



**STUDENTS' STRATEGIES IN OVERCOMING THEIR
PROBLEMS DURING ORAL PRESENTATION
IN SEMINAR ON ELT COURSE**

THESIS

*Submitted to English Teaching Department of Tarbiyah and Teacher Training
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LEMBAR PERSEMBAHAN

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Batusangkar, February 2025
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ABSTRACT

DIAN YUNANDA, Reg. No 2130104015, entitled: "Students' Strategies in Overcoming Their Problems During Oral Presentation in Seminar On ELT Course". English Teaching Department Faculty of Tarbiyah and Teacher Training Islamic State University of Mahmud Yunus Batusangkar.

The problem of this research is that Students' problems during oral presentations in the seminar on the ELT course. This research was aimed to describe Students' strategies in overcoming their problems during oral presentation in seminar on elt course.

This type of research is a qualitative research, using descriptive design. The technique used in collecting informants is purposive random sampling. The informants in this research were the sixth-semester English students at UIN Mahmud Yunus Batusangkar who were registered in the 2024/2025 academic year and had taken the Seminar on ELT course. In this research, the researcher as the key instrument and the interview guide as a supporting instrument. To test the validity of the data, the researcher used a prolong engagement, namely by conducting additional interviews if there was insufficient or doubtful data or information regarding the consent requested by the informant during the first interview. To carry out data analysis, the researcher referred to the theory (Miles and Huberman, 1994), namely data reduction, data display and conclusion drawing and data verification. The researcher conducted interviews based on the interview guide, then analyzed the results of the interviews, and drew conclusions and verified the research findings.

The results of this research indicate that there are fourteen strategies used by sixth-semester students majoring in English education at UIN Mahmud Yunus Batusangkar in overcoming their problems during oral presentation in seminar on ELT course. The Strategies are: 1) Correcting grammar before doing a performance, 2) making sticky notes, 3) creating an interesting PowerPoint, 4) preparing simple content, 5) asking friends in small group discussion, 6) repeating material, 7) managing time, 8) practicing before doing performance, 9) learning from mistakes, 10) having self-assurance, 11) identifying trigger, 12) having no eye contact, 13) taking a depth breath to overcome nervous, and 14) looking for synonyms when forgetting.

ABSTRAK

DIAN YUNANDA, Reg. No 2130104015, entitled: "Students' Strategies in Overcoming Their Problems During Oral Presentation in Seminar On ELT Course". Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Mahmud Yunus Batusangkar.

Masalah penelitian ini adalah masalah mahasiswa saat presentasi lisan dalam mata kuliah seminar on ELT. Penelitian ini bertujuan untuk mendeskripsikan strategi mahasiswa dalam mengatasi masalah mereka selama presentasi lisan dalam mata kuliah seminar on ELT.

Jenis penelitian ini adalah penelitian kualitatif dengan desain deskriptif. Teknik yang digunakan dalam mengumpulkan informan adalah purposive random sampling. Informan dalam penelitian ini adalah mahasiswa Bahasa Inggris semester enam di UIN Mahmud Yunus Batusangkar yang terdaftar pada tahun ajaran 2024/2025 dan telah mengambil mata kuliah Seminar on ELT. Dalam penelitian ini, peneliti bertindak sebagai instrumen kunci dan panduan wawancara sebagai instrumen pendukung. Untuk menguji keabsahan data, peneliti menggunakan perpanjangan keikutsertaan, yaitu dengan melakukan wawancara tambahan jika terdapat data atau informasi yang kurang atau meragukan terkait persetujuan yang diminta oleh informan pada wawancara pertama. Untuk melakukan analisis data, peneliti mengacu pada teori (Miles dan Huberman, 1994) yaitu reduksi data, display data dan penarikan kesimpulan dan verifikasi data. Peneliti melakukan wawancara berdasarkan panduan wawancara, kemudian menganalisis hasil wawancara, dan menarik kesimpulan serta memverifikasi temuan penelitian.

Hasil penelitian ini menunjukkan bahwa ada empat belas strategi yang digunakan oleh mahasiswa semester enam jurusan pendidikan bahasa Inggris di UIN Mahmud Yunus Batusangkar dalam mengatasi masalah mereka saat presentasi lisan dalam seminar pada mata kuliah ELT. Strategi-strategi tersebut adalah: 1) Memperbaiki tata bahasa sebelum melakukan pertunjukan, 2) membuat catatan tempel, 3) membuat PowerPoint yang menarik, 4) menyiapkan konten sederhana, 5) bertanya kepada teman dalam diskusi kelompok kecil, 6) mengulang materi, 7) mengatur waktu, 8) berlatih sebelum melakukan pertunjukan, 9) belajar dari kesalahan, 10) memiliki rasa percaya diri, 11) mengidentifikasi pemicu, 12) tidak melakukan kontak mata, 13) mengambil napas dalam untuk mengatasi rasa gugup, dan 14) mencari sinonim saat lupa.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Seminar on English Language Teaching (ELT) is one of the important courses for English Education students at UIN Mahmud Yunus Batusangkar, which is held in the sixth semester. This course aims to prepare students to understand and criticize academic papers in-depth, as well as to train oral presentation skills needed in the academic world. The topics discussed in this seminar class are very diverse and cover many important aspects of writing and analyzing academic papers.

In Seminar on ELT course students were provided to master fourteen topics. They are: Defining an academic paper and its rhetorical patterns, Understanding the topics and the abstract of an academic paper, Understanding the introduction and its rhetorical pattern of an academic paper, Identifying the theoretical framework of an academic paper, Locating the methodology of an academic paper, Understanding the findings and their rhetorical pattern of an academic paper, Understanding the discussion and the conclusion of academic papers, Writing an annotated bibliography of an academic paper, Comparing and contrasting multiple academic papers, Synthesizing multiple academic papers, Evaluating multiple academic papers and their relevance to the topic of their interest, Claiming knowledge gaps in the topic of their interest, Writing the literature review and presenting the literature review. After learning all the topics in Seminar on ELT course, students are expected to be able to master scientific articles in English according to the topics they are interested in and be able to communicate the knowledge they have acquired orally in the form of scientific presentations.

Oral presentations are certainly familiar in this course. Oral presentation is a form of academic communication used to convey research results or ideas verbally in front of an audience. Oral presentations give students an opportunity to demonstrate their knowledge and are a reference for teachers to

judge based on what students understand Tsang (2020) as cited in Ati (2022:1). In the context of the Seminar on ELT course, oral presentation is used as a method of evaluating students' ability to convey their research results effectively and persuasively.

Some specific strategies that need to be prepared when conducting an oral presentation include mastering the material to be delivered. First, mastering the material to be delivered, a deep understanding of the presentation material is essential so that the presenter can explain the topic smoothly and answer questions from the audience with confidence. Mastery of the material also allows the presentation to run more naturally without relying too much on notes. Then, Prepare good visualizations, Visualizations such as presentation slides serve to support audience understanding. Good slides should be clear, structured, and not too text-heavy. Images, graphs, and diagrams can help explain complex ideas more easily. Lastly, Practice speaking clearly and confidently, the ability to speak with a clear voice and proper intonation will improve the audience's understanding of the material. Speaking practice also helps students overcome nervousness and increase confidence when performing in public.

However, when doing oral presentations, of course, students also often face various obstacles. One of the obstacles experienced is that they often feel nervous when presenting in front of the class. Nervousness when speaking in public is an obstacle that is often experienced by many students, including in the Seminar on ELT class. Another example is the difficulty in finding the right words or limited vocabulary in English, which often makes students switch to using Indonesian to convey their material so that the message can be conveyed clearly. In addition, the students also faced obstacles in maintaining a well-structured presentation flow and sometimes had problems answering questions from the audience.

Based on the obstacles above, of course, these phenomena have been observed by researchers when conducting observations in the ELT Seminar class of UIN Mahmud Yunus Batusangkar students majoring in English

Language Education semester 6, especially students who have problems in oral presentation, precisely in class A. When students did oral presentations in class, researchers observed that some students have experienced obstacles in presentations, such as psychological characteristics. Psychological characteristics are traits or features of a person's mental and emotional makeup that affect how they think, feel, and behave. These characteristics can include cognitive abilities, personality traits, emotions, and behavioral patterns. Such as nervousness, lack of self-confidence, and emptiness.

The main issue in this phenomenon is the nervousness students experience when they are required to present in an academic setting, especially in the Seminar on ELT course. This nervousness manifests through physical symptoms such as sweating, shaking, and a rapid heartbeat. It is typically triggered by the pressure to perform perfectly in front of an audience, particularly in formal settings where students must present well-prepared material to peers and lecturers. This nervousness can hinder concentration and the ability to think clearly during the presentation. Additionally, students often fear negative evaluations, as in this course, the audience does not only assess the content but also the delivery, language accuracy, and interaction with the audience. These feelings of nervousness are especially pronounced for students who feel insecure about their speaking skills or the depth of their material. To cope with this, students often rely on strategies such as thorough preparation, frequent practice, and gradually facing smaller audiences before tackling larger presentations. Support from classmates or lecturers can also alleviate some of the stress. Although nervousness may not be completely eradicated, with consistent practice and habituation, students can appear more confident and better manage their nerves. Interestingly, despite these challenges, many students in the study achieve high seminar scores. Their excellent performance is attributed to their preparation and practice, which help them manage their nerves and deliver effective presentations. Even those who are naturally introverted or anxious manage to convey their ideas well, which often leads to high grades. Their ability to overcome the psychological barriers to public

speaking results in impressive presentation outcomes, indicating that, with the right strategies, even students who are anxious or introverted can excel in academic presentations.

When they do not know how to speak well, they often show silent behavior or speak in a hesitant tone and avoid eye contact with the audience. The presence of lecturers as evaluators also worsens this nervousness because they feel more aware of the potential for mistakes that can occur during the presentation. As a result, students tend to avoid situations that require them to appear in front of many people, especially if they feel less capable or not confident enough. In the ELT Seminar, this can be seen from them not being able to answer questions given by the audience well, not being able to do a good presentation, the result of this condition is that their ELT seminar scores are low. To overcome this problem, strategies that can be applied include building a more supportive atmosphere, providing constructive feedback, and encouraging speaking practice in small groups before appearing in front of a larger audience. With this approach, students have the opportunity to reduce their nervousness

Sometimes, a common problem in Seminars on ELT is blankness, which is a situation where students suddenly forget what they want to say while speaking or presenting. This problem usually occurs in the middle of a presentation due to loss of focus due to pressure to perform. The pressure is exacerbated by the fear of facing unexpected questions from the audience or the worry of not being able to meet the lecturer's expectations. When experiencing blankness, students tend to stop talking and have difficulty processing information quickly, so they lose fluency in conveying ideas. They also often cannot string words together well or even forget the material they have prepared beforehand. As a result, when they do an oral presentation in a seminar class, they are unable to explain the material well, and the information they convey to the audience is not conveyed clearly and this can also have a negative effect on their seminar course. This phenomenon often occurs due to linguistic challenges, such as limited vocabulary or ignorance of unfamiliar

grammatical structures. In fact, Seminars on ELT students are expected to be able to communicate in English fluently and accurately, but because of this, the presentation they do is not optimal. To overcome this, strategies that can be done include practicing repeatedly in dealing with unexpected questions, enriching academic vocabulary, and simulating presentations in an atmosphere that resembles a seminar atmosphere. In addition, practicing managing emotions and breathing techniques to reduce anxiety when speaking can also help students stay calm and focused. With these strategies, although the emptiness cannot be completely eliminated, students are expected to be more prepared to face the situation and be able to continue the presentation better.

Although this research has been carried out by many previous researcher. Such as the first research was conducted by Sivadjati (2016), with the title “Strategies In Facing Difficulties In Oral Presentation”. This research result, they conducted this research to investigate the strategies used by study group members in the English Language Education Program (ELEP) in dealing with their difficulties when doing oral presentations. On the other hand, Ati et al., (2022) with the title “The Use of Oral Presentation In Teaching English to Improve Students Speaking Skills”. In their research results, the researcher found that this study only focused on the use of oral presentations to improve students' speaking skills. Specifically investigated the implementation of oral presentations in teaching speaking skills, students' responses to their use, and students' barriers to speaking. The last research from Zaharuddin et al., (2023) the titled “Exploring the Factors for Successful Oral Presentation and The Source of Fear”. In this study, the researcher found that they only focused on identifying the factors of student success in oral presentation and examined the causes of fear among Arabic language students at Malaysian public universities.

But, the research to be carried out is different from previous studies. This study tries to reveal what has not been revealed in previous studies, namely during oral presentations, therefore, researcher are interested in

researching students' strategies in overcoming their problems during oral presentation in seminar on elt course.

B. Research Focus and Question

Based on the background of the problem above, this research focused on describing students' strategies in overcoming their problems during oral presentations in the seminar on the ELT course. The researcher selected sixth-semester students majoring in English education at UIN Mahmud Yunus Batusangkar who were registered in the 2024/2025 academic year. Based on the research focus, the research question was: "What are students' strategies in overcoming their problems during oral presentations in the seminar on the ELT course?"

C. Definition of the Key Terms

To avoid misunderstandings regarding this research, the researcher defined some terms as follows:

1. Students' Strategies means the efforts made by sixth-semester English students at UIN Mahmud Yunus Batusangkar who are registered in the 2024/2025 academic year in overcoming their psychological problems during oral presentation.
2. Students' Problems means the obstacles such as psychological problems experienced by sixth-semester English students at UIN Mahmud Yunus Batusangkar who are registered in the 2024/2025 academic year who have taken the Seminar on ELT course when having oral presentation.
3. Oral Presentation means deliver information verbally in front of an audience experienced by sixth-semester English students at UIN Mahmud Yunus Batusangkar who are registered in the 2024/2025 academic year who have taken the Seminar on ELT course.
4. Seminar on ELT means a course that is provided for sixth-semester English students at UIN Mahmud Yunus Batusangkar who are registered in the 2024/2025 academic year.

D. Purpose of the Research

Based on the background of the problem above, this research aims to describe students' strategies in overcoming their problems during oral presentation in seminar on elt course.

E. Significance of the Research

The results of this research are expected to contribute both theoretically and practically.

1. Theoretically

This research provided theoretical benefits regarding students' strategies in overcoming their problems during oral presentation in seminar on ELT course.

2. Practically

The importance of this research can provide practical benefits for students, lecturers, and researcher in overcoming their problems during oral presentation in seminar on ELT course. The results of this study are expected to:

a. English Department Student

This research benefits to English Department Students especially the sixth semester English students at UIN Mahmud Yunus Batusangkar who are registered in the 2024/2025 academic year who have taken the Seminar on ELT course. Which provide information about the students' strategies in overcoming their problems during oral presentation in seminar on ELT course.

b. Seminar on ELT Lecturer

This research aims to provide useful information to Seminar on ELT lecturer regarding students' strategies in overcoming their problems during oral presentations in Seminar on ELT courses. In addition, the benefits of this study for Seminar on ELT lecturer is that lecturer can find alternative strategies as solutions to solve problems experienced by students during oral presentations.

c. The researcher herself

This research is expected to contribute and complement previous research and also provide information for me about what are students' strategies in overcoming their problems during oral presentation in seminar on ELT course and also become an additional reference for future researcher. In addition, researcher conducted this research as a requirement to obtain a Bachelor's degree (S1) at English Teaching Department of UIN Mahmud Yunus Batusangakar.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Speaking Performance

a. Definition of Speaking Performance

The definition of speaking performance has been put forward by several experts. According to Amzari (2022:18), Speaking performance is a student's ability to demonstrate their speaking skills in front of an audience. In accordance with this, Dayat (2017) defined speaking performance as the act of delivering signals from the speaker to the listener via words, utterances, or phrases. On the other hand Speaking performance is defined as the ability to convey messages effectively through Oral presentation, showcasing one's speaking skills in various contexts such as dialogues, presentations, and speeches.

Other experts also have ideas about the definition of speaking performance. Wael et al., (2018) as cited in Saputra et al., (2021) State that speaking performance is oral communication in which other people participate in presenting information by pronouncing the word. Furthermore, Handoko (2017) identified Speaking performance as an important aspect of English because it requires common sense to be understood by people. It refers to how people use words and how they receive criticism from others.

Based on the definition above, it can be concluded that speaking performance is a person's ability to express thoughts, ideas, and feelings verbally, especially in a structured environment such as a presentation that involves interaction between the speaker and the listener which requires clarity and coherence in conveying thoughts, opinions, and information during the presentation so that the listener understands and gets information about what is conveyed by the speaker.

b. Types of Speaking Performance

According to Manurung (2020), there are five types of speaking performance, they are:

1) Imitative

This types demands the skill to imitate any words, phrase, sentence orally and it is as the dominant criteria being examined

2) Intensive

It focuses on practicing some phonological or grammatical aspects of language in any conversation, sentence completion, reading aloud, and other practices

3) Responsive

It concerns with the oral skill of how to respond to the talk or dialogue and comprehension requires completing this skill, the oral skill.

4) Interactive

It is not similar to responsive skill but the length and complexity of the interaction which sometimes includes multiple exchanges and/or participants. This task can take two forms of transactional language which are carried out to convey or exchange specific information and interpersonal exchanges that are carried out more to maintain communication among people. It is boarder than transferring the fact and information. For example, any activities related to the interview, playing a role, and others.

5) Expansive monologue

This skill includes whole oral skill in any conversation both listening comprehension and responding to the dialogue.

According to Angelopoulou et al. (2024), there are six types of speaking performance, they are:

- 1) Narrative speech

Narrative speech is a type of speaking skill that focuses on the art of storytelling and retelling events chronologically. It is often used to convey personal experiences, fictional stories, or historical events.

- 2) Descriptive speech

Descriptive speech involves the ability to describe objects, places, people or events in great detail. This type aims to help the audience visualize what is being said through rich and accurate descriptions.

- 3) Persuasive speech

Persuasive speech aims to convince the audience to agree with a particular view, idea or action. It often relies on strong arguments, supporting data and emotional appeals to influence listeners.

According to Guebba (2021) there are six types of classroom speaking performance, they are:

- 1) Imitative

In imitative classroom activities, the focus is not on meaningful interaction, but rather on studying language elements, separately. Students are usually exposed to authentic listening materials such as native speaker recordings.

- 2) Intensive

Intensive speaking surpasses imitation to include any speaking performance to practice phonological or grammatical language forms. In other words, students practice intensive speaking by focusing on words or sentences instead of one specific sound.

- 3) Responsive

Students' participation in the classroom is mainly responsive. Simply put, responsive speaking takes the form of responding to students' and teachers' questions and comments.

4) Transactional

Transactional speaking goes beyond being a responsive practice. The transactional practice has a negotiated nature based on conveying and exchanging information in a form of dialogue.

5) Interpersonal

Instead of transmitting facts and information, interpersonal practice tends to maintain social relationships. Taking this fact into consideration, interpersonal dialogues seem to be more complicated for students to decipher due to the use of slang, colloquial language, or ellipses.

6) Extensive

Intermediate and advanced levels' learners are requested to deliver extended monologues namely speeches, reports, or summaries formally.

To get simple understanding about the types of speaking performance, it can be seen in the following table:

Table 1.
Types of speaking performance

No	Expert	Types of speaking	Conclusion
1	Manurung (2020)	1. Imitative 2. Intensive 3. Responsive 4. Interactive 5. Expansive monologue	1. Imitative 2. Intensive 3. Responsive 4. Interactive 5. Expansive monologue 6. Narrative speech
2	Angelopoulou et al. (2024)	1. Narrative speech 2. Descriptive speech 3. Persuasive speech	7. Descriptive speech 8. Persuasive speech

3	Guebba (2021)	1) Imitative 2) Intensive 3) Responsive 4) Transactional 5) Interpersonal 6) Extensive	9. Transactional 10. Interpersonal 11. Extensive
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From the types mentioned above, it can be concluded that speaking performance can be divided into eleven types, each of which has different purposes and characteristics in the context of classroom learning. They are: Imitative, Intensive, Responsive, Transactional (dialogue), Interpersonal (dialogue), Extensive (monologue), Narrative speech, Descriptive speech, Persuasive speech, Transactional, Interpersonal, and Extensive.

c. Factors Affecting Speaking Performance

According to Manurung (2020), there are two factors affecting speaking performance, They are internal factor and external factor.

1) Internal factor

This refers to the element that comes from the students themselves. It encompasses both physiological elements and learners' verbal skill (ability).

a) Psychology

Anxiety, a lack of self-confidence and desire, and a fear of making mistakes are all aspects of psychology that, of course, prevent students from expressing their ideas orally. Learners will struggle in these cognitive and affective activities unless they have self-esteem, self-confidence, knowledge, and belief in their talents. Classroom learning has shown that pupils who have more self-confidence and positive self-reflection better their language

acquisition. People with low self-esteem are less driven, willing, and confident in speaking since they are fearful of making mistakes.

b) Language Competence

It refers to the real usage of language in specific conditions during spoken production. Speaking performance involves the ability to master any part of language such as fluency, intonation, pronunciation, grammar usage, and vocabulary; thus, these talents have a significant impact on their speaking performance.

c) Topical Knowledge

Topical knowledge can be defined as the speakers' understanding of relevant topical information that allows learners to utilize language in relation to the world in which they live. This work becomes easier for students who have understanding of the necessary areas. Those who do not have experience more difficulty because of nervousness.

2) External factor

This refers to the factors originating from outside the student that can influence behavior, processes, and also the results that will be achieved later.

a) Performance Condition

There is no doubt that performance conditions can affect speaking ability. These conditions can include time pressure, planning, performance standards, and the amount of support. Time pressure, for example, often requires speakers to think and respond quickly, which can lead to errors or poorly structured speech. Adequate planning allows speakers to organize their thoughts and ideas more coherently, resulting in clearer communication. Performance standards, such as expectations for accuracy or fluency, can cause anxiety or nervousness that can hinder effective speaking.

b) The environment of learning

A suitable language environment helps students learn more effectively. The more actively students apply and practice their English language learning, the more fluently they speak

c) Speaking Problems

Students experience a variety of obstacles while speaking English, including linguistic and non-linguistic issues. Pronunciation, vocabulary, and grammar are all examples of language issues. Non-linguistic problems include inhibition, having less to say, poor or uneven involvement, and using one's mother tongue.

According to Tuan and Mai (2015:2), students' speaking performance can be affected by five factors: performance conditions (time pressure, planning, standard of performance, and amount of support), affective factors (such as motivation, confidence, and anxiety), topical knowledge, listening ability, and feedback during speaking activities.

1) Performance conditions

Performance conditions can influence speaking performance. The four categories of performance conditions we advise include time constraint, planning, the level of performance, and the degree of support.

2) Affective factors

One of the most essential factors influencing language acquisition success or failure is the learner's affective side. A range of affective variables have been found to be associated with success in second language acquisition in research over the last decade, although the majority of those studies focused on three categories: motivation, self-confidence, and anxiety.

3) Listening ability

An effective conversation requires students to understand what is being stated to them. When one person speaks, the other reacts by attending via the listening process. In fact, each speaker serves as both a listener and a speaker. As a result, if one does not understand what is being said, one will undoubtedly be unable to answer. It signifies that speaking and listening are tightly intertwined.

4) Topical knowledge

Topical knowledge can be defined as knowledge structures stored in long-term memory. In other words, topical knowledge refers to the speaker's understanding of pertinent topical information. Topical knowledge equips students with the information they need to utilize language in context.

5) Feedback during speaking activities

The majority of learners want to expect their lecturers to provide comments on their performance. However, not all speech production should be handled the same manner. Teachers' decisions about how to respond to students' performance are determined by the phases of the lesson, the activities, the sorts of mistakes made, and the specific student who is making the error. If teachers correct every issue, the conversational flow and aim of the speaking activity would be ruined. If children are constantly corrected, they may become demotivated and hesitant to speak up.

To get simple understanding about the factor affecting of speaking performance, it can be seen in the following table:

Table 2.
Factor affecting of speaking performance

No	Expert	Types of speaking	Conclusion
1	Manurung (2020)	1. Internal factor a. Psychology b. Language competence c. Topical knowledge 2. External factor a. Performance condition b. The environment of learning c. Speaking problems	1. Psychology 2. Language competence 3. Topical knowledge 4. Performance condition 5. The environment of learning 6. Speaking problems
2	Tuan and Mai (2015:2)	1. Performance conditions 2. Effective factors 3. Listening ability 4. Topical knowledge 5. Feedback during speech activity	7. Effective factors 8. Listening ability 9. Feedback during speech activity

From the theories mentioned above, it can be concluded that there are nine factors that affecting of speaking performance, they are Psychology, Language competence, Topical knowledge, Performance condition, The environment of learning, Speaking problems, Effective factors, Listening ability, Feedback during speech activity

2. Oral Presentation

a. Definition of Oral Presentation

Giving oral presentations during class are a tried-and-true way to help students develop their speaking skills. When studying English, one way for improving pupils' speaking skills is oral presenting. Furthermore, oral presentations allow students to exhibit their knowledge and serve as a reference point for professors to judge what pupils comprehend. According to Tsang (2020), as referenced in Ati and Parmawati (2022) Oral presentations are effective communication activity that has been widely adopted by ELF conversation teachers to improve speaking skills. Baker (2000:115) as cited in Nurwahyuni (2019) that oral presentations are like formal conversations and speaking in front of a group of people is a natural activity. Usually, oral presentations can be done individually, in pairs, or in groups of three or more students.

On the other hand, oral presentation is a form of communication whose purpose is to convey or communicate ideas, information, and messages to an audience. In other words, oral presentation is a part of communication skills and its function is to convey important ideas Bram (2016).

Based on the definition above, it can be concluded that oral presentation are an effective method for enhancing students' speaking skills. This approach allows students to actively engage in communication by conveying their ideas and knowledge to their peers, which not only boosts their confidence but also provides teachers with insights into their understanding of the material. By participating in oral presentations, students practice essential language skills, including pronunciation, vocabulary, and grammar, while also developing critical thinking and organizational abilities. Furthermore, this method fosters interaction among students, making the learning environment more dynamic and collaborative.

b. Importance of Oral Presentation

Using oral presentations in class to allow students to naturally communicate with others while using a second language. Salem (2019), as cited by Ati (2022). Students must actively use parts of language when delivering oral presentations. These tasks are typically completed when the teacher requests pupils to discuss a topic in front of the class. Aside from that, students are encouraged to create intriguing PowerPoint slides for presentations, which are frequently done in groups.

Apart from that, oral presentations can provide students with new experiences and inspire them to talk more when the audience asks questions about the topic. Using this strategy, they can improve their ability to hold a formal discussion in front of others while also increasing their self-confidence. The oral presentation has emerged as a useful and successful tool for raising students' knowledge of communication abilities. According to Miles (2009), as adapted in Putri (2019), giving oral presentations allows students to focus primarily on language growth. It is a method of improving the students' ability to practice. Furthermore, listening to the speakers helps pupils improve their performing skills. According to King (2002), as mentioned in Putri (2019), one of the activities available to students is to give an oral presentation in front of the class. This activity is included in the lessons to help students enhance their proficiency.

Apart from that, there are 5 benefits of oral presentations which are also explained by Wilson (2014), they are:

- 1) They are student-centered.

When students are invited to deliver an oral presentation, it is one of the rare occasions in the language classroom where they have direct control over the topic and the procedure of the class. This is because the students who are presenting have the opportunity to choose the topic they want to discuss, the language elements they

want to use to discuss that topic, and how they will clarify that topic to their peers.

2) They require the use of all four language skills.

Another advantage of oral presentations is that they challenge students to apply all four language skills: writing, reading, speaking, and listening. Most teachers understand the communication aspect of presenting, as students are forced to speak during their presentations. Students must, however, research and plan their academic presentations in order for them to be correctly structured.

3) They provide students with realistic language tasks.

This is significant since speaking tasks unrelated to real-world language use "are poor preparation for autonomy." Presentations are a more authentic way to practice English than conventional speaking drills. This is because they require students to use their second language to understand and explain their presentation themes to others. This is closer to real-world language use and allows students to improve their research and critical thinking skills, as well as their linguistic and communicative abilities.

4) They have value outside the language classroom.

Presentations are also known to improve students' abilities in ways that will be useful in their future employment. This is particularly relevant when dealing with (English for Academic Purpose) EAP or (English for Specific Purpose) ESP contexts, where students are more likely to be required to deliver in English at their future careers. However, even outside of the EAP and ESP contexts, expertise with oral presentations can benefit students' future employment because many potential employers value the communication skills that students develop in a presentation class.

5) They improve students' motivation

Oral presentations allow students to not only develop language abilities, but also to share knowledge with their peers. If the exercise

is adequately supported, students will be able to work independently and provide an effective presentation. This can lead to stronger levels of motivation for the students engaged, as they can see the fruits of their hard work when they succeed in the presentation that they deliver.

Based on the theories discussed above, it is clear that oral presentations are crucial in the classroom because they provide students with significant opportunity to practice and improve their speaking skills. This strategy promotes active participation, allowing students to successfully articulate their ideas while speaking the target language in a natural situation. Students who prepare and make presentations enhance not only their language skills, but also their critical thinking, research abilities, and public speaking confidence. Furthermore, oral presentations promote a student-centered learning environment in which students manage their content and relationships, inspiring them to become more involved in their education.

c. Types of Oral Presentation

Oral presentations are commonly used in many university courses. They can be short or long, they are usually delivered during a seminar, and they can be done individually or in groups. There are two types of oral presentation based on Heaton (1991), as cited in Nurwahyuni (2019).

1) Individual Presentation

Individual presentations can assist students build confidence when speaking in front of a large group, as well as accept their own responsibility for critically understanding and responding to questions. In the process, pupils become localized "experts" on specific topics.

2) Group Presentation

There are major advantages to assigning presentations in groups. Groups promote teamwork and allow students to receive

feedback from one another while they work on their presentations. Groups can prepare presentations in or out of class.

On the other hand, Fatma (2013), as referenced in Ulfa (2020), stated that oral presentations can be prepared in a variety of ways: alone, in pairs, or in groups. This is determined by the class size, the content, and the objectives of the course being taught. She also explained that there are three types of oral presentations.

1) Controlled Oral Presentation

A controlled oral presentation is utilized with students with language competence levels ranging from beginners to elementary, in which the teacher gives themes connected to the textbook or anything she/he sees that his or her pupils can easily convey. A controlled oral presentation is utilized to give young pupils the opportunity to gain confidence in speaking out, to maximize meaningful engagement in the classroom, and to improve the target language.

2) Guided Oral Presentation

This form of arrangement takes into account the language competence of lower-intermediate or intermediate students. Furthermore, those students should focus on acceptable grammatical and lexical items, as well as time allocation, rather than complex analysis.

3) Free Oral Presentation

Upper-intermediate and advanced students make free oral presentations. Students working on this form of oral presentation are asked to identify themes that they want to discuss and plan them effectively using a range of resources. Then, for this form of oral presentation, students are expected to use complicated vocabulary and give extensive lectures.

To get simple understanding about the types of oral presentation, it can be seen in the following table:

Table 3.
Types of oral presentation

No	Expert	Types of speaking	Conclusion
1	Nurwahyuni (2019)	1. Individual presentation 2. Group presentation	1. Individual presentation 2. Group presentation
2	Ulfa (2020)	1. Controlled oral presentation 2. Guided oral presentation 3. Free oral presentation	3. Controlled oral presentation 4. Guided oral presentation 5. Free oral presentation

From the several types of oral presentations above, it can be concluded that there are five types of oral presentations, namely individual presentations, group presentations, controlled oral presentations, guided oral presentations, free oral presentations.

d. Factor Affecting of Oral Presentation

In academic settings, oral presentations play a crucial role in developing communication and presentation skills. However, the effectiveness of these presentations can be influenced by various factors. Understanding these factors is essential to improving the quality and delivery of oral presentations. The following section discusses there are five factors that affect oral presentations based on (Phan et al., 2022).

1) Background Knowledge

Oral presentations can be challenging for several reasons. The main issue is a lack of background knowledge, which in general can significantly affect how students understand new information. Many students have little experience with the information, making it difficult for them to understand it, making them less confident in participating.

In addition, students have difficulty expressing their thoughts due to limited language skills. When students lack knowledge about a particular topic, they tend to revert to their native language.

2) Psychology

Anxiety is one of the psychological aspects that might impair oral presentation. When students are requested to give an oral presentation in English, they will still feel apprehensive, even if they have prepared ahead of time. They will also feel uncomfortable and humiliated if they have to talk in front of others. In addition, students are scared that professors will notice their English blunders, that they will receive low grades and be mocked by their peers if they make mistakes while speaking in front of the class, and that their friends speak English better than them. Furthermore, a lack of presentation abilities is thought to contribute significantly to students' nervousness.

3) Linguistic Factors

Linguistic issues are frequently identified as important hurdles during oral presentations. When making presentations in English language courses, students face challenges such as a restricted vocabulary, insufficient knowledge of grammatical structures, and incorrect pronunciation. Similarly, while the goal is to improve students' linguistic ability in the context of English as a Foreign Language (EFL), common speaking challenges include grammatical issues, a limited vocabulary, and pronunciation faults.

4) Preparation

One of the main challenges students face when creating presentations is the lack of adequate preparation time. Many students do not allocate enough time to prepare thoroughly, which can negatively impact the overall quality of their presentation. To deliver an effective presentation, it is important to focus on three key areas: content and ideas, visual aids, and practice.

First, students must develop clear and well-organized content, ensuring that their ideas are coherent and relevant to the topic. This forms the foundation of a successful presentation. Second, incorporating visual aids such as slides, images, or charts can increase audience engagement and help convey complex ideas more effectively. However, these aids must be chosen carefully and aligned with the content to avoid distracting from the main message. Finally, practice is essential.

By practicing several times, students can perfect their delivery, increase their confidence, and reduce the chances of mistakes during the actual presentation. In short, proper preparation, including focusing on content, visual aids, and sufficient practice, is keys to overcoming presentation challenges.

5) Teachers' Role

The role of the teacher is an important factor in influencing the success of students' oral presentations. Teachers provide guidance, feedback, and support during the preparation and delivery stages. They help students develop necessary skills, such as structuring content, using appropriate language, and managing anxiety. By providing constructive criticism and creating a positive learning environment, teachers can increase students' self-confidence and motivation. In addition, teachers can model effective presentation techniques and encourage active participation, both of which are important for improving students' overall performance in oral presentations.

From the several aspects above, it can be concluded that there are five factors affecting of oral presentation, including Background knowledge, Psychology, Linguistic factors, Preparation, and Teachers' role. In the linguistic factor section usually consists of limited vocabulary, inadequate understanding of grammatical structures, and inaccurate pronunciation. There are three things that can be considered

when doing preparation, including content and ideas, visual aids, and practice. And for teachers' role there are three things that also need to be considered, such as Teachers provide guidance, feedback, and support during the preparation and delivery stages.

3. Strategy in Oral Presentation

According to Freeland & Schauer (2008), there are five strategies that can be used in oral presentation, they are:

a) Identifying triggers of anxiety

Identifying anxiety triggers is an important first step to overcoming presentation nerves. This process involves recognizing specific situations or factors that trigger fears, such as fear of forgetting material, fear of being questioned by the audience, or worry about being judged poorly. By understanding the cause of the anxiety, one can prepare better strategies, such as practicing more on weak aspects or preparing answers to difficult questions. This helps create a sense of control over the situation, thus reducing excessive worry.

b) Visualizing success

Success visualization is a strategy where one imagines themselves performing well and getting a positive response from the audience. This strategy helps create optimism and confidence before a presentation. By envisioning smooth speaking, a clear voice, and an engaged audience, the mind will focus more on positive outcomes rather than failures. This exercise also helps instill confidence that one is capable of overcoming the challenges of presenting well.

c) Practicing deep breathing

Deep breathing practices, such as the "calming sigh," are very effective for calming the body and mind before a presentation. It involves taking a deep breath, holding it briefly, and exhaling slowly with a sound. This strategy helps to lower the heart rate, reduce tension, and normalize breathing patterns that are often disrupted due to anxiety. By practicing

deep breathing before and during a presentation, one can feel more relaxed and in control of emotions.

d) Physical warm-up

Physical warm-ups, such as stretching or light movement, help reduce muscle tension that often comes with nervousness. These activities increase blood flow, make the body more relaxed, and prepare the muscles used when speaking. For example, rolling your neck, moving your shoulders or taking a leisurely walk before a presentation can have a calming effect and improve focus. This ensures the body is in optimal condition to support a more confident performance.

e) Managing pressure

Managing pressure involves accepting that mistakes are a natural part of the learning process, not a sign of failure. By accepting imperfections, one can reduce the perceived pressure to perform perfectly. Small mistakes during a presentation can be perceived as opportunities to learn and improve, rather than something to be feared. This approach helps one feel more relaxed and natural when speaking in front of an audience, which ultimately improves the overall quality of the presentation.

According to Mardiningrum & Ramadhani (2022), there are eight strategies that can be used during an oral presentation, they are:

a) Self- assurance

Self-assurance is the ability to feel confident and calm when speaking in public. This is very important to increase courage and reduce nervousness. People who have self-assurance usually show a calm attitude, a steady voice, and an upright posture. They are not easily affected by small mistakes during the presentation.

b) Better preparation

Thorough preparation before a presentation will increase confidence and reduce the possibility of mistakes. By understanding the material well, students can be better prepared to face unexpected

questions and situations. Students who are better prepared tend to speak fluently, rely less on notes, and can answer questions clearly.

c) Peer discussions

Discussion with peers can help improve understanding of the material and get useful input before the presentation. This is certainly very helpful for students because before performing they will discuss or study first what material they will present. Usually students who use this strategy are often more confident in delivering the material because they have received constructive input from friends, making them more confident when they will appear.

d) Direct eye contact

Maintaining eye contact with the audience is also important when giving a presentation, it shows that there is a sense of confidence and also involvement in communication. It also helps to maintain the audience's attention to stay focused on us while the presentation is taking place. This can be seen when students who often make eye contact with the audience will look more focused, confident, and have a better relationship with the audience. Compared to students who do not make eye contact at all with the audience.

e) Direct communication

Using clear and direct language without being convoluted can make it easier for the audience to understand the message being conveyed. This is also an important thing to pay attention to when doing an oral presentation, this can be seen when the speaker speaks firmly, does not use many filler words (such as "umm" or "ahh"), and the information is easy for the audience to understand.

f) Backups

Having a presentation aids, such as slides or key points in notes, can help students overcome technical issues such as forgetting that can occur during an oral presentation. This can be seen when students who have a presentation aids appear calmer when there are technical problems

or interruptions in the presentation, and they can still continue the presentation smoothly by glancing at the points they have written down to help them remember.

g) Self-evaluation

Some students will choose to evaluate themselves before the presentation begins, either by contemplating, praying, or doing a short meditation, to be calmer and more focused. Usually during this evaluation, with this opportunity, some students use the time to read or memorize the material again with the aim of facilitating the material they will present, with this time gap before appearing, it can make students tend to be calmer, more focused, and have a ready mentality when starting the presentation.

h) Presentation aids

Students can certainly use visual aids, such as PowerPoint slides, graphs, or videos, which can help them to convey information in a more interesting and understandable way for the audience. With the media used when students do this presentation, the students' appearance will look more visually appealing, and students will find it easier to explain important points because of the visual support.

According to Suryawati et al., (2023), there are three strategies that can be used during an oral presentation, they are:

a) Setting Achievable Goals

Setting realistic goals is an important step to reducing the pressure of presenting. By creating achievable targets, such as focusing on delivering the main idea or clearly answering audience questions, one can avoid the feeling of overwhelm that often comes with trying too many things at once. Clear and specific goals also help maintain motivation and provide a clear direction during preparation, thus boosting confidence.

b) Mindfulness strategies

Mindfulness involves practicing staying fully present in the present moment, both during preparation and while delivering a presentation. By

keeping attention on what is being done and not dwelling on worries about the final outcome, one can feel calmer and more focused. For example, doing regular breathing exercises or being aware of body sensations while speaking helps manage anxiety and maintain concentration during a presentation.

c) Time Management

Time management is key to reducing stress ahead of a presentation. By allowing enough time to prepare material, practice delivery, and check tools such as slides or technical devices, one can avoid last-minute stress. Good planning includes dividing time for each stage of preparation, such as compiling content, creating visualizations, and conducting simulations, so that everything is better organized and well-prepared.

According to Humadi (2024), there are three strategies that can be used during an oral presentation, they are:

a) Cultural and Linguistic Context

Understanding and integrating cultural and linguistic context in presentations is an effective strategy to increase relevance and connection with the audience. Using familiar cultural references or speaking in a language that is familiar to the audience creates a sense of immediacy that makes them feel valued.

b) Non-Verbal Communication Awareness

Awareness of non-verbal communication, such as body language, facial expressions, and eye contact, is an important aspect in improving delivery effectiveness. Open body language, such as an upright body position and natural hand gestures, can strengthen confidence and build rapport with the audience.

c) Mock Presentations

Conducting mock presentations before performing in front of an audience is actually a very effective way to perfect a performance. This exercise allows the speaker to identify weaknesses in delivery, such as

speaking too fast or unclear material, and provides an opportunity to receive feedback. In addition, by practicing in a situation that resembles the real thing, the speaker can feel more confident and practiced in dealing with the audience.

To get simple understanding about the strategies in oral presentation, it can be seen in the following table:

Table 4.
Strategies in oral presentation

No	Expert	Indicator of strategies	Conclusion
1	Freeland & Schauer (2008)	<ol style="list-style-type: none"> 1. Identifying triggers 2. Visualizing success 3. Deep breathing 4. Physical warm-up 5. Managing pressure. 	<ol style="list-style-type: none"> 1. Identifying triggers 2. Visualizing success 3. Deep breathing 4. Physical warm-up 5. Managing pressure.
2	Mardiningrum & Ramadhani (2022)	<ol style="list-style-type: none"> 1. Self-assurance 2. Peer discussions 3. Direct communication 4. Eye contact 5. Using presentation aids 6. Self-evaluation. 	<ol style="list-style-type: none"> 6. Self-assurance 7. Peer discussions 8. Direct communication 9. Eye contact 10. Using presentation aids
3	Suryawati et al. (2023)	<ol style="list-style-type: none"> 1. Setting achievable goals 2. Mindfulness Strategies 3. Time management. 	<ol style="list-style-type: none"> 11. Self-evaluation. 12. Setting achievable goals 13. Mindfulness Strategies 14. Time management.
5.	Humadi (2024)	<ol style="list-style-type: none"> 1. Cultural and linguistic context 2. Non-verbal communication 	<ol style="list-style-type: none"> 15. Cultural and linguistic context 16. Non-verbal communication

		awareness 3. Mock presentations.	awareness 17. Mock presentations.
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4. Strategy in Overcoming Problems in Oral Presentation

According to (Martiningsih et al., 2024), there are four strategies in overcoming problems, they are:

a) Preparation strategy

Preparation strategy helps students overcome anxiety by increasing learning, for example by re-read the material that will be presented, studying a lot of vocabulary and grammar, reading while looking for the material to be presented makes students get a lot of new vocabulary.

b) Relaxation strategy

The relaxation strategy has several ways to do one of which is to take a deep breath. One of the techniques developed by Andrew Weil is 4-7-8. Inhaling, holding your breath, and exhaling for 4, 7 and 8 respectively, relaxation techniques can be done by stretching the muscles, meditating, and listening to music

c) Positive thinking

Positive thinking can also improve students' ability to manage stress. Positive thinking helps reduce student anxiety, and increases students' ability to manage stress, so they are able to connect their thoughts, feelings and behavior

d) Peer seeking strategy

Peer seeking strategy that helps students find comfort in thinking that they are not the only ones who have difficulty understanding speaking class. seeing people who have the same anxiety as themselves can be a source of emotional regulation by social comparison for students who experience speech anxiety.

According to Nurhidayah (2019), there are six strategies in overcoming problems, they are:

a) Master the Audience

Involve the audience by asking questions that trigger discussion, showing interesting videos, or conducting simulations including strategies used during oral presentations. The goal is to bring the audience into a comfort zone so they don't get bored. Make sure the examples given are relevant to the audience and use language they commonly use

b) Speaking Skills and Body Language

By using captivating speaking skills and body language that attracts the audience's attention. A good presentation is judged when the presenter manages to master the stage, not stuck where he stands. Hone your speaking skills by providing keys and tricks through captivating speaking skills.

c) Avoid Reading Slides

Don't look at the slides too often while speaking. Try to look the audience in the eye to look more professional and not distract them.

d) Use Pauses Effectively

Using pauses effectively in an oral presentation is an important strategy to increase the clarity and appeal of the message being delivered. Pauses can emphasize important points, help the audience focus their attention, and give them time to digest the information. In addition, appropriate pauses can also build a sense of anticipation or tension that makes the presentation feel more dynamic and interesting.

e) Good Opening

A good opening in a presentation is very important to establish a connection with the audience and grab their attention from the start. One effective way is to say hello and ask the audience to respond enthusiastically. This creates an interactive and warm atmosphere, and breaks the ice that may occur at the beginning of the presentation.

f) Using (smile, greet, relaxed, alert)

In a presentation keys to building a strong connection with the audience and conveying the message effectively. A smile shows a friendly and confident attitude, which can create a comfortable and pleasant atmosphere for the audience. Greeting the audience warmly shows respect and attention, and helps build engagement from the start. Being relaxed helps reduce tension, both for the speaker and the audience, so that the presentation can proceed more naturally and not feel stiff. However, it is still important to be alert, namely by showing readiness to deliver the material and respond to situations that may occur during the presentation.

From the several strategy in overcoming problems in oral presentations above, it can be concluded there are ten strategy used in overcoming problems during oral presentation, namely Preparation strategy, Relaxation strategy, Positive thinking, Peer seeking strategy, Master the Audience, Speaking Skills and Body Language, Avoid Reading Slides, Use Pauses Effectively, Good Opening, and Using (smile, greet, relaxed, alert).

4. Problems in Oral Presentation

Oral presentations in English during the learning process, particularly among English students, are common at university. This practice might also reveal issues or problems that students confront when giving oral presentations. Participants in classroom oral presentations experienced issues such as anxiousness, missing points, challenging subject, language limits, and high self-expectation. Mardiningrum & Ramadhani (2022:109).

a) Nervousness

The term "nervousness" in oral presentations describes the fear or worry people frequently feel when they have to speak in front of an audience. Feeling nervousness when speak in front of the audience is a

widely recognized issue. The nervousness stemmed from the participants' doubts about their presentation abilities, language proficiency, and content mastery.

b) Missing Points

Missing points refer to key information, arguments or detail or details that were intended to be concluded but were not covered or addressed during the presentation. One of the reasons for the missing of points in the participants' speeches was their nervousness.

c) Challenging Content

The majority of the presentations that the students need to make during their study period are provided in theory-based classes. These lessons are intended to teach students about the theories of instruction and language learning. Because of this, the presentation materials are taken from text books that contain content written in advanced English, which is very helpful to the students.

d) Language boundaries

Additionally, language proficiency might be a hindrance for students while presenting their work. When students need to deliver in English, they have specific knowledge about the accuracy of the language they are using.

e) High Self-expectation

An activation of the autonomic nervous system is related to a subjective experience of tension, uncertainty, anxiousness, and worry known as fear of making mistakes.

According to King (2002), the main problems that occur in students' oral presentation are seen from speech anxiety, group boredom, and limited presentation skills

a) Speech anxiety

One of the common fears is speaking anxiety. Common causes of speaking anxiety occur due to poor preparation, Fear of being

embarrassed, lack of confidence in physical appearance, fear of receiving negative feedback from the audience if not performing precisely, low self-esteem, audience a lack of interest inexperienced speakers, fear of making mistakes, and fear of failure.

b) Group boredom

Hearing speeches that have been committed to memory frequently leads to group boredom. When a presenter reads quickly and monotonously, losing control of their voice, tone, and pacing, the audience becomes disinterested and becomes accustomed to hearing a monotonous reading or a speech that is verbatim memorized. The audience's interest wanes and their attention wanders when they are unable to follow the presentation. The speaker becomes less certain as a result. To help them remember what they are about to say, they might utilize note cards.

c) Presentation skills

The ability to apply knowledge and skills acquired in the presentation process to help the audience understand the presentation topic is known as presentation skills. Tension and nervousness in students are usually mainly caused by their lack of experience in giving oral presentations. Self-confidence is gained through experience, and good oral presentations.

Furthermore, there are four oral presentation problems mentioned by Bui, et.al., (2022) stated in his research, namely vocabulary, grammar, pronunciation, and self-confidence.

a) Vocabulary

One of the most important factors in successful speaking for language learners is vocabulary. Sufficient vocabulary allows students to express their ideas clearly, understand their interlocutors, and communicate effectively in a variety of situations. Without adequate vocabulary, speaking ability is limited even if students understand grammar.

b) Grammar

One of the key components that aids students in developing strong oral presentation skills is grammar. Grammar is described as the way words are arranged to form proper sentences. Correct writing and reading are helped by grammar. It is impossible to acquire the necessary language skills without studying grammar. All languages are built on grammar.

c) Pronunciation

One of the most important in oral presentation is pronunciation. It is the biggest obstacle to learning English and giving oral presentations since it involves so many other elements, such as accent, linking, stress, and intonation. Depending on whether intonation is raised or lowered, it can give a sentence multiple interpretations and alter how the words in the sentence work. Pronunciation is the process of creating sounds in English. Learning to pronounce sounds correctly necessitates repeating them and making changes as needed. When students begin studying pronunciation, they overcome the limitations of their initial language and develop new habits.

d) Self-confidence

One of the most important factors influencing learning is self-confidence. It is one of the primary human motivations and has the power to shape a person's life, both positively and negatively. Students felt uneasy when asked to give an oral presentation because they were afraid that their poor English skills would make them look foolish. They started to think negatively, which lowered their confidence, and they started to worry a lot about receiving bad marks on their oral presentation exams.

In addition, fear of making mistakes, difficulty to speak, keeping audience interest and blankness are also problems for them during oral presentations.

a) Fear of making mistakes

The main cause of students' fear of making mistakes is their concern about looking stupid in front of others and their concern about other people's perceptions of them. This is associated with subjective sensations of tension, uncertainty, nervousness, and worry known as fear of making mistakes. Some people have a tendency to try to avoid it and are even afraid to talk to others directly.

b) Difficult to speak

Speaking challenges are those that result in a lack of proficiency in speaking. Students' inability to increase their language proficiency may be hampered by language issues. Language problems are most likely caused by inadequate vocabulary, grammar, and pronunciation.

c) Keeping audience interest

Maintaining or forcing the audience to pay attention is one of the presenter's challenges when giving a presentation. Put another way, it can be challenging to keep an audience interested when a speaker gives an oral presentation.

d) Blankness

An issue with memorization caused the blankness. Students' difficulties with memorization also become a factor when they are speaking in front of an audience. And also students suddenly forget what they want to say when giving a speech in front of an audience

To get simple understanding about the problems in oral presentation, it can be seen in the following table:

Table 5.
Problems in Oral Presentation

No	Expert	Indicator of strategies	Conclusion
1	Mardiningrum & Ramadhani (2022)	1. Nervousness 2. Challenging Content 3. Language boundaries 4. High Self-expectation	1. Nervousness 2. Challenging Content 3. Language boundaries

2	King (2002)	<ol style="list-style-type: none"> 1. Speech anxiety 2. Group boredom 3. Presentation skills 	<ol style="list-style-type: none"> 4. High Self-expectation 5. Speech anxiety
3	Bui, et.al., (2022)	<ol style="list-style-type: none"> 1. Vocabulary 2. Grammar 3. Pronunciation 4. Self-confidence: <ol style="list-style-type: none"> a. Fear of making mistakes b. Difficult to speak c. Keeping audience interest d. blankness 	<ol style="list-style-type: none"> 6. Group boredom 7. Presentation skills 8. Vocabulary 9. Grammar 10. Pronunciation 11. Self-confidence 12. blankness

B. Review of Relevant Studies

To conduct this research, the researcher has found the relevance research with this research. First, this research was conducted by Sivadjati (2016) with the title “Strategies in Facing Difficulties in Oral Presentation”. This study aims to investigate the strategies used by the members of a study group in the English Language Education Program (ELEP) in dealing with their difficulties during an oral presentation. The results of this study show that the participants have challenges such as: grammatical problems, having problems in understanding the topic and organizing the idea, difficulties in the audience's interest, speaking speed, memorizing problems, anxiety, teacher expectations, and time problems. As for the strategies to overcome those problems, the participants proposed; studying more about the grammar, looking for the information in the internet, mastering the topic, be entertaining, adjusting the speed in speaking, practicing, taking a deep breath, not looking straight to the audiences eyes, changing your mindset and calculating the time. This study has similarities with the researcher's plan to find out the strategies used by students when doing oral presentations. In contrast, the researcher's

focus is on students' strategies in overcoming their problems during oral presentations in seminars on ELT courses.

Second, research was conducted by Riyadi et al., (2024) with the title "Students' Anxiety in Oral Presentations : Factors and Strategies at UIN Raden Intan Lampung". This research focused to analyze the level of speaking anxiety among students and identify the factors causing anxiety, as well as the strategies to overcome it during oral presentations in speaking classes at UIN Raden Intan Lampung. The results of this study show that speaking anxiety is prevalent among the students, particularly during oral presentations, with an average FLCAS score of 36.218. To mitigate anxiety, students suggested strategies such as thorough preparation, managing negative thoughts, increasing self-confidence, using relaxation techniques, and improving language skills. This research has similarities with the researcher's plan to find out the strategies used by students when doing oral presentations. In contrast, the researcher's focus is on students' strategies in overcoming their problems during oral presentations in seminars on ELT courses.

Third, the research was conducted by Mardiningrum & Ramadhani (2022) with the title "Classroom Oral Presentation: Students' Challenges and How They Cope". The purpose of this study aims to investigate EFL students' challenges in classroom oral presentation and their strategies to face the challenges. The study found nervousness, group dynamics, audience, missing points, challenging content, language boundaries, and high self-expectation as the challenges the participants faced in classroom oral presentations. In addition, the study also discovered that strategies used to overcome the challenges were self-assurance, better preparation, peer discussions, directed eye contact, direct communication, backups, self-isolation, and presentation aids use. This study has similarities with the researcher's plan to find out the strategies used by students when doing oral presentations. In contrast, the researcher's focus is on students' strategies in overcoming their problems during oral presentations in seminars on ELT courses.

Fourth, the research was conducted by Hanifah & Yusra (2018) with the title “Insight on Delivering Oral Presentation: Preparations, Problems, and Solutions”. This study aims at sharing several facts dealing with presentation skill in terms of preparations, problems faced during presentation, and the ways to cope with the problems. The findings show that preparation involving content mastery and practice are the keys to be successful in presentation. Meanwhile, the problems faced are highly related to the respondents’ nervousness due to time limitation and audiences, which cause losing idea while performing. To overcome these, some strategies such as believing in their abilities, skipping less important points, and anticipating possible questions from the audiences were employed. This study has similarities with the researcher’s plan to find out the strategies used by students when doing oral presentations. In contrast, the researcher’s focus is on students’ strategies in overcoming their problems during oral presentations in seminars on ELT courses.

Fifth, Kurniawan (2016) did the research with the title "Students' strategies to overcome their anxiety in oral presentation". This study is conducted to find out what makes the students feel anxious and the strategies to overcome their anxiety. As a result, this study revealed many strategies that can be used by fellow students who are still struggling with anxiety while they doing an oral presentation. The finding suggests several strategies to overcome the anxiety during preparation and while doing an oral presentation. The example of strategy that the participant used during preparation and while doing an oral presentation; when the students felt very nervous, during preparation they would like to practice their parts in front of the mirror and then when they still felt nervous while doing the presentation they would like to not look at the audience's eyes. This study has similarities with the researcher’s plan to find out the strategies used by students when doing oral presentations. In contrast, the researcher’s focus is on students’ strategies in overcoming their problems during oral presentations in seminars on ELT courses.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research was a qualitative research that used a descriptive design. Qualitative research was to understand the phenomena or problems experienced by research subjects such as behavior, perception/opinions, motivation, actions, and other things holistically and described in the form of words and language in context (Sholihah, 2023). Descriptive was a methodological approach used in social science research to investigate and describe events in their natural setting, rather than seeking to change or control them. This approach focuses on capturing the richness and complexity of experiences, behaviors, or events through careful observation, description, and interpretation. This approach was used because it described a result that was quite in-depth based on the facts obtained by the researcher.

Based on the method's theory above, the researcher chose the descriptive design because the results described the problems faced by sixth-semester English students at UIN Mahmud Yunus Batusangkar who were registered for the 2024/2025 academic year and had taken the Seminar on ELT course.

B. Research Informants

The research informants were the sixth-semester English students at UIN Mahmud Yunus Batusangkar who were registered in the 2024/2025 academic year and had taken the Seminar on ELT course. The researcher determined the specific criteria for choosing the research informants. The criteria for selecting these informants were based on the following reasons: First, They had to be sixth-semester English students at UIN Mahmud Yunus Batusangkar. Second, students who had taken the Seminar on ELT course. Furthermore, Sugiyono (2013) stated that informants had to understand the phenomena and have had time to be asked for information. The informants of

this research were sixth-semester English students at UIN Mahmud Yunus Batusangkar who were registered in the 2024/2025 academic year and had taken the Seminar on ELT course.

To select informants who met the criteria described above, the researcher used purposive random sampling. According to Gay, et al. (2012), purposive random sampling, also known as judgment sampling, was choosing a sample that was thought to be typical of a particular community. The researcher chose the sample based on her knowledge and experience with it. In the process of selecting informants, the researcher got informants by finding information from sixth-semester English students at UIN Mahmud Yunus Batusangkar who were registered in the 2024/2025 academic year and had taken the Seminar on ELT course.

C. Research Instrument

In this research, the key instrument was the researcher herself. The researcher was the key instrument in collecting the data, where the researcher must go to the field actively (Pahleviannur et al., 2022). The researcher in the whole research process acted as a designer, data collector, analyst, data interpreter, and reporter of research results. The main instrument used to collect data is an interview guideline a supporting instrument used by the researcher in this research is a handphone as a tool for recording and documenting during the process of obtaining data. When the interview process took place, the language used was Indonesian, the aim being so that the questions and answers given could be easily understood. Interview guidelines and recording devices were used if the researcher experienced difficulties in conducting and recording interviews.

D. Technique of Data Collection

The researcher collected data through interviews. According to Gay et al. (2012), an interview is a purposeful interaction in which one person obtains

information from another. The researcher used a structured interview to interview the informants formally to collect the data.

The researcher conducted interviews with sixth-semester English students at UIN Mahmud Yunus Batusangkar who were registered in the 2024/2025 academic year and who had taken the Seminar on ELT course to find out students' strategies in overcoming their problems during oral presentations in the Seminar on ELT course. In interviewing to ensure good communication and obtain accurate information, she spoke in Indonesian language. Additionally, she used a cell phone to record the interview after getting the informant's consent. After that, she asked students about their strategies in overcoming their problems during oral presentations in the Seminar on ELT course.

An interview was a two-person activity in which the interviewer asked the interview questions that the interviewee answered. One-on-one interviews, focus group interviews, telephone interviews, and electronic email interviews were the four forms of interviews (Creswell, 2008). Based on the types of interviews above, she conducted one-on-one interviews. A one-on-one interview was a data collection method in which the researcher asked questions and collected answers from only one participant in the research at a time. She developed a series of questions about students' strategies in overcoming their problems during oral presentations in the Seminar on ELT course.

Several steps were taken by the researcher during the interview, including preparing interview guidelines, asking questions to the informants based on the interview guidelines, and recording the interview. In qualitative research, data is mostly collected through participant observation, in-depth interviews, and documentation. Participation in the environment, direct observation, in-depth interviewing, and documentation review are the primary methods applied by qualitative researchers to collect information.

E. Checking of Data Trustworthiness

The researcher followed the prolonged engagement. Prolong engagement was critical in helping to support the concept of credibility in qualitative research since it supported the researcher in testing for disinformation and creating trust. Because the research design was interactive, a researcher could engage with a design for an extended period of time (Kennedy, 2013).

The researcher utilized prolonged engagement to assess the reliability of the data. After gathering data from informants, she would double-check the data from informants via interview. It was applied to collect the data at various times and to check the first data from the interview results.

F. Technique of Data Analysis

To analyze the data in this research, the researcher used a three-stage data analysis method with three stages, namely: data reduction, data display, and conclusion drawing and data verification (Miles and Huberman, 1994).

1) Data reduction

The process of selecting, focusing, reducing, abstracting, and altering existing data from written records in the field was known as data reduction. During the interview, data reduction occurred. Data collected in the field was still in the form of extensive descriptions or reports that, if not condensed, would have been difficult to consume. Reducing entailed summarizing, selecting the major points, focusing on what was vital, searching for themes and patterns, and discarding those that were unneeded (Sugiyono in Hardani, 2022).

In data reduction, the researcher was doing several steps or activities. First, she interviewed informants and recorded them. Second, she made transcriptions from the interview recorded. Third, she analyzed and input into group responses and assigned a transcription code to each item linked to the students' strategies in an oral presentation. For example, for the first informant, the researcher coded as "I.1"; for the second

informant, the researcher coded as “**I.2**”; and so on. For the researcher, she coded with “**R**.” Fourth, she bolded and gave numbers or codes for every difficulty found in the data transcription; for example, “**S**” as a code of Strategies, “**S.1**” as a code of the first Strategies, and so on.

2) Data display

After the data has been reduced, the next step is to display it. In qualitative research, data can be presented in the form of brief descriptions, charts, correlations between categories, and so on. By displaying data, it makes it easier to grasp what happened and plan future work based on what has been understood. Display means organized information that leads the writer to conclude. The presentation of data is displayed based on the research focus. That includes displaying data in written text in terms of extracts. In this step, the researcher analyzed the data in a table based on data reduction.

3) Conclusion drawing and verification

After reducing and displaying the data, the researcher draws the findings and validates the data. Based on the results of the interviews, this activity tries to summarize English teachers’ difficulties in teaching English. In this step, the researcher concludes the findings of the data obtained in the field, both the initial research data and the data obtained during the research that was carried out. It is presented in table form in the data display. This is applied to see Students' strategies in overcoming their problems during oral presentations in seminars on ELT courses.

CHAPTER IV

FINDING AND DISCUSSION

A. Research Finding

This chapter discusses the findings of the research about students' strategies in overcoming their problems during oral presentations in the seminar on the ELT course for sixth-semester students majoring in English education at UIN Mahmud Yunus Batusangkar who were registered in the 2024/2025 academic year. The data of this research was collected through interviews with five informants during the day with different hours, namely on January 1, 2025 starting from 10:56 pm until 13:55 pm. When doing the interview, the researcher considered the interview guide, in the form of an unstructured question. The researcher applied the Indonesian language to make rapport with the informants, and to make communication run effectively and smoothly and to make it easier for informants to answer the questions.

Based on the interview result, the research found fourteen strategies used by sixth-semester students majoring in English education at UIN Mahmud Yunus Batusangkar during oral presentations. They are as follows: 1) Correcting grammar before doing a performance, 2) making sticky notes, 3) creating an interesting PowerPoint, 4) preparing simple content, 5) asking friends in small group discussion, 6) repeating material, 7) managing time, 8) practicing before doing performance, 9) learning from mistakes, 10) having self-assurance, 11) identifying trigger, 12) having no eye contact, 13) taking a depth breath to overcome nervous, 14) looking for synonyms when forgetting.

Before analyzing the data, the researcher collected all of the data that related to students' strategies in overcoming their problems during oral presentations in the seminar on the ELT course for sixth-semester students majoring in English education at UIN Mahmud Yunus

Batusangkar who were registered in the 2024/2025 academic year. after that, the researcher coded the informants as follows: I.1, I.2, I.3, I.4 and I.5. After that, the researcher did analysis. It found fifteen strategies used by sixth-semester students majoring in English education at UIN Mahmud Yunus Batusangkar during oral presentations. The strategies are:

1. Correcting grammar before doing a performance

Based on the interview results, the researcher knew that there was one informant who used the strategy of correcting grammar before doing a performance. The informant is informant 1 (I.1). She interviewed those informants at different times and on the same day. An explanation of this can be seen in the following table below.

Q Jadi, kalau misalnya ee.. dari kendala yang Indah hadapi tersebut, ee.. ada nggak sih strategi-strategi khusus yang Indah lakukan untuk mengatasi masalah grammar yang kurang tepat itu?

So, for example, uh... from the obstacles that Indah faces, uh... are there any special strategies that Indah does to overcome the problem of incorrect grammar?

I.1 “Tuu kalau untuk grammar-grammar tuh, mungkin ee.. sebelumnya, sebelum tampil, Indah tengok dulu **grammarnya udah betul atau belum**, kek gituu. Kalau belum, nanti diperbaiki dulu”

“For grammar, maybe before performing, Indah first looks at whether the grammar is correct, like that. If not, then fix it first”

Based on the interview results obtained from one informant, the researcher summarized that the informant who wants a good performance when doing oral presentations will correct grammar before doing a performance, this is done so that later when performing it can increase their confidence and appearance.

2. Making sticky notes

Based on the interview results, the researcher knew that there were four informants who used the strategy of making sticky notes. They are Informant 1 (I.1), Informant 2 (I.2), Informant 3 (I.3), and Informant 4 (I.4). She interviewed with those informants at different times and the same day. An explanation of this can be seen in the following table below.

Q Jadi, kalau misalnya ee.. dari kendala yang Indah hadapi tersebut, ee.. ada nggak sih strategi-strategi yang Indah lakukan untuk mengatasi masalah kalau tiba tiba lupa?

So, for example, if you are facing the above obstacles, eh... are there any special strategies that can be used to overcome the problem of suddenly forgetting?

I.1 “karena Indah pelupa yan, Indah buat poin-poin, lalu buat ee.. dari **sticky note** itu, aa.. **sticky note**, sehingga ee.. nggak lupa nantinya kek gitu”.

“Because I’m forgetful, I made points, then made uh... from sticky notes, aa... sticky notes, so that uh... I don’t forget later.”

Next, the researcher did an interview with informant 2 (I.2). The following is information about the strategies used by the informant in overcoming oral presentation problems.

I.2 “Eee...kalau untuk itu ada biasanya, cuman kadang terbawa kadang enggak, kadang ada mah kertas kecil kayak **sticky note** gitu, kadang ada buat, kadang enggak gitu,”

“Eee...for that there is usually, but sometimes it's carried away sometimes it's not, sometimes there is a small paper like a sticky note, sometimes it's there to make, sometimes not,”

Next, the researcher did an interview with informant 3 (I.3). The following is information about the strategies used by the informant in overcoming oral presentation problems.

I.3 “Aa.. dan **sticky note** itu juga sangat membantu bagi kita.”

“Aa.. and sticky notes are also very helpful for us.”

Next, the researcher did an interview with informant 4 (I.4). The following is information about the strategies used by the informant in overcoming oral presentation problems.

I.4 “Seperti ee.. kita menyiapkan kayak **sticky note** gitu catatan kecil untuk kita hafal atau kita pelajari dulu sebelum kita presentasi gitu kan”

“Like ee... we prepare like sticky notes so that we memorize or learn before we present, right”

Based on the interview results obtained from those four informants, the researcher summarized that the informants make sticky notes during oral presentations, so that they do not forget by making points that will be delivered before the presentation. Sticky notes are small pieces of paper with a re-adherable strip of glue on the back

3. Creating an interesting PowerPoint

Based on the interview results, the researcher knew that there were three informants used the strategy creating an interesting PowerPoint. They are Informant 1 (I.1), Informant 3 (I.3), and Informant 5 (I.5). Researcher interviewed with those informants at different times and on the same day. An explanation of this can be seen in the following table below.

Q Jadi, dari kendala yang Indah hadapi, ee.. ada nggak sih strategi-strategi khusus yang Indah lakukan untuk menarik perhatian audiens?

So, from the obstacles you face, uh... are there any special strategies that Indah does to attract the audience's attention?

I.1 “Itu mungkin kalau strateginyo kemarin tuh ee.. yang tadi **buat PPT** see..menarik mungkin, media-media semenarik mungkin”

“That's probably if yesterday's strategy was to make the PPT see.. as interesting as possible, the media as interesting as possible”

Next, the researcher did an interview with informant 3 (I.3). The following is information about the strategies used by the informant in overcoming oral presentation problems.

I.3 “Atau memang kita **membuatkan PPT** yang bisa menjadi petunjuk bagi kita gitu. Jadi, walaupun misalnya berbentuk-berbentuk kerangka, cuma kalau di dalam pikiran kita sudah ada kerangkanya juga, insyaAllah bisa”

“Or we make a PPT that can be a guide for us. So, even though for example it is in the form of an outline, if we already have a framework in our minds, insyaAllah, it can be done”

Next, the researcher did an interview with informant 5 (I.5). The following is information about the strategies used by the informant in overcoming oral presentation problems.

I.5 “Selanjutnya ada ee.. **mempersiapkan PPT** ee.. sehingga nantinya bisa memudahkan saat presentasi”

“Furthermore, there is ee... preparing PPT ee.. so that later it can make it easier when presenting”

Based on the interview results obtained from those three informants, the researcher summarized that the informants using creating an interesting PowerPoint is one of the strategies that can be

used when doing oral presentations. Besides being able to make it easier when making presentations, it can also make the audience interested.

4. Preparing simple content

Based on the interview results, the researcher knew that there were four informants who used the strategy of preparing simple content. The informant is informant 1 (I.1), informant 2 (I.2), informant 4 (I.4), and informant 5 (I.5). She interviewed those informants at different times and on the same day. An explanation of this can be seen in the following table below.

Q Jadi, kalau misalnya ee.. dari kendala yang Indah hadapi tersebut, ee.. ada nggak sih strategi-strategi khusus yang Indah lakukan untuk mengatasi masalah tersebut?

So, for example, uh... from the obstacles you face, uh... are there any special strategies you can use to overcome these problems?

I.1 “ee.. Indah tuh **mengambil jurnal yang mungkin bahasanya lebih simple** sama judul-judulnya lebih simple, kayak misalnya kemarin, indah lupa yan, tapi pokoknya tentang misalnya ee.. students ee.. difficulties in speaking, aa..yang simple-simple kayak gitu aja yan”

"ee... I took a journal that maybe the language is simpler and the titles are simpler, like for example yesterday, I forgot yan, but anyway about for example ee... students ee... difficulties in speaking, aa... simple ones like that".

Next, the researcher did an interview with informant 2 (I.2). The following is information about the strategies used by the informant in overcoming oral presentation problems

I.2 “Kayak berusaha sih buat cari **artikel yang emang benar-benar relate sama keadaan kita** gitua, tu..”

“Like trying to find articles that really relate to our situation.”

Next, the researcher did an interview with informant 4 (I.4). The following is information about the strategies used by the informant in overcoming oral presentation problems

I.4 “Terus mungkin kayak.. kan kita udah bikin makalanya juga untuk presentasi. Jadi mungkin **cari sumber lain** untuk menambah pengalaman atau pengetahuan kita gitu.”

“Then maybe it's like ... we already made the paper for the presentation. So maybe look for other sources to add our experience or knowledge.”

Next, the researcher did an interview with informant 5 (I.5). The following is information about the strategies used by the informant in overcoming oral presentation problems

I.5 “Kemudian eee.. karena kita mempresentasikan artikel ilmiah kan, jadi Dila mencoba untuk **mencari artikel** tersebut yang bahasa penggunaan bahasanya ee.. **mudah untuk dipahami**, bukan artikel-artikel yang rumit”

“Then eee... because we are presenting scientific articles right, so Dila tries to find articles whose language is ee... easy to understand, not complicated articles”

Based on the interview results obtained from those four informants, the researcher summarized that the informant's use of preparing simple content will affect the mastery of the material when oral presentation, and this also makes the audience interested because it is easy to understand what is conveyed.

5. Asking friends in small group discussion

Based on the interview results, the researcher knew that there was one informant who used the strategy of asking friends in small group discussion. The informant is informant 4 (I.4). She interviewed those informants at different times and on the same day. An explanation of this can be seen in the following table below.

Q Apakah nanda ada strategi khusus untuk mengatasi masalah ketika tidak tau materi yang ingin disampaikan ?

Do you have a special strategy to overcome problems when you don't know the material you want to convey?

I.4 “Iya, diskusi kecil, jadi misalnya ada yang... nggak kita tahu bisa **kita tanyakan ke teman kita** gitu **dengan diskusi kecil** tersebut”

“Yes, small discussions, so for example there is something ... we don't know we can ask our friends so with these small discussions”

Based on the interview results obtained from that informant, the researcher summarized that the informant used to ask friends in small group discussions to discuss with their friends when they did not understand the material.

6. Repeating material for memorizing

Based on the interview results, the researcher knew that the three informants used the strategy of repeating material for memorizing. They are Informant 1 (I.1) and Informant 2 (I.2), and informant 5 (I.5). She interviewed those informants at different times and on the same day. An explanation of this can be seen in the following table below.

Q Jadi, kalau misalnya ee.. dari kendala yang Indah hadapi tersebut, ee.. ada nggak sih strategi-strategi khusus yang Indah lakukan untuk mengatasi masalah lupa tersebut?

So, for example, uh... from the obstacles that Indah faces, uh... are there any special strategies that you do to overcome the problem of forgetting?

I.1 “**Dibaca lagi, diulang-ulang**, sehingga nanti pas tampil tuu lebih better mengingatnya kek gitu”

“Read it again, so that later when you perform it, you will remember it better.”

Next, the researcher did an interview with informant 2 (I.2). The following is information about the strategies used by the informant in overcoming oral presentation problems.

I.2 “Kalau di pronunciation ini paling diulang lagi apanya, **diulang lagi kalimatnya gitua**, iyapun kalau misalnya belum benar yaudah lanjut aja lah gitu.”

“In pronunciation, I repeat what I said, repeat the sentence again, even if it's not correct, just continue.”

Next, the researcher did an interview with informant 5 (I.5). The following is information about the strategies used by the informant in overcoming oral presentation problems.

I.5 “Jadi untuk menyamarkan hal tersebut, ee.. biar tidak kelihatan terlalu lupa materi **jadi diulang lagi** terus disampaikan materi yang dilupa tadi.”

“So to disguise this, ee... so that it doesn't look like you forgot the material too much, so you repeat it again and then convey the material that you forgot earlier.”

Based on the interview results obtained from those three informants, the researcher summarize that the informants used Repeating material for memorizing strategies in oral presentation that can help students understand the important points to be conveyed, besides that it also helps students to easily remember the material.

7. Managing time

Based on the interview results, the researcher knew that there were two informants who used the strategy of managing time. They are Informant 1 (I.1), and Informant 3 (I.3). She interviewed with informants at different times and on the same day. The explanation can be seen in the following table below.

Q Jadi, kalau misalnya ee.. dari kendala yang Indah hadapi tersebut, ee.. ada nggak sih strategi yang Indah lakukan untuk mengatasi masalah sering di skip dosen?

So, for example, uh... from the obstacles that you faces, uh... is there any strategy that you can do to overcome the problem of often being skipped by lecturers?

I.1 “Indah ulang-ulang lagi sambil pakai itu stopwatch gitu, atau perekam di hp, karena ada waktunya tuh, **Jadi Indah bagi dulu waktunya**, kayak untuk ee..pembukaan sekian menit, isi sekian menit, closing sekian menit, kayak gitu”

“Indah repeats it again while using a stopwatch, or a cellphone recorder, because there is time, so Indah divides the time first, like for ee..opening for so many minutes, content for so many minutes, closing for so many minutes, like that.”

Next, the researcher did an interview with informant 3 (I.3). The following is information about the strategies used by the informant in overcoming oral presentation problems.

I.3 “Menggunakan ee.. **stopwatch**, misalnya, di..kos. Aaa.. jadi, nanti ee.. pas di kelas, kita bisa mengira-ngira kecepatan ngomong kita seperti apa yang kita cobakan di kos gitu. Jadi, bisa kita terapkan di kelas”

“Using ee... a stopwatch, for example, at.. the boarding house. Aaa... so, later ee... when in class, we can estimate our speaking speed like what we tried at the boarding house. So, we can apply it in class”

Based on the interview results obtained from those two informants, the researcher summarized that the informants used managing time, so, that can manage how long to deliver material when doing oral presentations without having to be skipped by the lecturer.

8. Practicing before doing a performance

Based on the interview results, the researcher knew that there were four informants who used the strategy of practicing before doing a performance. They are Informant 2 (I.2), Informant 3 (I.3), Informant 4 (I.4), and Informant 5 (I.5). She interviewed those informants at different times and the same day. An explanation of this can be seen in the following table below.

Q Eee.. ada ngga strategi khusus yang digunakan untuk mengatasi masalah gugup?

Eee.. are there any special strategies used to overcome nervous problems?

I.2 “Kalau untuk masalah gugup tadi, kayak takut-takut maju ke depan itu, ee.. biasanya sih yang dilakuin itu **latihan** ya, dikos kek apa yang mau ditampilin”

“As for the nervousness problem, like being afraid to come forward, ee... usually what is done is practice, at the hostel, what you want to show.”

Next, the researcher did an interview with informant 3 (I.3). The following is information about the strategies used by the informant in overcoming oral presentation problems.

I.3 “itu bisa **latihan-latihan sebelum masuk kelas, latihan di depan cermin, latihan ngomong-ngomong sendiri**”

“It can practice before class, practice in front of the mirror, practice talking to yourself.”

Next, the researcher did an interview with informant 4 (I.4). The following is information about the strategies used by the informant in overcoming oral presentation problems.

I.4 “Jadi bisa kayak **berlatih dulu didepan kaca** atau sama teman diskusi kayak diskusi kecil gitu sama teman-teman”

“So you can practice in front of the mirror or with friends, like a small discussion with your friends”

Next, the researcher did an interview with informant 5 (I.5). The following is information about the strategies used by the informant in overcoming oral presentation problems.

I.5 “Ee.. mungkin dengan teman sekos ketika besoknya mau tampil terus kami kayak mencoba ee.. presentasi, **melakukan presentasi** misalnya Dila yang presentasi, terus teman itu menyimak apa yang Dila sampaikan”

“Eh.. maybe with classmates when the next day we are going to perform and we like to try out ee.. presentations, presentations like that, for example I am the one presenting, then my friends listen to what I am saying”

Based on the interview results obtained from those four informants, the researcher summarized that the informants used the practicing before doing performance strategy when to be successful in doing an oral presentation. When students practice, of course, it will be easier for them to master the material, and of course, they will also be more confident.

9. Learning from mistakes

Based on the interview results, the researcher knew that there was one informant who used the strategy of learning from mistakes. The informant is informant 2 (I.2). She interviewed those informants at different times and on the same day. An explanation of this can be seen in the following table below.

Q Eee.. ada ngga strategi khusus yang digunakan untuk mengatasi masalah tersebut?

Eee.. are there any special strategies used to overcome the problems?

I.2 “Terus karena ibaratnya kan kita tampilnya ngga sekali dua kali gitu nak, **jadi belajar dari pengalaman sebelumnya, misalnya kek di yang di penampilan ini**

apa yang kurang, nah itu ini perbaiki lagi, walaupun di penampilan kedua itu belum tentu pula itu diperbaiki, eh.. baik juga gitu”

“Then because it's like we don't perform once or twice, kids, so we learn from previous experiences, for example in this performance what was lacking, well this is improving again, even though in the second performance it's not necessarily fixed, eh ... well too”

Based on the interview results obtained from one informant, the researcher summarized that the informant conducted learning from mistakes to find out the strengths and weaknesses in their presentation, such as intonation, use of body language, material structure, or ability to answer audience questions so that later they can give a better presentation.

10. Having self-assurance

Based on the interview results, the researcher knew that there was one informant who used the strategy of having self-assurance. The informant is informant 3 (I.3). She interviewed with those informants at different times and on the same day. An explanation of this can be seen in the following table below.

Q ee.. kira-kira apasih strategi yang pit gunakan gitu untuk mengatasi masalah tiba-tiba blank?

Uh... what strategy do you use to overcome the problem of suddenly going blank?

I.3 “Jadi, memang sebelum masuk ke kelas itu, kita memang harus bisa **meyakinkan diri kita kalau kita itu bisa** gitu”

“So, before entering the class, we really have to be able to convince ourselves that we can do it”

Based on the interview results obtained from that informant, the researcher summarized that the informant needs to have the self-

assurance to be confident in their abilities, especially when doing oral presentations.

11. Identifying trigger

Based on the interview results, the researcher knew that there was one informant who used the strategy of identifying triggers. The informant is informant 5 (I.5). She interviewed those informants at different times and on the same day. The explanation of this can be seen in the following table below.

Q Nah, kira-kira ada strategi tertentu ngga yang Dila gunakan untuk mengatasi masalah tersebut?

Then, is there a special strategy that you do to overcome these obstacles?

I.5 “Contohnya misalnya permasalahan, eh.. belum eh bukan, maksudnya itu ketika sebelum tampil Dila tuh kayak sering ee.. **mengidentifikasi atau memikirkan kira-kira apa yang bakal terjadi saat kita presentasi**, ee.. lalu contohnya mungkin ee.. ketika kita menghafal materi tentang ini, kira-kira nanti apa ya respon dari dosen, kira-kira pertanyaan yang muncul ketika kita presentasi apa ya”

"For example, a problem, I mean, before I perform, I often think about what will happen when we present, eh.. then for example, maybe eh.. when we memorize the material about this, what will the lecturer's response be, what questions will arise when we present?"

Based on the interview results obtained from that informant, the researcher summarized that the informant used identifying triggers to prepare themselves when interrupted during a presentation.

12. Having no eye contact

Based on the interview results, the researcher knew that there were three informants who used the strategy of having no eye contact. They are Informant 1 (I.1), Informant 3 (I.3) and Informant 5 (I.5).

She interviewed those informants at different times and on the same day. An explanation of this can be seen in the following table below.

Q Jadi, kalau misalnya ee.. dari kendala yang Indah hadapi tersebut, ee.. ada nggak sih strategi-strategi khusus yang Indah lakukan untuk mengatasi masalah nervous ini?

So, for example, uh... from the obstacles that Indah faces, uh... are there any special strategies that Indah does to overcome this nervousness problem?

I.1 “Strategi kalau untuk nervous tadi, mungkin ee.. **Indah nggak tengok ke audiensnya**, tapi, kek tengok ke depan tapi ngga kemata audiensnya gitu”

“The strategy for nervousness, maybe ee ... Indah doesn't look at the audience, but, I look forward but not at the audience's eyes.”

Next, the researcher did an interview with informant 3 (I.3). The following is information about the strategies used by the informant in overcoming oral presentation problems.

I.3 “Kita bisa ee.. membayangkan e.. atau **tidak menatap a.. mata audiens kita**. Eee.. kita bisa menatap ee.. bagian tubuh yang lainnya, misalnya dahinya, gitu”

“We can ee... imagine e... or not looking at a... our audience's eyes. Eee.. we can look at ee.. other parts of the body, for example the forehead, so”

Next, the researcher did an interview with informant 5 (I.5). The following is information about the strategies used by the informant in overcoming oral presentation problems.

I.5 “Terus, ee.. kalau nervous, mungkin kayak yang Dila bilang tadi, **jangan ditatap mata audiensnya**, kita bisa melihat ke arah yang lain, ee..”

“Then, ee... if you're nervous, maybe like Dila said

earlier, don't look at the audience's eyes, we can look in another direction, ee..”

Based on the interview results obtained from those three informants, the researcher summarized that the informants who experience nervousness when doing oral presentations, use the strategy of having no eye contact with audiences

13. Taking a deep breath to overcome nervous

Based on the interview results, the researcher knew that there were two informants who used the strategy of taking a deep breath to overcome nervous. They are Informant 1 (I.1) and Informant 3 (I.3). She interviewed those informants at different times and on the same day. An explanation of this can be seen in the following table below.

Q Jadi, kalau misalnya ee.. dari kendala yang Indah hadapi tersebut, ee.. ada nggak sih strategi-strategi khusus yang Indah lakukan untuk mengatasi masalah nervous ini?

So, for example, uh... from the obstacles that Indah faces, uh... are there any special strategies that Indah does to overcome this nervousness problem?

I.1 “Terus mungkin pas nervous tuh tarik nafaskan, kan ada tuh orang bilang kalau nervous **tuu tarik nafas dalam**, tarik nafas dalam-dalam kek gitu”

“Then maybe when you're nervous you breathe in, right there are people who say that if you're nervous you take a deep breath, take a deep breath like that”

Next, the researcher did an interview with informant 3 (I.3). The following is information about the strategies used by the informant in overcoming oral presentation problems.

I.3 “Eee.. misalnya **dengan tarik nafas** atau memang membayangkan orang di dalam itu tidak ada, cuma kita sendiri yang ngomong”

“Eee... for example by breathing or indeed imagining that there are no people inside, only ourselves talking”

Based on the interview results obtained from those two informants, the researcher summarize that the informants do taking a deep breath to overcome nervous that can be used during oral presentation because it can reduce nervousness and fear.

14. Looking for synonym when forgetting

Based on the interview results, the researcher knew that there was one informant who used the strategy of looking synonyms when forgetting. The informant is informant 5 (I.5). She interviewed those informants at different times and on the same day. An explanation of this can be seen in the following table below.

R Nah, kira-kira ada strategi tertentu ngga yang Dila gunakan untuk mengatasi masalah kalau tiba tiba lupa?

So, is there a specific strategy that you use to overcome the problem of suddenly forgetting?

I.5 “Ee.. dan itu ada masalahnya seperti nervous dan ketika presentasi Dila lupa bahasa Inggris nervous itu apa karena tadi udah paham materinya dan paham arahnya kemana **jadi Dila alihkanlah ee.. menggunakan bahasa Inggris yang lebih simple**”

“Ee.. and there are problems such as nervousness and when presenting Dila forgot what nervous English was because she already understood the material and understood where she was going so Dila diverted ee.. using simpler English”

Based on the interview results obtained from that informant, the researcher summarized that the informant uses synonyms when they forget the word they want to say, and replace it with a different language but the meaning is the same.

B. Discussion

In this section, the researcher discusses the findings to answer the question that was stated in Chapter I to provide a complete explanation; some data from the appendix are taken as examples. This section is related to the students' strategies in overcoming their problems during oral presentations in the seminar on the ELT course. This helps in providing a more detailed account of strategies used by students to overcome problems when doing oral presentations.

Based on the research findings, the researcher discusses the students' strategies in overcoming their problems during oral presentations in the seminar on the ELT course at sixth-semester students majoring in English education at UIN Mahmud Yunus Batusangkar. From the theories that researchers have summarized from four experts, there are seventy strategies in oral presentation (Freeland & Schauer, 2008; Mardiningrum & Ramadhani, 2022; Suryawati et al., 2023; Humadi, 2024). Based on these seventy strategies, the researcher found fourteen strategies used by sixth-semester students majoring in English education at UIN Mahmud Yunus Batusangkar. From the results of interviews with informants that occur in the field get the following findings, as follow: 1) Correcting grammar before doing a performance, 2) making sticky notes, 3) creating an interesting PowerPoint, 4) preparing simple content, 5) asking friends in small group discussion, 6) repeating material, 7) managing time, 8) practicing before doing performance, 9) learning from mistakes, 10) having self-assurance, 11) identifying trigger, 12) having no eye contact, 13) taking a depth breath to overcome nervous, and 14) looking for synonyms when forgetting.

The researcher did not find nine of the seventy strategies in oral presentations, namely: 1) Visualizing success, 2) Physical warm-up, 3) Managing pressure, 4) Direct communication, 5) Eye contact, 6) Setting achievable goals, 7) Mindfulness strategies, 8) Cultural and linguistic context, and 9) Non-verbal communication awareness. The researcher

found new strategies that can be used by sixth-semester students majoring in English education at UIN Mahmud Yunus Batusangkar, namely: 1) Preparing simple content, 2) Having no eye contact, 3) Repeating material for memorizing, 4) Creating an interesting PowerPoint, 5) Correcting grammar before doing a performance, 6) Taking a breath to calm down, and 7) Looking for synonyms when forgetting.

The first strategy used by students to overcome their problems during oral presentations is correcting grammar before doing a performance. The strategies in oral presentation are found in the theory put forward by Sivadjati (2016), namely: dealing with grammatical problems. The strategies obtained are also supported by Hanifah & Yusra (2018) who stated that strategies in oral presentation, namely: using the information to make sure that they used appropriate materials, grammar, and dictions that were easy to comprehend. There are similarities to the strategies in oral presentation at sixth-semester students majoring in English education at UIN Mahmud Yunus Batusangkar with the theory obtained, namely correcting grammar before performing so that it is easy to understand the language when performing. The difference is from the results of informants saying that correcting grammar is better when performing.

The second strategy students use to overcome their problems during oral presentations is making sticky notes. The strategy in oral presentation is found in the theory put forward by Mardiningrum & Ramadhani (2022), namely: using presentation aids. The strategies obtained are also supported by Hanifah & Yusra (2018) who stated that strategy in an oral presentation, namely: used small notes. There are similarities to the strategy in oral presentation at sixth-semester students majoring in English education at UIN Mahmud Yunus Batusangkar with the theory obtained, namely using sticky notes so they don't forget during the oral presentation. The difference is that in theory students must speak from notes and not from a script.

The third strategy used by students to overcome their problems during oral presentations is creating an interesting PowerPoint. The strategy in oral presentation is found in the theory put forward by Mardiningrum & Ramadhani (2022), namely: presentation aids. The strategies obtained are also supported by Hanifah & Yusra (2018) who stated that strategies in oral presentation, namely: designing a nice PowerPoint. There are similarities to the strategy in oral presentation at sixth-semester students majoring in English education at UIN Mahmud Yunus Batusangkar with the theory obtained, namely to get the audience interested. The difference is that students prepare an attractive PowerPoint to make it easier to perform when presenting.

The fourth strategy students use to overcome their problems during oral presentations is preparing simple content. The strategy in oral presentation is found in the theory put forward by Hanifah & Yusra (2018) who stated that strategies in an oral presentation, namely: preparing the materials and trying to master the content that would be delivered in a presentation by reading many relevant books, journals, or others resources related to the topic. There are similarities to the strategies in oral presentation at sixth-semester students majoring in English education at UIN Mahmud Yunus Batusangkar with the theory obtained, namely preparing simple content so that it is easy to understand and better the content that will be delivered. The difference is informants prepare simple content to attract the attention of the audience and also to increase knowledge while in theory to mastering the content that will be delivered only.

The fifth strategy used by students to overcome their problems during oral presentations is asking friends in small group discussions. The strategy in oral presentation is found in the theory put forward by Mardiningrum & Ramadhani (2022), namely: peer discussion. There are similarities to the strategies in oral presentation at sixth-semester students majoring in English education at UIN Mahmud Yunus Batusangkar with

the theory obtained, namely asking friends through discussions to help improve understanding of the material. The difference is that the theory says that peer discussion can increase confidence when performing.

The sixth strategy students use to overcome their problems during oral presentations is repeating material for memorizing. The strategies in oral presentation are found in the theory put forward by Sivadjati (2016), namely: dealing with memorizing problems. There are similarities to the strategies in an oral presentation at sixth-semester students majoring in English education at UIN Mahmud Yunus Batusangkar with the theory obtained, namely repeating materials for memorizing can help to remember the material that will be delivered during an oral presentation. The difference is that the informant said to disguise so as not to appear to have forgotten too much material.

The seventh strategy used by students to overcome their problems during oral presentations is managing time. The strategy in oral presentation are found in the theory put forward by Suryawati et al., (2023), namely: time management. The strategies obtained are also supported by Hanifah & Yusra (2018) who stated that strategies in oral presentation, namely: time limitation. Similarities to what was stated by Sivadjati (2016) who stated that strategies in oral presentations, namely handling the time problem. There are similarities to the strategy in oral presentation at sixth-semester students majoring in English education at UIN Mahmud Yunus Batusangkar with the theory obtained, namely managing time is used to estimate how to deliver the content completely. The difference is that the theory says managing time to reduce stress.

The eighth strategy used by students to overcome their problems during oral presentations is practicing before doing a performance. The strategy in oral presentation is found in the theory put forward by Humadi (2024), namely: mock presentation. The strategies obtained are also supported by Hanifah & Yusra (2018) who stated that strategies in oral presentation, namely: Practicing also hold a key to good preparation of the

presentation. Similarities to what was stated by Sivadjati (2016) who stated that strategies in oral presentations, namely practice. The strategies obtained are also supported by Riyadi et al., (2024), namely: consistent practice. The last strategy found in the theory put forth by Kurniawan (2016), namely: to practice their parts in front of the mirror. There are similarities to the strategy in oral presentation at sixth-semester students majoring in English education at UIN Mahmud Yunus Batusangkar with the theory obtained, namely practice before performing to reduce nervousness. The difference is that in, theory it is not to eliminate nervousness, but to find their weaknesses and be afraid to make mistakes.

The ninth strategy used used by students to overcome their problems during oral presentations is learning from mistakes. The strategy in oral presentation is found in the theory put forward by Mardiningrum & Ramadhani (2022), namely: self-evaluation. There are similarities to the strategy in oral presentation at sixth-semester students majoring in English education at UIN Mahmud Yunus Batusangkar with the theory obtained, namely reflecting on the mistakes that have been made. The difference is that the informant's results say to correct mistakes while the theory says to be more focused.

The tenth strategy used by students to overcome their problems during oral presentations is having self-assurance. The strategy in oral presentation is found in the theory put forward by Mardiningrum & Ramadhani (2022), namely: self-assurance. The strategies obtained are also supported by Hanifah & Yusra (2018) who stated that strategies in oral presentation, namely: trust their ability. Similarities to what was stated by Sivadjati (2016) who stated that strategies in oral presentations, namely: changing the students' mindset when the students feel afraid of what the teachers were expected of the presenter. The strategies obtained are also supported by Riyadi et al., (2024), namely: building self-confidence. The strategies obtained are also supported by Kurniawan (2016), namely: having positive thinking. There are similarities to the

strategy in oral presentation at sixth-semester students majoring in English education at UIN Mahmud Yunus Batusangkar with the theory obtained, namely by convincing themselves that they can do it. The difference is that the informant's results say to increase self-confidence while in theory to reduce anxiety.

The eleventh strategy used by students to overcome their problems during oral presentations is identifying trigger. The strategies in oral presentation are found in the theory put forward by Freeland & Schauer (2008), namely: identifying trigger. There are similarities to the strategies in oral presentation at sixth-semester students majoring in English education at UIN Mahmud Yunus Batusangkar with the theory obtained, namely reducing excessive worry. The difference is that the theory says what the audience will ask, while from the informant's results what the lecturer will ask.

The twelfth strategy students use to overcome their problems during oral presentations is having no eye contact. The strategy in oral presentations is found in the theory put forward by Sivadjati (2016) who stated that strategies in oral presentations, namely do not look at the audience's eyes. The strategies obtained are also supported by Kurniawan (2016), namely: not looking at the audience's eyes. There are similarities to the strategy in oral presentation at sixth-semester students majoring in English education at UIN Mahmud Yunus Batusangkar with the theory obtained, namely having no eye contact to reduce anxiety during oral presentation. The difference is that the informant said that having no eye contact to reduce nervousness is not anxiety.

The thirteenth strategy used by students to overcome their problems during oral presentations is taking a deep breath to overcome nervous. The strategies in oral presentation are found in the theory put forward by Freeland & Schauer (2008), namely: deep breathing. The strategies obtained are also supported by Riyadi et al., (2024), namely: relaxation techniques. There are similarities to the strategies in oral

presentation at sixth-semester students majoring in English education at UIN Mahmud Yunus Batusangkar with the theory obtained, namely taking a deep breath can help alleviate physical symptoms of anxiety. The difference is that the informant said that taking a deep breath in overcoming nervous is not overcoming anxiety.

The last strategy used by students to overcome their problems during oral presentations is looking for synonyms when forgetting. The strategies in oral presentation are found in the theory put forward by Hanifah & Yusra (2018), namely: skipping less important points. There are similarities to the strategies in oral presentation at sixth-semester students majoring in English education at UIN Mahmud Yunus Batusangkar with the theory obtained, namely using synonyms when forgetting the sentence to be spoken. The difference is that the theory states that it will skip points that are not important, while the informant said that he uses synonyms if he forgets the sentence he wants to convey but replaces it with the same meaning.

It can be concluded that this research aims to describe students' strategies in overcoming their problems during oral presentations in seminar on elt course. Based on these twenty strategies, the researcher found fourteen strategies used by sixth-semester students majoring in English education at UIN Mahmud Yunus Batusangkar in overcoming their problems during oral presentations in seminar on ELT course. From the results of interviews with informants that occur in the field, the following findings, follow: 1) Correcting grammar before doing a performance, 2) making sticky notes, 3) creating an interesting PowerPoint, 4) preparing simple content, 5) asking friends in small group discussion, 6) repeating material, 7) managing time, 8) practicing before doing performance, 9) learning from mistakes, 10) having self-assurance, 11) identifying trigger, 12) having no eye contact, 13) taking a depth breath to overcome nervous, and 14) looking for synonyms when forgetting.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings and discussion, several strategies were employed by sixth-semester students majoring in English Education at UIN Mahmud Yunus Batusangkar to overcome problems during oral presentations in the ELT seminar course, including having no eye contact, taking a deep breath to overcome nervousness, and looking for synonyms when forgetting words. These three strategies proved to be effective in managing nervous and maintaining the flow of the presentation, especially for students with strong abilities. Avoiding direct eye contact helped reduce nervousness and allowed them to stay focused on delivering the content. Taking deep breaths was a simple yet powerful method to calm the mind and control tension. Additionally, searching for synonyms when words were forgotten ensured the presentation remained smooth and uninterrupted, allowing the message to be conveyed clearly. These strategies highlight the importance of emotional control and flexibility in speaking, which are essential for appearing confident and professional during oral presentations.

B. Suggestion

Based on the result of the research, the research would like to give some suggestions as follows:

1. English Students

For English students of UIN Mahmud Yunus Batusangkar, especially the six-semester students can use three strategies proved to be effective in managing nervous and maintaining the flow of the presentation, namely: having no eye contact, taking a deep breath to overcome nervousness, and looking for synonyms when forgetting words.

2. Seminar on ELT Lecturers

For the Seminar on ELT Lecturers of UIN Mahmud Yunus Batusangkar, my suggestions are Lecturers should conduct presentation exercises gradually, starting without direct eye contact, so that students can adapt slowly and build their confidence. In addition, lecturers can also teach simple breathing techniques that help reduce tension before and during presentations. This technique can be introduced through short relaxation exercises at the beginning of each learning session or presentation.

3. Next Researcher

Related to this study, it is hoped that future researchers who want to conduct research can find the correlation between psycholigical problems and strategies used by students in overcoming their problems in oral presentations.

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