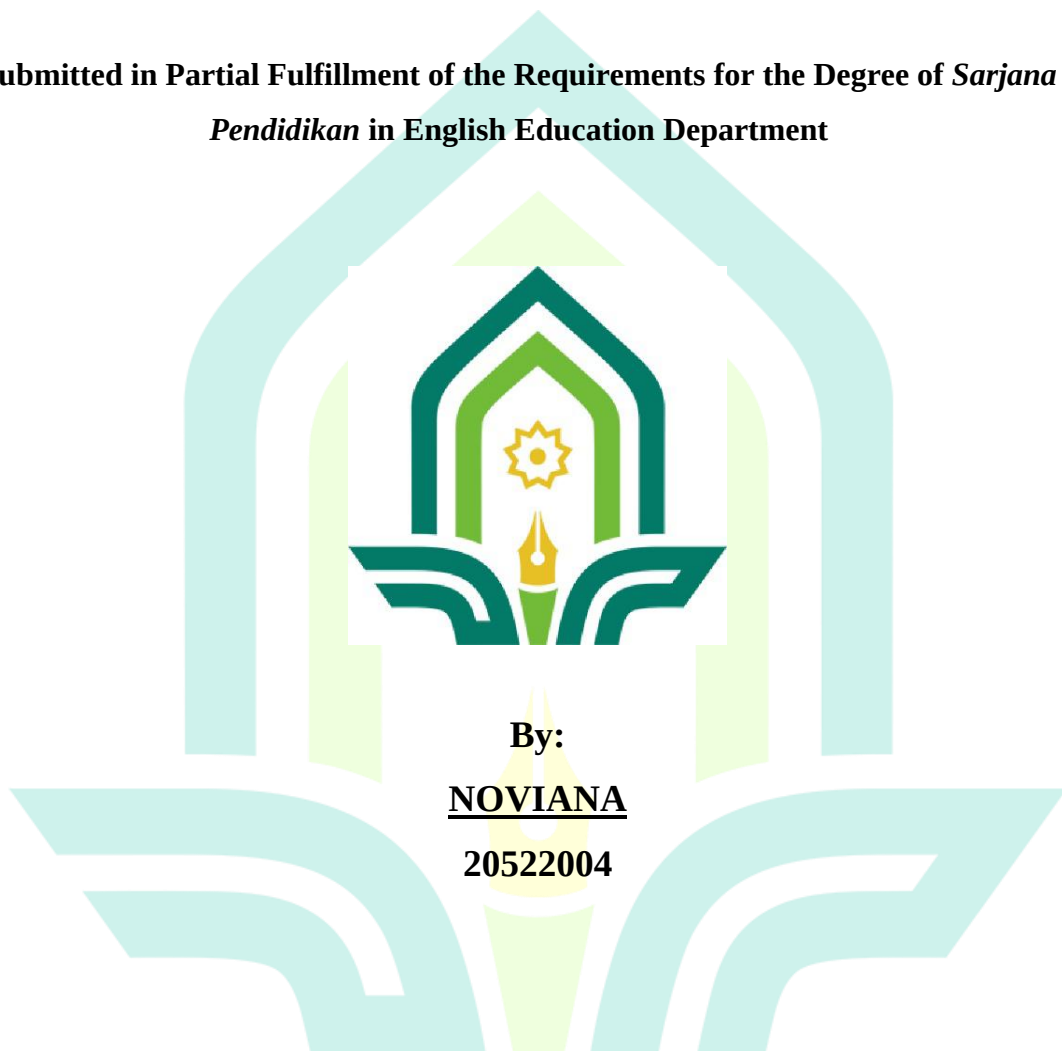


**SENIOR HIGH SCHOOL STUDENTS' CHALLENGES IN  
PRESENTING THE DISCUSSION RESULT IN ENGLISH  
LANGUAGE**

**A THESIS**

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



**By:**  
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FACULTY OF EDUCATION AND TEACHER TRAINING  
UNIVERSITAS ISLAM NEGERI K.H. ABDURRAHMAN  
WAHID PEKALONGAN  
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**2026**

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*Assalamu 'alaikum Wr.Wb.*

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Judul : SENIOR HIGH SCHOOL STUDENTS' CHALLENGES IN  
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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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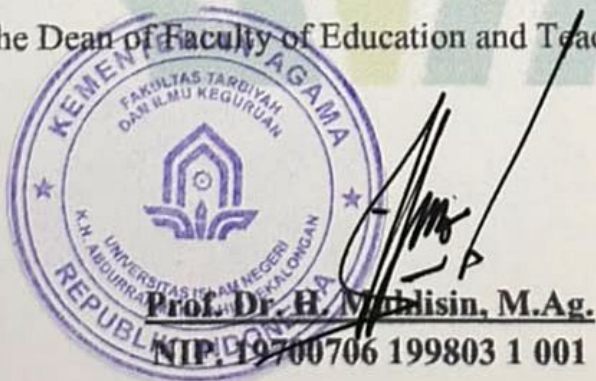
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## MOTTO

“Knowledge is not measured by the number of stories. Knowledge is nothing but  
a light that Allah has placed in the heart.”

— Imam Malik





## ABSTRAK

Kemampuan mempresentasikan hasil diskusi dalam bahasa Inggris merupakan keterampilan penting yang mendukung kompetensi komunikasi siswa dalam proses pembelajaran. Namun, banyak siswa masih mengalami kesulitan ketika mempresentasikan hasil diskusi secara lisan, khususnya dalam mengungkapkan ide, menggunakan bahasa yang tepat, dan menjaga kelancaran selama presentasi. Oleh karena itu, penelitian ini bertujuan untuk menyelidiki tantangan yang dihadapi siswa dalam mempresentasikan hasil diskusi dalam bahasa Inggris dan strategi yang mereka gunakan untuk mengatasi tantangan tersebut. Penelitian ini menggunakan desain studi kasus kualitatif yang melibatkan tiga siswa dengan tingkat kemampuan bahasa Inggris yang berbeda (tinggi, menengah, dan rendah) di salah satu sekolah menengah atas di Pekalongan. Data dikumpulkan melalui observasi kelas dan wawancara semi-terstruktur. Hasil penelitian menunjukkan bahwa siswa mengalami tantangan dalam empat aspek kompetensi komunikatif: kompetensi tata bahasa, kompetensi sosiolinguistik, kompetensi wacana, dan kompetensi strategis. Dalam kompetensi tata bahasa, siswa mengalami kesulitan dengan kosakata, tata bahasa, dan pengucapan. Dalam kompetensi sosiolinguistik, siswa kesulitan menggunakan ungkapan formal dan tepat selama presentasi. Dalam kompetensi wacana, beberapa siswa mengalami masalah dalam menyusun ide secara logis dan menggunakan kata penghubung secara efektif. Dalam kompetensi strategis, siswa menggunakan strategi komunikasi seperti parafrase, peralihan kode, pengisi kalimat, dan gestur ketika menghadapi kesulitan. Temuan juga mengungkapkan bahwa siswa menerapkan beberapa strategi, termasuk mencatat poin-poin penting, berlatih berbicara, menggunakan media visual, dan mempersiapkan materi dengan baik. Strategi-strategi ini membantu siswa meningkatkan kepercayaan diri dan menyampaikan presentasi secara lebih efektif. Dapat disimpulkan bahwa kinerja presentasi siswa dipengaruhi tidak hanya oleh kemampuan bahasa tetapi juga oleh persiapan dan strategi komunikasi.

**Kata kunci:** Tantangan siswa, strategi presentasi, kompetensi komunikatif, keterampilan berbicara, presentasi bahasa Inggris.



## ABSTRACT

The ability to present discussion results in English is an important skill that supports students' communication competence in the learning process. However, many students still experienced difficulties when presenting discussion results orally, particularly in expressing ideas, using appropriate language, and maintaining fluency during presentations. Therefore, this study aimed to investigate the challenges faced by students in presenting discussion results in English and the strategies they used to overcome those challenges. This research employed a qualitative case study design involving three students with different levels of English proficiency (high, medium, and low) at one of the senior high schools in Pekalongan. The data were collected through classroom observations and semi-structured interviews. The findings showed that students experienced challenges in four aspects of communicative competence: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. In grammatical competence, students had difficulties with vocabulary, grammar, and pronunciation. In sociolinguistic competence, students found it difficult to use formal and appropriate expressions during presentations. In discourse competence, some students had problems organizing ideas logically and using transition words effectively. In strategic competence, students used communication strategies such as paraphrasing, code-switching, fillers, and gestures when facing difficulties. The findings also revealed that students applied several strategies, including taking notes on important points, practicing speaking, using visual media, and preparing the material well. These strategies helped students improve confidence and deliver presentations more effectively. It can be concluded that students' presentation performance was influenced not only by language ability but also by preparation and communication strategies.

**Keywords:** *Students' challenges, presentation strategies, communicative competence, speaking skill, English presentation.*

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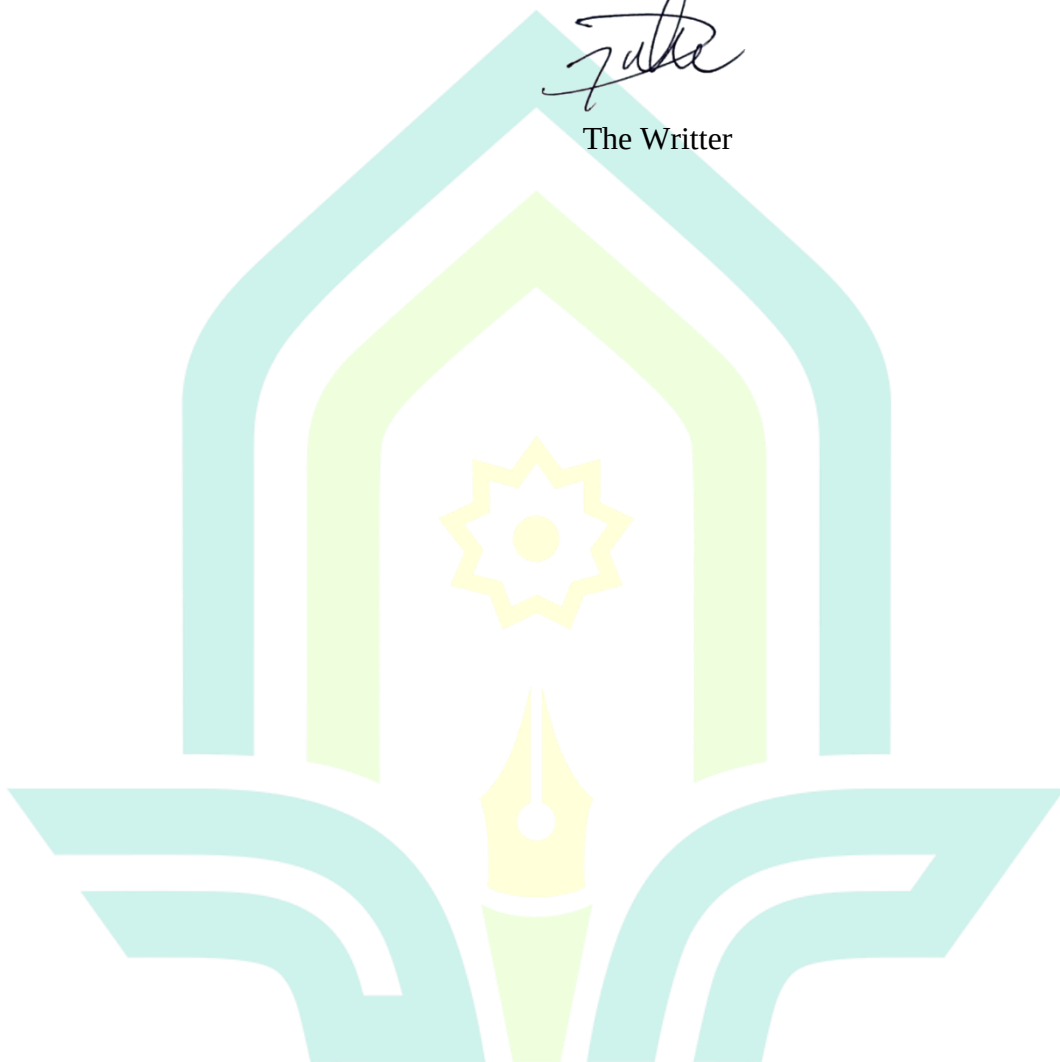
The author acknowledges this thesis may still contain limitations. Therefore, constructive feedback and suggestions for future improvement are welcomed. It is

the author's hope that this thesis will be beneficial to all parties concerned with English language education.

Pekalongan, May 15th 2026



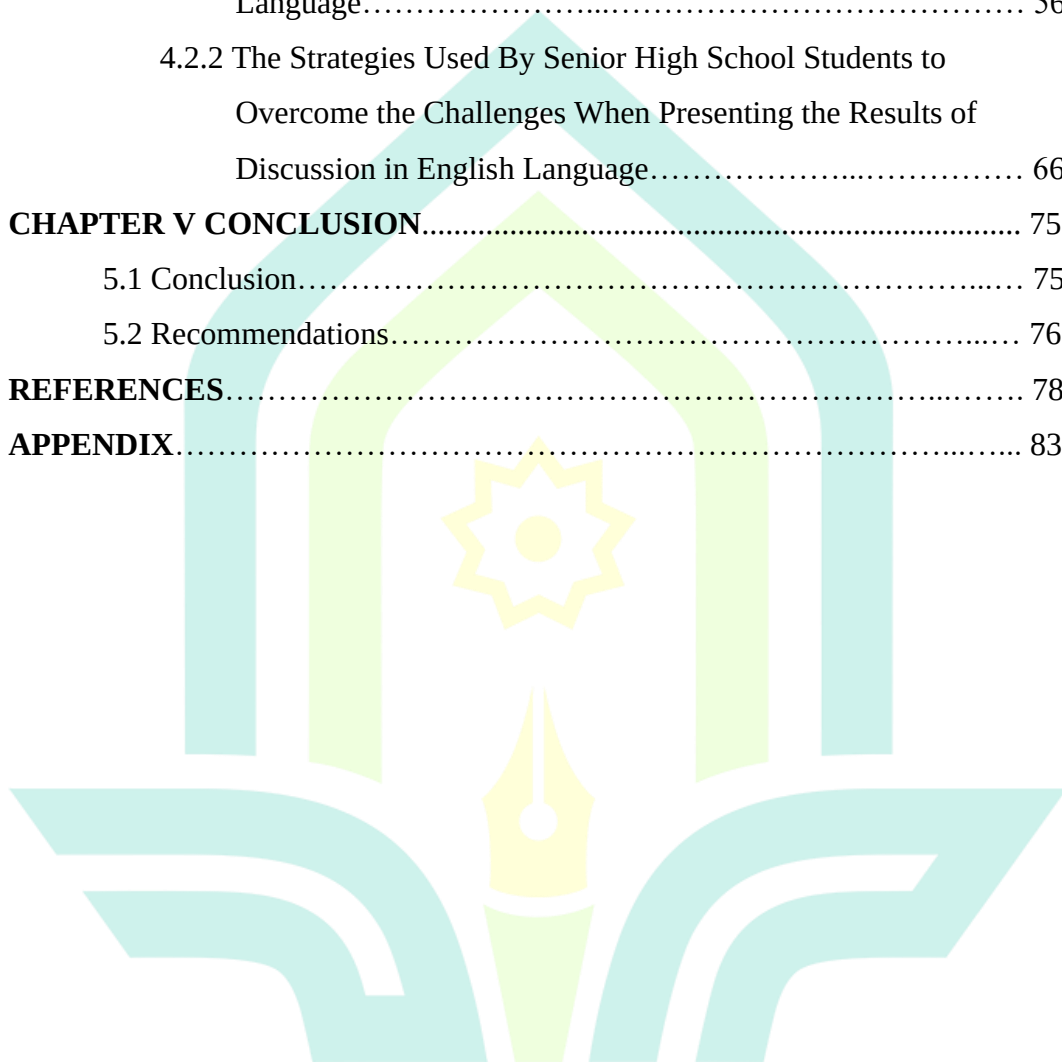
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## CHAPTER I

### INTRODUCTION

#### 1.1 Background of Study

*Kurikulum Merdeka*, implemented by the Indonesian Ministry of Education, emphasizes the importance of student-centered learning, where students are expected to actively communicate their thoughts and ideas, particularly through oral presentations. One of the key demands is that students must be able to present and explain the results of their discussions, not only to foster understanding but also to build critical thinking and communication skills. This is part of the broader goal of developing *Profil Pelajar Pancasila*, which includes communicative competence and collaborative learning (Kemendikbudristek, 2024). Presenting discussion results is considered an authentic performance task and is integrated within project-based and thematic learning (Rahmawati et al, 2024).

However, one of the main barriers to English presentation is anxiety when it comes to public speaking. Mukminin et al. (2015) identified that such anxiety is influenced by various factors such as lack of vocabulary and grammar mastery, fear of negative judgment, and low self-confidence. These factors contribute to students' limited ability to deliver presentations effectively. The study by Hermawan et al. (2024) also showed that fear of evaluation, exam anxiety, and communication apprehension were the main causes of students' anxiety during academic presentations in English. As a

result, students become nervous, lose ideas, and experience a decline in performance when speaking in public.

In addition, research results from Sinadia and Ngingi (2023) revealed that some of the causes of student anxiety during presentations are fear of being laughed at by friends, lack of preparation, and limited vocabulary and understanding of material in English. The fear of making mistakes and getting criticized by the teacher also worsens students' emotional condition and makes them reluctant to perform in front of the class. Furthermore, Perveen et al. (2018) explain that glossophobia, or the fear of public speaking, often appears in the form of physical symptoms such as trembling, sweating, and loss of concentration. This condition exacerbates students' difficulties when making oral presentations in English.

Daflizar (2024) also revealed that many students felt nervous and unsure when asked to present the results of group discussions in English. Some students said they did not know how to express their ideas clearly, even though they already understood the material in writing. This situation is in line with a study by Manda and Lulus (2021), which showed that over 60% of students struggled to speak in front of the class because they lacked confidence and did not have much experience speaking English. These findings show that many students still face a big gap between what they can write and what they can say, especially during presentations.

The result of pre-research also showed a similar condition. In reality, students find it difficult to convey their ideas orally. This was revealed from



the experience of one high school student who complained about her difficulties in presenting the results of her assignment in front of the class. This case reflects the real challenges students face in the context of presenting the discussion result orally in English.

Given the complexity of these challenges, it is important to examine the difficulties experienced by high school students when presenting discussion results in English. This understanding help teachers design learning strategies that reduce students' anxiety and improve their speaking skills. By doing so, a more supportive learning environment can be created to encourage students to be more confident and competent in oral communication in English.

## **1.2 Formulation of the Problems**

The research questions are:

1. What are the challenges that senior high school students face when presenting the results of a discussion in English?
2. What strategies can senior high school students use to overcome the challenges when presenting the results of discussions in English?

## **1.3 Aims of the Study**

This study aims to identify:

1. The challenges experienced by senior high school students when presenting the results of English learning discussions in front of the class.

2. The strategies that need to be implemented to help students overcome these challenges.

#### **1.4 Operational Definitions**

To make it easier to understand the title of this thesis and to know the direction and purpose of discussing this proposal, the operational definition is presented as follows:

1. Student Challenges

Students' challenges are the participants' challenges in classroom oral presentations are categorized into nervousness, group dynamics, audience, missing points, challenging content, language boundaries, and high self-expectation (Mardiningrum & Ramadhani, 2022).

2. Presenting

Presenting was defined as students' oral performance in delivering and explaining the results of group discussions in English before the class. This definition was adapted from Swathi (2015), who defined presentation as the practice of showing and explaining the content of a topic to an audience.

3. Discussion Result

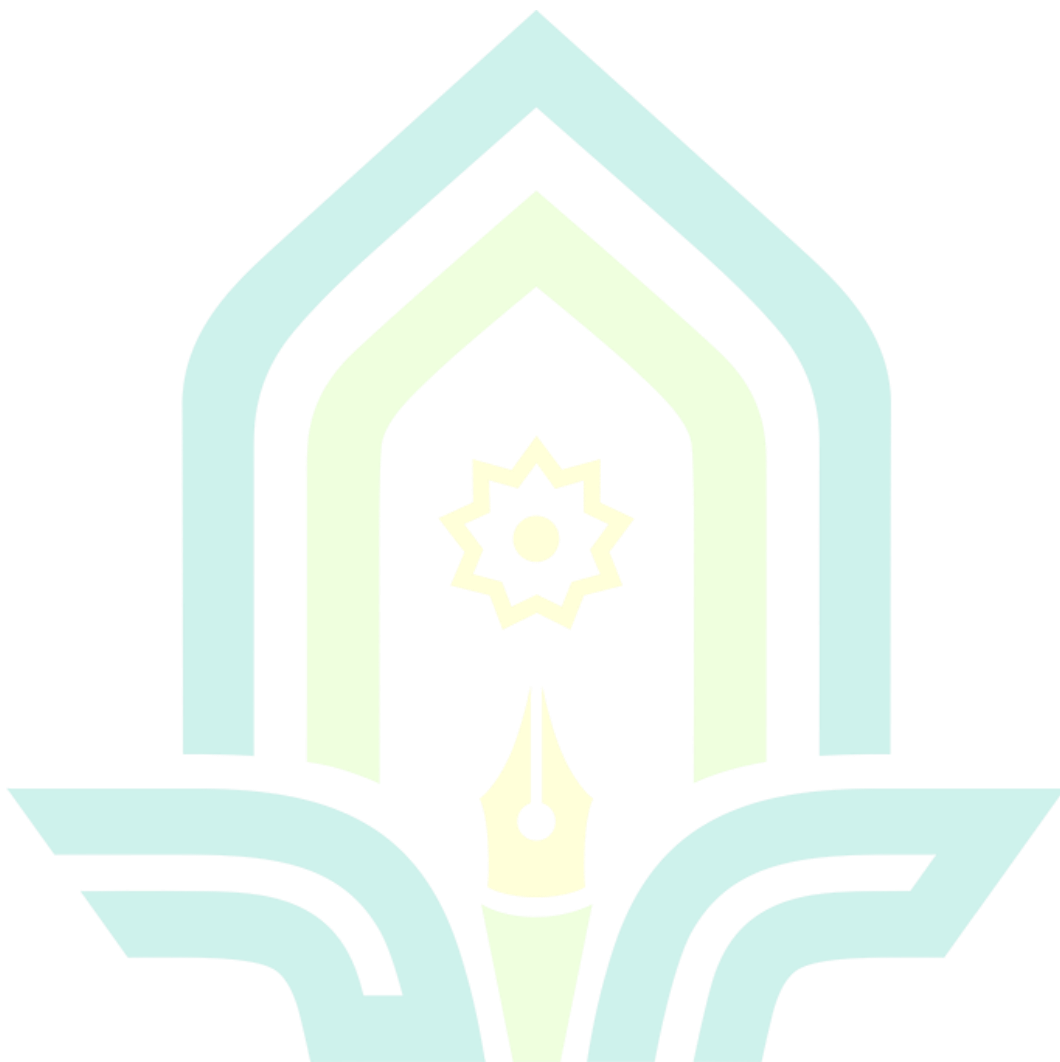
Discussion Result is the result of shared thinking obtained through group discussion in learning, which usually includes ideas, solutions, or opinions that are organized to be delivered in the form of presentations (Rifamole et al, 2023).

### 1.5 Significances of the Study

This study is expected to be able to:

1. Theoretical: This study is expected to contribute to the development of knowledge in English language learning, especially in understanding the factors that make students struggle when presenting discussion results in English. The findings may also support or strengthen previous theories related to students' performance, language use, and presentation skills (Canale and Swain, 1980).
2. Empirical: The results of this study provide real data about the challenges that senior high school students actually face during English presentations. This information can be useful for other researchers who want to explore similar topics or compare the findings with studies conducted in different schools or contexts (Canale and Swain, 1980).
3. Practical: This study can give practical benefits for teachers, students, and schools. Teachers may use the findings to design teaching activities that help students present more confidently and clearly. Students can learn what difficulties commonly occur and how to handle them. Schools may also consider the results

when planning programs to improve students' communication skills in English (Sweller, 1988).



## CHAPTER V

### CONCLUSION

#### 5.1 Conclusion

Based on the results of the study, it can be concluded that students experienced a number of difficulties when conducting presentations in English. These difficulties were identified through four aspects of communicative competence, namely grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. In grammatical competence, students still had problems related to vocabulary, grammar, and pronunciation. These problems often made them hesitate and pause while speaking and reduced their fluency during the presentation. In sociolinguistic competence, students still found it difficult to choose expressions that were suitable for formal presentation situations, especially when opening the presentation, closing it, and answering questions from the audience. In discourse competence, several students were still not able to organize their ideas in a clear order or use various transition words to connect one idea to another. In strategic competence, students tried to overcome their speaking difficulties by using several communication strategies such as paraphrasing, code-switching, fillers, and gestures. However, the use of these strategies was different for each student depending on their English proficiency level. In general, students with higher English ability showed better performance in presentations than students with medium or low proficiency.

In addition, this study also found several strategies used by students to support their presentations. The first strategy was taking notes on important points, either through PowerPoint slides or personal notes, to help them remember the material more easily. The second strategy was practicing before the presentation by reviewing the material, rewriting important points, or practicing speaking in front of a mirror. The third strategy was using visual media such as PowerPoint, which helped students explain the material more clearly and assisted the audience in understanding the content of the presentation. The last strategy was preparing well by arranging the sequence of the material, selecting the main points, and giving examples before presenting. These strategies helped students feel more prepared, more confident, and more fluent when speaking in front of the class. Therefore, it can be concluded that the success of a presentation is influenced not only by students' language ability but also by how well they prepare and what strategies they use before presenting.

## **5.2 Recommendations**

Based on the conclusions above, several suggestions are proposed for students, teachers, and future researchers.

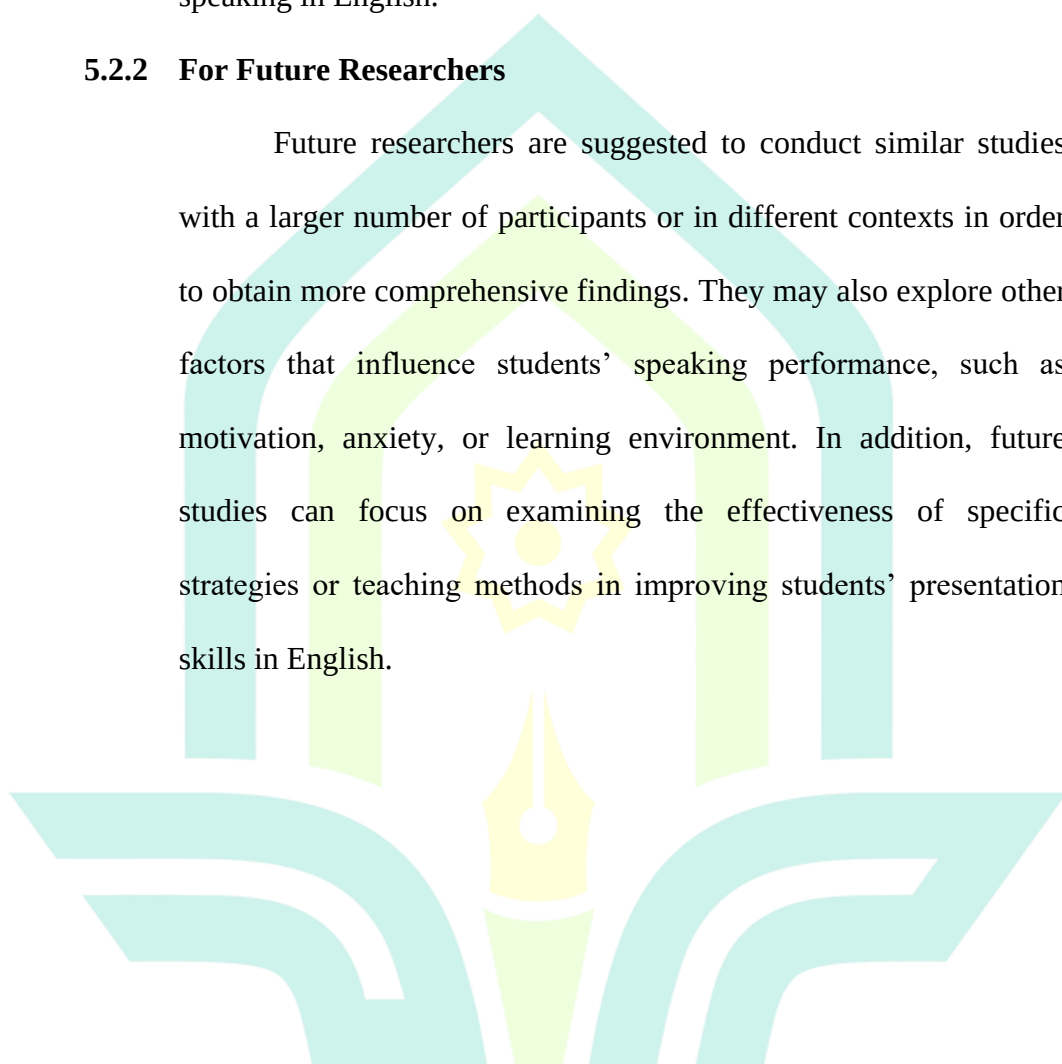
### **5.2.1 For Teachers**

Teachers are expected to provide more support and opportunities for students to practice speaking, especially in presentation activities. Teachers can guide students by introducing useful expressions for formal presentations, helping them develop

vocabulary, and giving feedback on grammar and pronunciation. Furthermore, teachers should help students understand how to use communication strategies effectively and create a supportive classroom atmosphere so that students feel more confident when speaking in English.

### **5.2.2 For Future Researchers**

Future researchers are suggested to conduct similar studies with a larger number of participants or in different contexts in order to obtain more comprehensive findings. They may also explore other factors that influence students' speaking performance, such as motivation, anxiety, or learning environment. In addition, future studies can focus on examining the effectiveness of specific strategies or teaching methods in improving students' presentation skills in English.



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