill.

8) I feel worried even I have prepared well beforehand.

Table 4.8 Students Difficulties

No	Opinion	Frequency	Percentage (%)
1	Strongly Agree	9	12.85
2	Agree	40	57.14
3	Undecided	11	15.71
4	Disagree	7	10
5	Strongly Disagree	3	4.28
Total		70	100

Based on the table above, it can be seen that there were 70 students whose involved to respond the statement number 8 *“I feel worried even I have prepared well beforehand.”* There were 9 students or 12.85% from the total number of students whose strongly agree with the statement number, then 40 students or 57.14% from the total number of students were agree with the statement. Meanwhile, 11 students or 15.71% of students prefer to choose undecided, 7 or 10% from the total number of students answer disagree, and 3 or 4.28% of students strongly disagree with the statement number 8. The result indicates that most of students choose agree with the statement, it shows that most of students feel worried when they conduct an oral presentation even they have prepared well beforehand.

9) I feel shy during oral presentation.

Table 4.9 Students Difficulties

No	Opinion	Frequency	Percentage (%)
1	Strongly Agree	4	5.71
2	Agree	21	30
3	Undecided	21	30
4	Disagree	19	27.14
5	Strongly Disagree	5	7.14
Total		70	100

Based on the table above, the result that were 70 students whose involved to respond the statement number 9 "*I feel shy during oral presentation.*" The result indicates here were 4 or 5.71% of the students answered strongly agree with the statement and 21 students or 30% whose agree with the statement and also 21 students or 30% whose undecided with the statement and there were 19 students or 27.14% whose answered disagree and other 5 students or 7.14% whose strongly disagree with the statement. It shows that the most of students feel shy when they do on oral presentation.

10) I am afraid of failure in oral presentation.

Table 4.10 Students Difficulties

No	Opinion	Frequency	Percentage (%)
1	Strongly Agree	9	12.85
2	Agree	31	44.28
3	Undecided	9	12.85
4	Disagree	17	24.28
5	Strongly Disagree	4	5.71
Total		70	100

Based on the table above, it can be seen that there were 70 students whose involved to respond the statement number 10 *“I am afraid of failure in oral presentation.”* There were 9 students or 12.85% from the total number of students whose strongly agree with the statement number, then 31 students or 44.28% from the total number of students were agree with the statement. Meanwhile, 9 students or 12.85% of students chose undecided, 17 or 24.28% from the total number of students answered disagree, and 4 or 5.71% of students strongly disagree with the statement number 10. The result indicates that most of students chose agree with the statement, it shows that most of students feel afraid when their presentation will be fail.

11) I find difficult in managing time when I do an oral presentation.

Table 4.11 Students Difficulties

No	Opinion	Frequency	Percentage (%)
1	Strongly Agree	4	5.71
2	Agree	28	40
3	Undecided	20	28.57
4	Disagree	15	21.42
5	Strongly Disagree	3	4.28
Total		70	100

Based on the table above, it can be seen that there were 70 students whose involved to respond the statement number 11 *“I find difficult in managing time when I do an oral presentation.”* There were 4 students or 5.71% from the total number of the students whose strongly agree with the statement. The other 28 students or 40% from the total of the students were agree with the statement. Meanwhile, there were 20 students or 28.57% prefer

to undecided with the statement and also 15 students or 21.42% whose answered disagree then 3 students or 4.28% from the total number of students answered strongly disagree. The result indicates that mostly students chose agree even there were some students disagree with the statement but it shows that most of the students find difficulty in time management when they do an oral presentation.

12) I prefer to see someone's presentation before starting my own.

Table 4.12 Students Difficulties

No	Opinion	Frequency	Percentage (%)
1	Strongly Agree	15	21.42
2	Agree	37	52.85
3	Undecided	8	11.42
4	Disagree	3	4.28
5	Strongly Disagree	7	10
Total		70	100

Based on the table above, it can be seen that there were 70 students whose involved to respond the statement number 12 *"I prefer to see someone's presentation before starting my own."* There were 15 students or 21.42% from the total number of students whose strongly agree with the statement number, then 37 students or 52.85% from the total number of students were agree with the statement. Meanwhile, 8 students or 11.42% of students prefer to choose undecided, 3 or 4.28% from the total number of students answer disagree, and 7 or 10% of students strongly disagree with the statement number 12. The result indicates that most of students chose agree with the statement even there were some students strongly disagree with the

statement, it shows that most of students prefer to see someone's presentations before starting their own.

13) I care about grammar more than fluency in oral presentation.

Table 4.13 Students Difficulties

No	Opinion	Frequency	Percentage (%)
1	Strongly Agree	25	35.71
2	Agree	21	30
3	Undecided	13	18.57
4	Disagree	10	14.28
5	Strongly Disagree	1	1.42
Total		70	100

Based on the table above, it can be seen that there were 70 students whose involved to respond the statement number 13 "*I care about grammar more than fluency in oral presentation.*" There were 25 students or 35.71% from the total number of students whose strongly agree with the statement number 13, then 21 students or 30% from the total number of students were agree with the statement. Meanwhile, 13 students or 18.57% of students chose undecided, 10 or 14.28% from the total number of students answered disagree, and 1 or 1.42% of student strongly disagree with the statement number 13. The result indicates that most of students chose agree with the statement, it shows that most of students care about grammar more than fluency when they do an oral presentation.

14) I prefer to memorize the topic of presentation rather than understand it.

Table 4.14 Students Difficulties

No	Opinion	Frequency	Percentage (%)
1	Strongly Agree	6	8.57
2	Agree	8	11.42
3	Undecided	19	27.14
4	Disagree	31	44.28
5	Strongly Disagree	6	8.57
Total		70	100

Based on the table above, the result that there were 70 students whose involved to respond the statement number 14 *“I prefer to memorize the topic of presentation rather than understand it.”* The result indicates there were 6 or 8.57% students answered strongly agree with the statement and 8 students or 11.42% whose agree with the statement. Meanwhile, there were 19 or 27,14% whose undecided with the statement and there were 31 students or 44.28% whose answered disagree and other 6 students or 8.57% whose strongly disagree with the statement. It shows that even the most of the students were disagree with the statement but there were some students prefer to memorize the topic than understand it when they do an oral presentation in the classroom.

15) The difficulty of the topic is the reason behind my low performance in oral presentation.

Table 4.15 Students Difficulties

No	Opinion	Frequency	Percentage (%)
1	Strongly Agree	12	17.14
2	Agree	32	45.71
3	Undecided	16	22.85
4	Disagree	9	12.85
5	Strongly Disagree	1	1.42
Total		70	100

Based on the table above, it can be seen that there were 70 students whose involved to respond the statement number 15 *“The difficulty of the topic is the reason behind my low performance in oral presentation.”* There were 12 students or 17.14% from the total number of the students whose strongly agree with the statement. The other 32 students or 45.71% from the total of the students were agree with the statement. Meanwhile, there were 16 students or 22.85% prefer to undecided with the statement and also 9 students or 12.85% whose answered disagree then 1 student or 1.42% from the total number of students answered strongly disagree. The result indicates that mostly students have low performance when they do an oral presentation, it was caused of the difficulty of the topic.

16) I find it difficult to organize my ideas logically during oral presentation.

Table 4.16 Students Difficulties

No	Opinion	Frequency	Percentage (%)
1	Strongly Agree	13	18.57
2	Agree	27	38.57
3	Undecided	18	25.71
4	Disagree	8	11.42
5	Strongly Disagree	2	2.85
Total		70	100

Based on the table above, the result that were 70 students whose involved to respond the statement number 16 *“I find it difficult to organize my ideas logically during oral presentation.”*The result indicates there were 13 or 18.57% of the students answered strongly agree with the statement and 27 students or 38.57% whose agree with the statement and 18 students or 25.71% whose undecided with the statement and there were 8 students or 11.42% whose answered disagree and other 2 students or 2.85% whose strongly disagree with the statement. It shows that the most of students find difficulty in organizing ideas logically during oral presentation.

17) I feel frightened when a lot of people watching me when I do an oral presentation.

Table 4.17 Students Difficulties

No	Opinion	Frequency	Percentage (%)
1	Strongly Agree	6	8.57
2	Agree	30	42.85
3	Undecided	21	30
4	Disagree	11	15.71
5	Strongly Disagree	2	2.85
Total		70	100

Based on the table above, it can be seen that there were 70 students whose involved to respond the statement number 17 *“I feel frightened when a lot of people watching me when I do an oral presentation.”* There were 6 students or 8.57% from the total number of students whose strongly agree with the statement number, then 30 students or 42.85% from the total number of students were agree with the statement. Meanwhile, 21 students 30% of students chose undecided, 11 or 15.71% from the total number of students answered disagree, and 2 or 2.85% of students strongly disagree with the statement number 17. The result indicates that most of students chose agree with the statement, it shows that most of students feel frightened when a lot of people watching their oral presentation.

18) Students reaction affect my performance in the oral presentation.

Table 4.18 Students Difficulties

No	Opinion	Frequency	Percentage (%)
1	Strongly Agree	8	11.42
2	Agree	39	55.71
3	Undecided	14	20
4	Disagree	8	11.42
5	Strongly Disagree	1	1.42
Total		70	100

Based on the table above, it can be seen that there were 70 students whose involved to respond the statement number 18 *“Students reaction affect my performance in the oral presentation.”* There were 8 students or 11.42%

from the total number of students whose strongly agree with the statement number, then 39 students or 55.71% from the total number of students were agree with the statement. Meanwhile, 14 students or 20% of students prefer to choose undecided, 8 or 11.42% from the total number of students answer disagree, and 1 or 1.42% of student strongly disagree with the statement number 18. The result indicates that most of students chose agree with the statement even there were some students disagree with the statement, it shows that students' reactions affect their performance in the oral presentation.

19) I worry that students will laugh at me when I speak English.

Table 4.19 Students Difficulties

No	Opinion	Frequency	Percentage (%)
1	Strongly Agree	5	7.14
2	Agree	29	41.42
3	Undecided	17	24.28
4	Disagree	14	20
5	Strongly Disagree	5	7.14
Total		70	100

Based on the table above, the result that were 70 students whose involved to respond the statement number 19 "*I worry that students will laugh at me when I speak English.*" The result indicates there were 5 or 7.14% of the students answered strongly agree with the statement and 29 students or 41.42% whose agree with the statement and 17 students or 24.28% whose undecided with the statement and there were 14 students or 20% whose answered disagree and other 5 students or 7.14% whose strongly disagree with the statement. It shows that the most of students worry that

other students will laugh at them when speak English during oral presentation.

20) When late students enter class or talk to each other during oral presentation, I lose my ideas.

Table 4.20 Students Difficulties

No	Opinion	Frequency	Percentage (%)
1	Strongly Agree	10	14.28
2	Agree	24	34.28
3	Undecided	18	25.71
4	Disagree	16	22.85
5	Strongly Disagree	2	2.85
Total		70	100

Based on the table and chart above, the result that were 70 students whose involved to respond the statement number 20 “*When late students enter class or talk to each other during oral presentation, I lose my ideas.*” The result indicates there were 10 or 14.28% of the students answered strongly agree with the statement and 24 students or 34.28% whose agree with the statement and also 18 students or 25.71% whose undecided with the statement and there were 16 students or 22.85% whose answered disagree and other 2 students or 2.85% whose strongly disagree with the statement. It shows that even there were some students disagree with the statement, but the most of students lose their ideas when late students enter class or talk to each other during oral presentation.

21) The instructor's interruption with questions or criticism affects my performance.

Table 4.21 Students Difficulties

No	Opinion	Frequency	Percentage (%)
1	Strongly Agree	14	20
2	Agree	26	37.14
3	Undecided	14	20
4	Disagree	9	12.85
5	Strongly Disagree	7	10
Total		70	100

Based on the table above, it can be seen that there were 70 students whose involved to respond the statement number 21, "*The instructor's interruption with questions or criticism affects my performance.*" There were 14 students or 20% from the total number of the students whose strongly agree with the statement. The other 26 students or 37.14% from the total of the students were agree with the statement. Meanwhile, there were 14 students or 20% prefer to undecided with the statement and also 9 students or 12.85% whose answered disagree then 7 students or 10% from the total number of students answered strongly disagree. The result indicates that the instructor's interruption with questions or criticism affects the students' performance.

22) I feel anxious because the instructor is watching my language.

Table 4.22 Students Difficulties

No	Opinion	Frequency	Percentage (%)
1	Strongly Agree	14	20
2	Agree	36	51.42
3	Undecided	11	15.71
4	Disagree	8	11.42
5	Strongly Disagree	1	1.42
Total		70	100

Based on the table above, it can be seen that there were 70 students whose involved to respond the statement number 22 *“I feel anxious because the instructor is watching my language.”* There were 14 students or 20% from the total number of students whose strongly agree with the statement number, then 36 students or 51.42% from the total number of students were agree with the statement. Meanwhile, 11 students or 15.71% of students prefer to choose undecided, 8 or 11.42% from the total number of students answer disagree, and 1 or 1.42% of student strongly disagree with the statement number 22. The result indicates that most of students chose agree with the statement even there were some students disagree with the statement, it shows the students feel anxious because the instructors is watching their language.

23) I try to avoid the instructors' eyes during oral presentation.

Table 4.23 Students Difficulties

No	Opinion	Frequency	Percentage (%)
1	Strongly Agree	10	14.28
2	Agree	32	45.71
3	Undecided	10	14.28
4	Disagree	13	18.57
5	Strongly Disagree	5	7.14
Total		70	100

Based on the table above, the result that were 70 students whose involved to respond the statement number 23 *"I try to avoid the instructors' eyes during oral presentation."* The result indicates there were 10 or 14.28% of the students answered strongly agree with the statement and 32 students or 45.71% whose agree with the statement and 10 students or 14.28% whose undecided with the statement and there were 13 students or 18.57% whose answered disagree and other 5 students or 7.14% whose strongly disagree with the statement. It shows that the most of students try to avoid the instructors' eyes during oral presentation.

24) I don't get useful feedback from the instructor after oral presentation.

Table 4.24 Students Difficulties

No	Opinion	Frequency	Percentage (%)
1	Strongly Agree	7	7.14
2	Agree	12	17.14
3	Undecided	22	31.42
4	Disagree	21	30
5	Strongly Disagree	8	11.42
Total		70	100

Based on the table above, it can be seen that there were 70 students whose involved to respond the statement number 24 *“I don’t get useful feedback from the instructor after oral presentation”*. There were 7 students or 7.14% from the total number of students whose strongly agree with the statement number, then 12 students or 17.14% from the total number of students were agree with the statement. Meanwhile, 22 students or 31.42% of students prefer to choose undecided, 21 or 30% from the total number of students answer disagree, and 8 or 11.42% of students strongly disagree with the statement number 24. The result indicates that most of students chose disagree with the statement but there were some students agree with the statement, it shows that some students sometimes don’t get useful feedback from the instructor after oral presentation.

B. Discussions

Based on the data that the researcher has been collected, there were many difficulties that faced by the fifth semester students of English Department during an oral presentation. Furthermore, from all of the difficulties, there are 3 points that the researcher discusses; first, the problems under personal traits (anxiety, unconfidence, and blankness), second followed by the obstacle beneath of contents/ideas (understanding the topic and organizing the ideas), and last is problem under external factors (time management and teachers’ expectation). Besides that, according to the some experts each of the problems has strategies to solve them.

Anxiety or nervousness and unconfidence problems that the students faced during an oral presentation became the biggest difficulties. It was proved that most of the students agree with the statement *“I feel very anxious before an oral presentation exam”* and *“I find an oral presentation exam difficult because I have low self-confidence.”* This fact was supported by recent studies which were done by Al-Nouh, Abdul-Kareem, & Taqi (2015). They found that the anxiety became the most complicated obstacle which the students had to struggle with. Daniel and Hall (2014) said that in their findings; practice more, take a deep breath, and never look at the audiences’ eyes that the strategies were very effective in dealing with anxiety because it can reduce the nervousness.

Next difficulty that faced by the students in oral presentation was blankness. It was proved that there some students agree with the statement *“When I start my oral presentation, I forget everything what I want to say.”* To deal with the blankness, keep talking or elaborating when your mind goes blank was the key. Mitchell (2009) pointed out that if the participants went blank, it was better to talk anything. Besides that, teachers expectation also become one of difficulties that faced by the students. It is because the students was a debater and a storyteller, which means that they were considered capable enough in presenting in front of a public and the lectures had already known about their skills in presentation. Gigante, Lewin, and Dell (2012) also said that most of the students were having problems in the expectation of the lecture. Besides that to overcome teacher expectation,

Allan (2015) said that changing your mindset into the positive one was a good choice in dealing with the under pressure feeling. He also said that the way of presenter's thinking affected their performance in giving an oral presentation later.

Topic also plays an important role in the presentation. Based on the findings, other problems in doing an oral presentation is about the topic itself whether students understand about the topic or not. It was proved that there were many students agree with the statement "*The difficulty of the topic is the reason behind my low performance in oral presentation.*" Tuan and Mai (2015) also argued that it is difficult for the learners if the teacher gave a topic that is not familiar to the students and as a result it would make the students confused because they didn't have enough knowledge about the topic. Blake (2013) said that "by using Google, yahoo, MSN search, Bing or other search engine, students can retrieve primary source information". Searching the information in the internet could help the students find the desired information.

Difficulty in organizing the ideas of the presentation also became one of the students' problems when doing an oral presentation. It is difficult for them to present the ideas in a good order. It was proved that there were some students agree with the statement "*I find difficult to organize my ideas logically during oral presentation*". Gibson (2014) also believed that doing a presentation is not an easy task especially in organizing the contents because it requires good presentation skills. He said that in dealing with the problem

of organizing the presentation, the presenter should read the material carefully. As a result the presenter would be able to master the topic or the material and organize it very well which means that the presenter should divide the main body of the presentation into some logical points.

The last problem that the students faced about time management when they conduct a presentation. Some students suffered from the time management when they had to present in front of public. It was proved that there were some students agree with the statement *“I find difficult in managing time when I do an oral presentation.”* Sometimes the time which was set by the lecturers were not enough. A study by Tuan and Mai (2012) also supported the idea that the students had limited time to talk during an oral presentation. The portion of the time that was given by the lecturer was limited. According to Marshall (2009) in dealing with the time problem the presenter should count the time really well. Calculating the time before you do a presentation is very important. This strategy can overcome the difficulty in time management.

Due to the fact that presentation become one of the assessments which the students should pass. Through this findings, the researcher want to help fellow students to improve their skill. Besides that, to make the lecturers aware of the students' problems on oral presentation.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The researcher concluded that students faced difficulties during an oral presentation. Those difficulties were categorized into several groups, namely: personal traits (anxiety problem, unconfidence, and blankness), contents/ideas (understanding the topic and organizing the ideas), and external factors (time management and teachers' expectation). From the students' difficulties, most of them pointed out that anxiety problem and unconfidence become the most challenging when doing an oral presentation. Besides that, according to some experts' findings in their research those difficulties that faced by the students have some strategies to solve them.

B. Suggestions

After finishing this research, the researcher wrote some suggestions that hopefully meaningful to the readers:

1. For the lecturers, the result of this study can be used as additional information English Language Teaching and the researcher also wanted to inform the lecturers to be more aware in dealing with the students' difficulties. Besides that, the researcher hopes that the lecturers help the students to overcome their difficulties especially when they conduct an oral presentation.

2. For the students, they have to practice more and also find strategies to solve their problems on oral presentation. So, they can improve their skill on oral presentation.
3. For the next researchers, hopefully this research can be a good reference and get a useful thing from this research.

CURRICULUM VITAE



Nurwahyuni was born September, 13th 1995 in Bonde. She is the third daughter from two sisters and one brother, the marriage of her parents H. Abd. Waris and Hj. Nurma. In 2001, she registered as a student in Elementary school at SD 036 Inpres Bonde and graduated in 2007. In the same year, she registered as a student at SMP Negeri 1 Campalagian and graduated in 2010. After graduated in Junior High School, she registered as a student at SMA Negeri 1 Campalagian and graduated in 2013. In 2014, she was accepted as a student of English Education Department, Faculty of Teacher Training and Education at Makassar Muhammadiyah University.

At the end of her study, she could finish her thesis under the title “*Students Difficulties on Oral Presentation in Classroom Interaction (A Descriptive Study at the Fifth Semester Students of English Department in Makassar Muhammadiyah University)*”.

APPENDICES

APPENDIX I

1. List of Sample

NO	NAME	CLASS
1	S.1	BG.V.A
2	S.2	BG.V.A
3	S.3	BG.V.A
4	S.4	BG.V.A
5	S.5	BG.V.A
6	S.6	BG.V.A
7	S.7	BG.V.A
8	S.8	BG.V.B
9	S.9	BG.V.B
10	S.10	BG.V.B
11	S.11	BG.V.B
12	S.12	BG.V.B
13	S.13	BG.V.B
14	S.14	BG.V.B
15	S.15	BG.V.C
16	S.16	BG.V.C
17	S.17	BG.V.C
18	S.18	BG.V.C
19	S.19	BG.V.C
20	S.20	BG.V.C
21	S.21	BG.V.C
22	S.22	BG.V.D
23	S.23	BG.V.D
24	S.24	BG.V.D
25	S.25	BG.V.D
26	S.26	BG.V.D
27	S.27	BG.V.D
28	S.28	BG.V.D
29	S.29	BG.V.E
30	S.30	BG.V.E
31	S.31	BG.V.E
32	S.32	BG.V.E
33	S.33	BG.V.E
34	S.34	BG.V.E
35	S.35	BG.V.E
36	S.36	BG.V.F
37	S.37	BG.V.F
38	S.38	BG.V.F
39	S.39	BG.V.F
40	S.40	BG.V.F

41	S.41	BG.V.F
42	S.42	BG.V.F
43	S.43	BG.V.G
44	S.44	BG.V.G
45	S.45	BG.V.G
46	S.46	BG.V.G
47	S.47	BG.V.G
48	S.48	BG.V.G
49	S.49	BG.V.G
50	S.50	BG.V.H
51	S.51	BG.V.H
52	S.52	BG.V.H
53	S.53	BG.V.H
54	S.54	BG.V.H
55	S.55	BG.V.H
56	S.56	BG.V.H
57	S.57	BG.V.I
58	S.58	BG.V.I
59	S.59	BG.V.I
60	S.60	BG.V.I
61	S.61	BG.V.I
62	S.62	BG.V.I
63	S.63	BG.V.I
64	S.64	BG.V.J
65	S.65	BG.V.J
66	S.66	BG.V.J
67	S.67	BG.V.J
68	S.68	BG.V.J
69	S.69	BG.V.J
70	S.70	BG.V.J

II. Analysis of Items in questionnaire

Statement	Opinion					Total
	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)	
1	16	33	14	7	0	70
2	20	36	6	5	3	70
3	12	26	13	17	2	70
4	11	41	8	7	3	70
5	2	17	23	24	4	70
6	4	21	21	21	3	70
7	9	28	18	12	3	70
8	9	40	11	7	3	70
9	4	21	21	19	5	70
10	9	31	9	17	4	70
11	4	28	20	15	3	70
12	15	37	8	3	7	70
13	25	21	13	10	1	70
14	6	8	19	31	6	70
15	12	32	16	9	1	70
16	13	27	18	8	2	70
17	6	30	21	11	2	70
18	8	39	14	8	1	70
19	5	29	17	14	5	70
20	10	24	18	16	2	70
21	14	26	14	9	7	70
22	14	36	11	8	1	70
23	10	32	10	13	5	70
24	7	12	22	21	8	70

APPENDIXE II

STUDENTS' QUESTIONNAIRE

Name :

Class :

Checklist (✓) if you: Strongly Agree (SA), Agree (A), Undecided(U), Disagree (D) or Strongly Disagree with the statement below!

No		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	I feel very anxious before an oral presentation exam.					
2.	I like to do an oral presentation with a group.					
3.	I find an oral presentation exam difficult because I have low self-confidence					
4.	I bring notes with me during my oral presentation even I myself have prepared well.					
5.	When I start my oral presentation, I forget everything what I wanted to say.					
6.	I feel embarassed when I do an oral presentation.					
7.	I am worried because of my low english speaking ability.					
8.	I feel worried even if I have prepared well beforehand.					
9.	I feel shy during oral presentation.					
10.	I am afraid of failure in oral presentation.					

11.	I find difficult in time management when I do an oral presentation.					
12.	I prefer to see someone's presentation before starting my own.					
13.	I care about grammar more than fluency in oral presentation .					
14.	I prefer to memorize the topic of the oral presentation rather than understand it.					
15.	The difficulty of the topic is the reason behind my low performance in oral presentation.					
16.	I find it difficult to organize my ideas logically during oral presentation.					
17.	I feel frightened when a lot of people are watching me.					
18.	Students reactions affect my performance in the oral presentation.					
19.	I worry that students will laugh at me when I speak English.					
20.	When late students enter class or talk to each other during oral presentation, I lose my ideas.					
21.	The instructor's interruption with questions or criticism affects my performance.					
22.	I feel anxious because the instructor is watching my language.					

23.	I try to avoid the instructors eyes during oral presentation.					
24.	I don't get useful feedback from the instructor after oral presentation.					