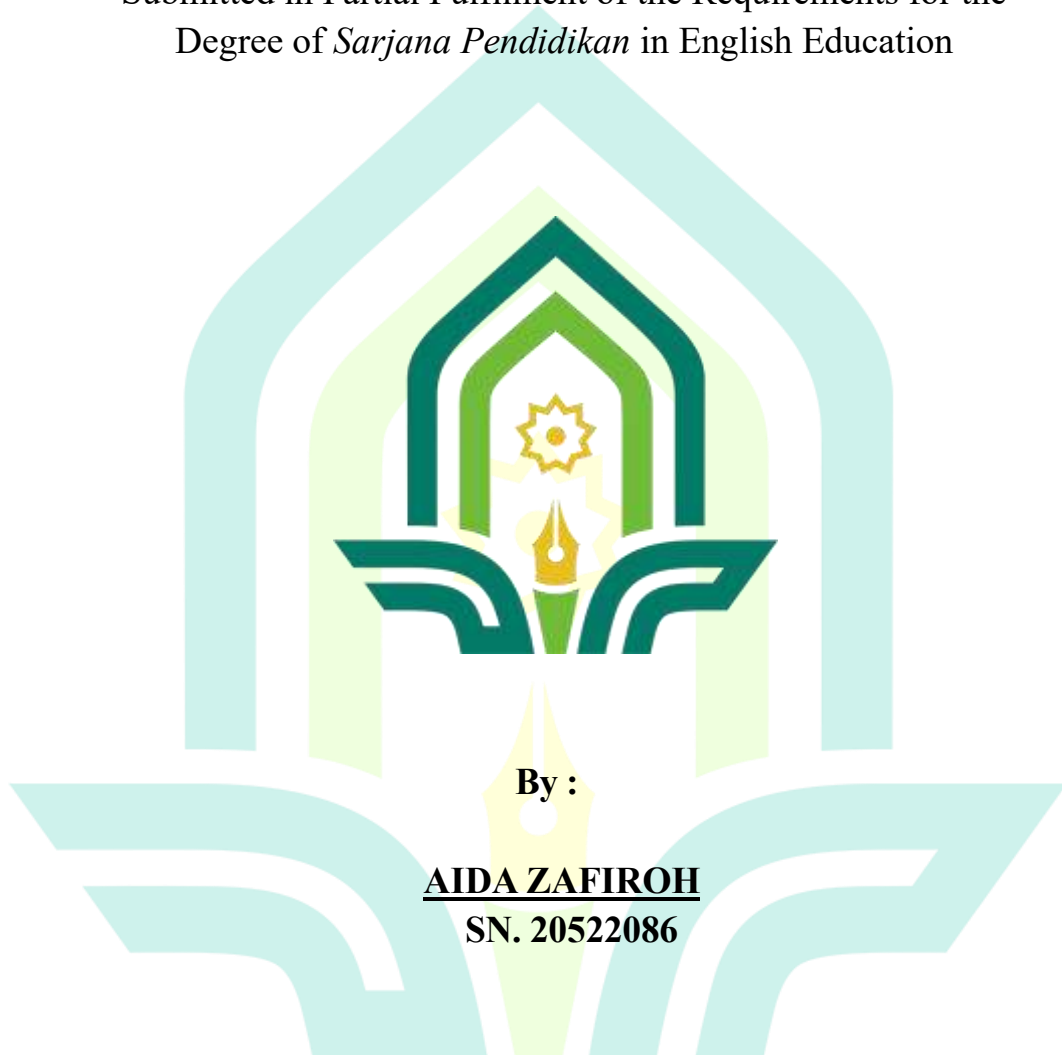


**AN ANALYSIS OF PUBLIC SPEAKING BARRIERS AND
STRATEGIES ON STUDENTS IN ENGLISH
PRESENTATIONS**

A THESIS

Submitted in Partial Fulfilment of the Requirements for the
Degree of *Sarjana Pendidikan* in English Education



By :

AIDA ZAFIROH

SN. 20522086

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
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Yang membuat pernyataan,



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Assalamu 'alaikum Wr.Wb.

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Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

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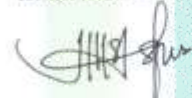
Has been established through an examination held on Friday, 5th June 2026 and accepted in partial fulfillments of requirments for the degree of Sarjana Pendidikan (S.Pd.)

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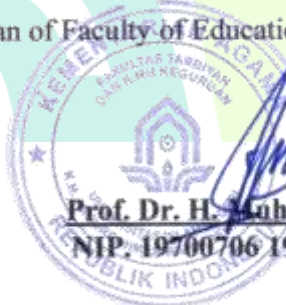
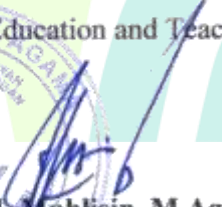
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MOTTO

“Do what you can, with what you have, where you are.”

-Theodore Roosevelt



ABSTRACT

Zafiroh, Aida. (2026). *“An Analysis of Public Speaking Barriers and Strategies on Student in English Presentation”*. Thesis. Program studi tadaris bahasa inggris. FTIK UIN K.H. Abdurrahman Wahid Pekalongan. Pembimbing: Ahmad Burhanuddin, M.A.

Kata kunci: hambatan berbicara di depan umum, mahasiswa EFL, presentasi bahasa Inggris, strategi berbicara, pengaturan diri strategis

Kemampuan berbicara di depan umum sangat penting dalam lingkungan akademis, namun mahasiswa EFL sering kali mengalami kesulitan saat menyampaikan presentasi dalam bahasa Inggris. Penelitian ini bertujuan untuk menganalisis hambatan berbicara yang dihadapi oleh mahasiswa Pendidikan Bahasa Inggris semester dua di Universitas Pekalongan serta strategi yang mereka gunakan untuk mengatasinya. Dengan menggunakan desain Penelusuran Naratif kualitatif, data dikumpulkan melalui observasi kelas non-partisipan dan wawancara semi-terstruktur dengan empat peserta yang dipilih secara purposif, kemudian dianalisis menggunakan Analisis Tematik Braun dan Clarke (2006). Temuan menunjukkan empat kategori hambatan berbicara psikologis, linguistik, kognitif, dan teknis dengan kecemasan situasional sebagai yang paling umum, sementara hambatan linguistik paling terlihat selama sesi tanya jawab spontan. Untuk mengatasi tantangan ini, siswa menerapkan strategi kognitif, afektif, metakognitif, sosial, dan teknik berbicara di depan umum yang selaras dengan Model Pengaturan Diri Strategis (S²R) Oxford (2017), menunjukkan bahwa siswa secara alami mengembangkan pendekatan pengaturan diri bahkan tanpa pelatihan formal. Temuan ini menyarankan bahwa pengajaran berbicara di depan umum harus menargetkan setiap jenis hambatan secara spesifik, dan penelitian di masa depan sebaiknya menggunakan sampel yang lebih besar dan desain longitudinal untuk mengkaji bagaimana hambatan dan strategi berkembang seiring waktu.

ABSTRACT

Zafiroh, Aida. (2026). "An Analysis of Public Speaking Barriers and Strategies on Student in English Presentation". Thesis. English Education Study Program. FTIK UIN K.H. Abdurrahman Wahid. Supervisor: Ahmad Burhanuddin, M.A.

Keywords: public speaking barriers, EFL students, English presentation, speaking strategies, strategic self-regulation

Public speaking competence is essential in academic settings, yet EFL students frequently struggle when delivering English presentations. This study aims to analyze the speaking barriers faced by second-semester English Education students in University at Pekalongan and the strategies they employ to overcome them. Using a qualitative Narrative Inquiry design, data were collected through non-participant classroom observation and semi-structured interviews with four purposively selected participants, then analyzed using Braun and Clarke's (2006) Thematic Analysis. The findings reveal four categories of speaking barriers psychological, linguistic, cognitive, and technical with situational anxiety being the most prevalent, while linguistic barriers were most visible during spontaneous Q&A moments. To address these challenges, students applied cognitive, affective, metacognitive, social, and public speaking technique strategies aligned with Oxford's (2017) Strategic Self-Regulation (S²R) Model, demonstrating that students naturally develop self-regulatory approaches even without formal training. These findings suggest that public speaking instruction should target each barrier type specifically, and future research should employ larger samples and longitudinal designs to examine how barriers and strategies evolve over time.

PREFACE

Praise be to Allah SWT, who has granted me such precious and extraordinary blessings and opportunities, enabling me to complete my thesis, entitled “An Analysis of Public Speaking Barriers and Strategies on Student in English Presentation”. This research was submitted to the English Language Education Department, UIN K.H. Abdurrahman Wahid Pekalongan, as one of the requirements for obtaining a Bachelor of Education degree. This research was made possible thanks to the support of various parties. Therefore, I would like to take this opportunity to express my deepest gratitude to:

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CHAPTER I

INTRODUCTION

1.1 Background of Study

Public speaking ability is a fundamental competency that plays an important role in achieving academic and professional success. This skill is required in various activities such as class presentations, academic seminars, and academic competitions, all of which help develop the ability to communicate ideas clearly and convincingly, thereby preparing students for success in both educational settings and future workplaces. Public speaking can be defined as the structured delivery of messages to inform or influence an audience, which includes essential elements such as preparation, delivery, and audience adaptation (Lucas, 2020). Studies show that students with strong public speaking skills experience an average grade increase of 15%, while those who regularly practice public speaking report a 40% increase in their confidence to participate in class discussions. Nevertheless, many learners around the world face significant obstacles in public speaking activities, particularly in the context of learning English as a Foreign Language (EFL), where linguistic and psychological barriers are interconnected.

The significance of public speaking competence becomes even more critical in academic settings where students are required to present their ideas, research findings, and learning outcomes effectively. University students increasingly face speaking challenges in academic settings, particularly during

presentations, with key challenges including lack of confidence, grammatical inaccuracy, limited fluency, and difficulty in pronunciation. Understanding the strategies students employ to overcome these challenges is essential for improving public speaking instruction in higher education. Various strategies such as visualization, practice, audience interaction, cognitive reframing, and breathing techniques have been shown to enhance speaking effectiveness (Ayres & Hopf, 1995). However, the implementation of these strategies varies significantly across different educational contexts, particularly in non-native English-speaking environments where additional linguistic and cultural factors come into play. In the Indonesian educational context, public speaking anxiety among EFL students has been widely documented as a major barrier to effective communication.

Research on Indonesian EFL learners identifies three primary causes of foreign language anxiety: fear, shyness, and discomfort, with students who have lower language proficiency experiencing significantly higher anxiety levels. Key contributing factors include fear of negative evaluation (39%), personality traits (53%), and pedagogical influences (67%). Studies have also identified three types of speaking anxiety related to presentation performance among EFL students: communication apprehension, test anxiety, and fear of negative evaluation. These are influenced by internal factors such as shyness, feelings of embarrassment, lack of self-confidence, and fear of making mistakes, as well as external factors including limited vocabulary, insufficient preparation, and grammatical difficulties. These findings highlight the complexity of public speaking challenges faced by university students in Indonesia and indicate the need for more focused

research to examine the specific strategies students use to cope with these difficulties in English presentation contexts.

Based on preliminary observations conducted at University in Pekalongan, several barriers to public speaking performance during English presentations were identified. Similar to findings reported in previous studies, students experienced various difficulties that affected their presentation performance. The most frequently observed barriers included lack of self-confidence, insufficient preparation, limited mastery of the presentation material, and fear of making pronunciation mistakes when speaking English. Many students also demonstrated excessive dependence on PowerPoint slides and written notes, indicating difficulties in delivering presentations spontaneously and confidently. These barriers were reflected in nervous behaviors, limited audience engagement, and reduced speaking fluency during presentations. Such findings suggest that public speaking difficulties among students are influenced by both psychological and linguistic factors, which may hinder their ability to communicate ideas effectively. Therefore, it is important to investigate not only the barriers experienced by students but also the strategies they employ to overcome these challenges in English presentation contexts.

Therefore, this research aims to analyze the public speaking barriers faced by students and the strategies they employ during english presentations at University in Pekalongan. This study adopts a dual-focused approach that examines both the obstacles that impede students' public speaking performance and the coping strategies they utilize to address these challenges. By investigating

barriers such as linguistic difficulties, psychological factors, lack of preparation, and environmental influences, alongside strategies including material mastery techniques, body language management, voice modulation, audience engagement methods, and anxiety management approaches, this research seeks to provide a comprehensive understanding of students' public speaking experiences. The findings will contribute to developing more effective public speaking instruction in Indonesian Islamic universities and offer practical recommendations for both educators in designing targeted interventions and students in improving their presentation skills. Furthermore, this study addresses a significant gap in the literature by focusing specifically on the Indonesian Islamic higher education context, where English language instruction intersects with cultural and religious values, creating a unique learning environment that warrants dedicated investigation. The outcomes of this research have the potential to inform curriculum development, teaching methodologies, and student support programs, ultimately enhancing the quality of public speaking education in similar educational settings across Indonesia.

1.2 Identification of the Study

Based on the description of the background of the problem above, research problems can be identified, including the following:

1. The speaking barriers encountered by students in English presentations remain unexplored, particularly within the specific context of EFL learners, including psychological, linguistic, cognitive, and technical barriers.

2. Limited studies focus on the strategies employed by students to overcome speaking barriers in English presentations, as most previous research emphasizes general language proficiency outcomes rather than students' coping strategies in presentation contexts

1.3 Scope of the study

This research focuses on the speaking barriers faced by students in English presentations and the strategies they employ to overcome those barriers. Specifically, this study examines various types of barriers as well as the specific strategies students use, such as repeated practice, body language management, content mastery, anxiety management techniques, and audience engagement approaches, within the context of English presentations in an EFL setting.

1.4 Formulation of the problems

Based on the background and aims of the study, the research questions are formulated as follows:

1. What are the speaking barriers faced by students in English presentations?
2. What are the strategies used by students in English presentations to overcome those barriers?

1.5 Aims of the problems

According to the formulation of the problems, this research aims to provide a comprehensive description of the speaking barriers faced by students in English presentations and the strategies they employ to overcome those barriers. Specifically, this research seeks to identify and describe various types of barriers

as well as the specific strategies students utilize, including repeated practice, body language management, content mastery, anxiety-management techniques, and audience engagement approaches. Through a descriptive approach, this study aims to construct a detailed account of the relationship between the barriers students experience and the strategies they adopt in the context of English presentations in an EFL learning environment.

1.6 Significance of the research

This study offers significant contributions across three dimensions: theoretical, empirical, and practical.

1.6.1 Theoretical

This study enriches existing knowledge regarding the relationship between barriers and public speaking strategies in the context of English presentations. It contributes to the development of communication theory and language learning pedagogy by examining the interaction between various types of barriers psychological, linguistic, cognitive, technical and the strategies students use to respond to them. In addition, this study provides deeper insight into how Indonesian EFL students navigate public speaking challenges in academic settings. By integrating Oxford's Strategic Self-Regulation (S²R) Model, Communication Apprehension Theory, and Cognitive Load Theory within the context of English presentations in Indonesian Islamic higher education, this study has the potential to uncover new

insights into the dynamics between the barriers faced and the strategies employed by students in formal presentation situations.

1.6.2 Empirically

This study produces valuable data on the specific types of barriers most commonly experienced by students during english presentations, along with their levels of severity. It also documents the actual strategies students use to address these barriers and the patterns of their implementation. Through in-depth analysis, the study reveals the relationships between particular types of barriers and the strategies most effective in overcoming them. This systematic documentation of students' presentation practices can serve as a foundation for future comparative studies and contribute to a more comprehensive understanding of public speaking phenomena in EFL academic contexts.

1.6.3 Practical

This study has direct implications for various stakeholders in academic environments. For educators, the findings provide insights for designing more targeted instructional interventions based on the specific barriers students face, as well as guidance for integrating effective strategies into public speaking curricula. For students, this study identifies practical strategies that can be adopted to overcome their own public speaking barriers while also offering an understanding of common challenges so they can be better prepared

to address them. For curriculum developers and institutional policymakers, the study offers an empirical basis for creating more effective student support programs and provides recommendations for fostering a more conducive learning environment for the development of english presentation skills ultimately preparing students for the communicative demands of their future profesional lives.



CHAPTER II

CONCLUSION AND RECOMMENDATION

2.1 Conclusion

This study found that students at University at Pekalongan experienced speaking barriers during English presentations that align with the four speaking difficulties identified by Ur (1996): inhibition, having nothing to say, low or uneven participation, and mother-tongue use and delivery avoidance. Inhibition, particularly anxiety and nervousness, was the most prevalent barrier, experienced by all four participants. The barrier of having nothing to say, manifested as vocabulary gaps and fluency difficulties, was most visible during spontaneous Q&A sessions rather than during the prepared delivery. Low or uneven participation, in the form of blank moments and disrupted content sequences, was present but generally managed through preparation and coping strategies. Mother-tongue use and delivery avoidance, including code-switching to Indonesian and limited eye contact, were observed to varying degrees across participants.

To address these barriers, students applied a range of strategies drawn from Oxford's (2017) Strategic Self-Regulation (S²R) Model. Cognitive strategies, especially advance preparation and repeated rehearsal, were the most consistently used across all participants. Affective strategies such as positive self-talk, deep breathing, and humor helped students manage anxiety during presentations. Social strategies, including directing eye contact toward familiar audience members, also proved effective in reducing psychological pressure during delivery.

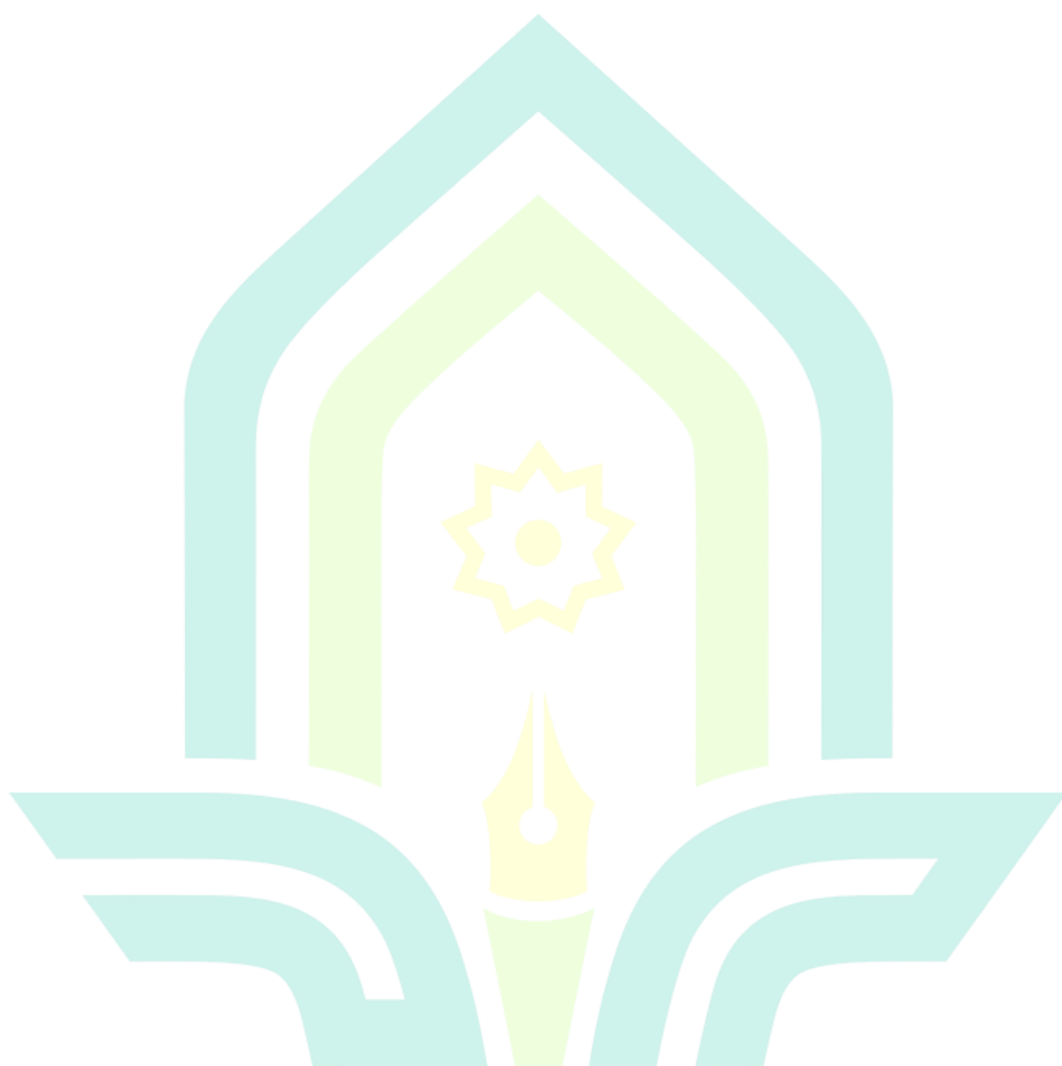
These findings suggest that effective public speaking in EFL contexts depends not only on linguistic competence but equally on students' ability to self-regulate strategically. However, the study's small sample size and single-institution context limit the generalizability of its findings. Future research should involve larger and more diverse participant groups across different universities. Mixed-method and longitudinal approaches are also recommended to deepen understanding of how barriers and strategies evolve over time.

2.2 Recommendation

For educators and curriculum developers, this study recommends designing public speaking instruction that explicitly targets each barrier type rather than treating presentation skills as a single general competency. Low-stakes presentation activities should be introduced early in the semester to gradually reduce students' situational anxiety. Structured practice for spontaneous Q&A scenarios is also encouraged, as this was identified as the most anxiety-provoking moment in the presentation process. Integrating affective and metacognitive strategies into the curriculum would further support students' self-regulation during presentations.

For future researchers, it is recommended to expand the scope of this study by involving larger participant samples and applying mixed-method designs that combine qualitative and quantitative data. Longitudinal studies would be valuable in tracking how students' barrier profiles and strategic repertoires develop over time. Comparative research across different institutions, English proficiency levels, or regional contexts in Indonesia would also enrich the findings. Additionally,

incorporating audio-visual recordings and reflective journals as data sources would provide a more comprehensive picture of students' presentation experiences.



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