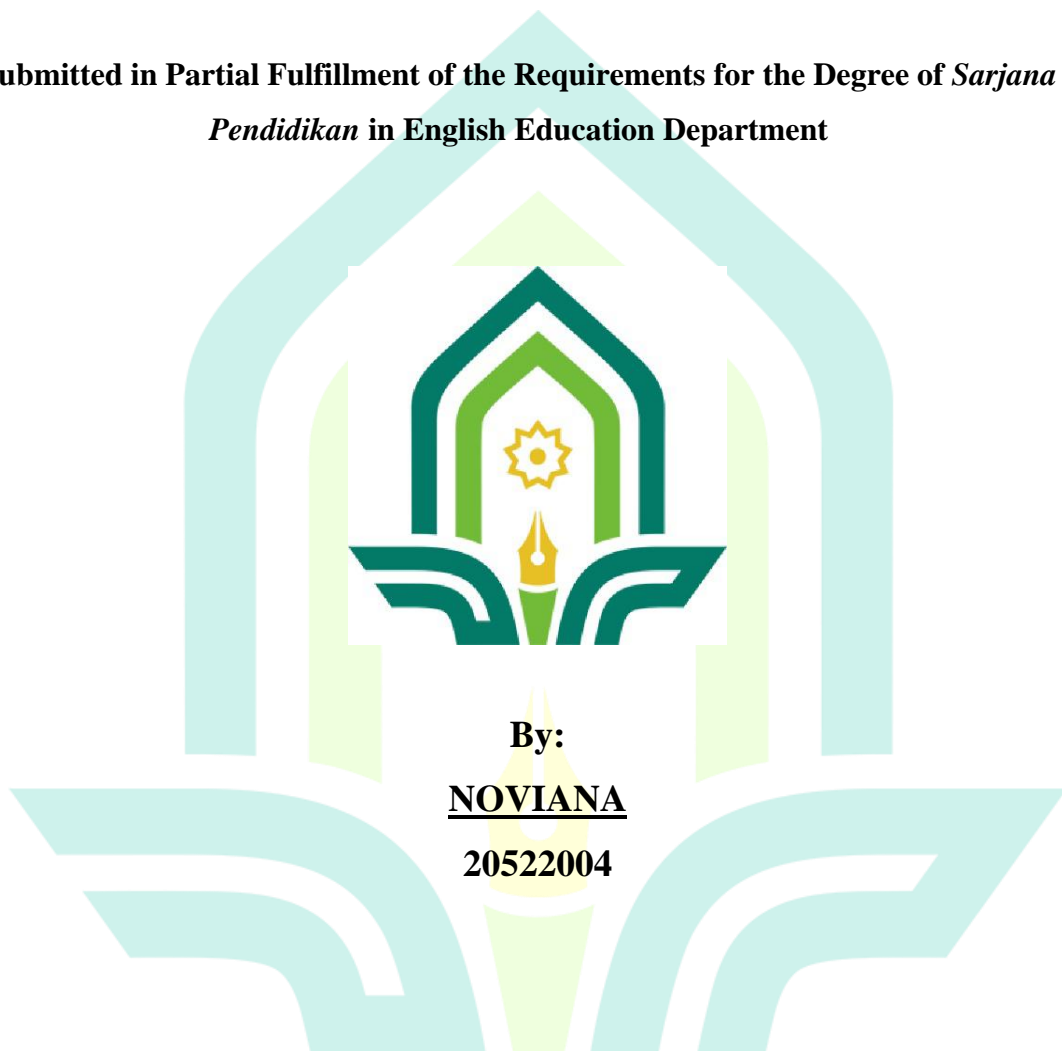


**SENIOR HIGH SCHOOL STUDENTS' CHALLENGES IN
PRESENTING THE DISCUSSION RESULT IN ENGLISH
LANGUAGE**

A THESIS

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



**By:
NOVIANA
20522004**

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

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WAHID PEKALONGAN**

2026

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PRESENTING THE DISCUSSION RESULT IN ENGLISH LANGUAGE

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 requirements for the degree of Sarjana Pendidikan (S.Pd.)

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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.*

PREFACE

All praise is due to Allah SWT for abundance of grace, favors, and gifts that have given me strength, health, and determination, so that I can complete the preparation of a research proposal entitled “Senior High School Students' Challenges in Presenting the Discussion Result in English Language.” The completion of this paper is inseparable from the support and contribution of many parties. Therefore, on this occasion I would like to express my deep appreciation and gratitude to :

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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



The Writer

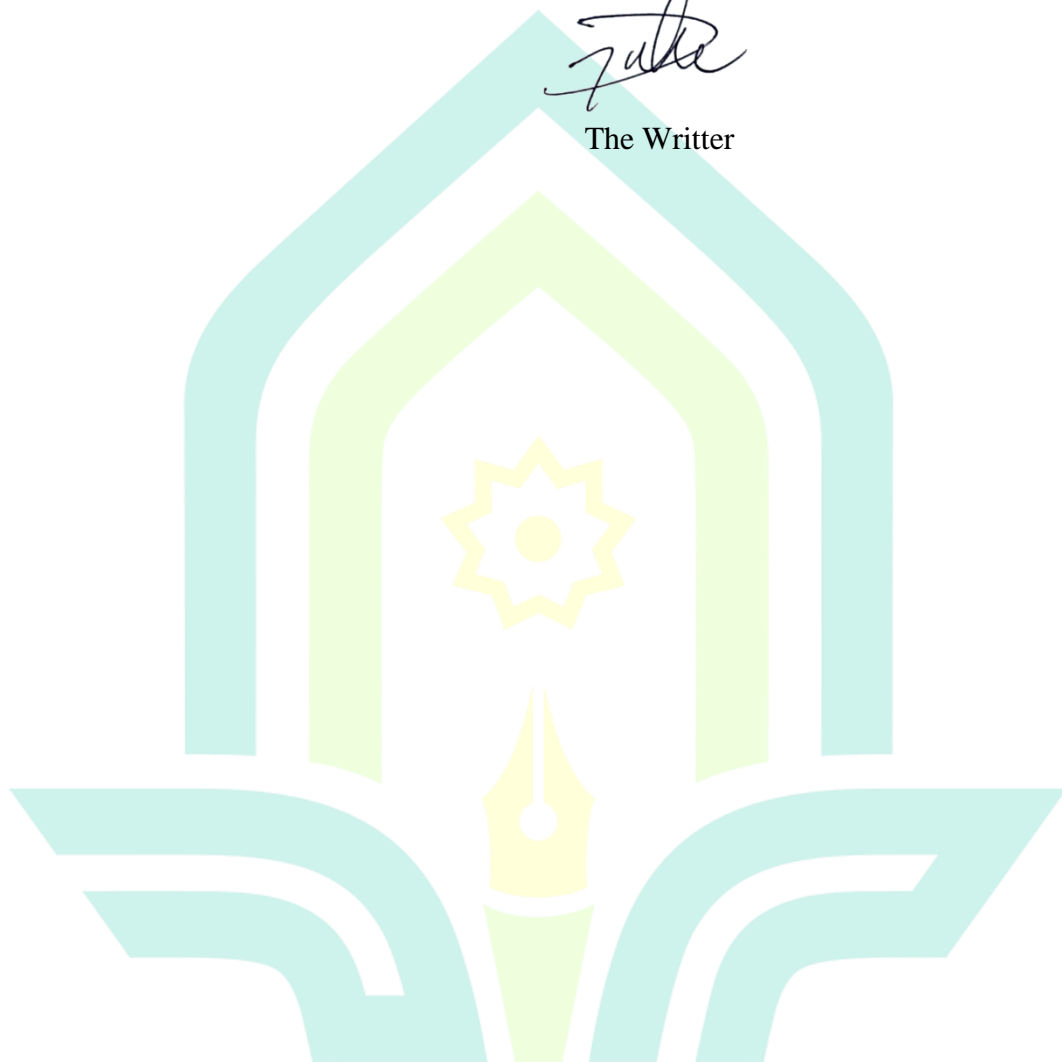
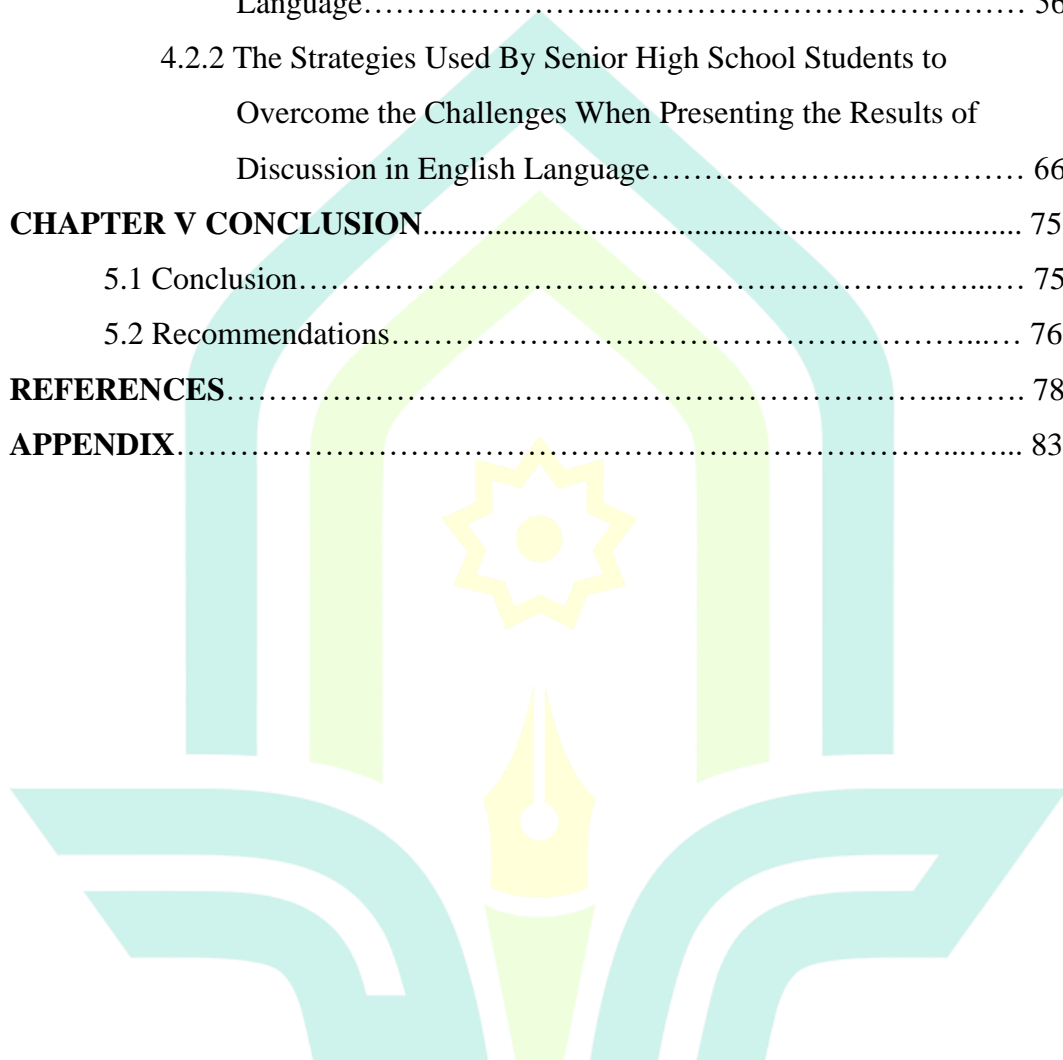


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CHAPTER I

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

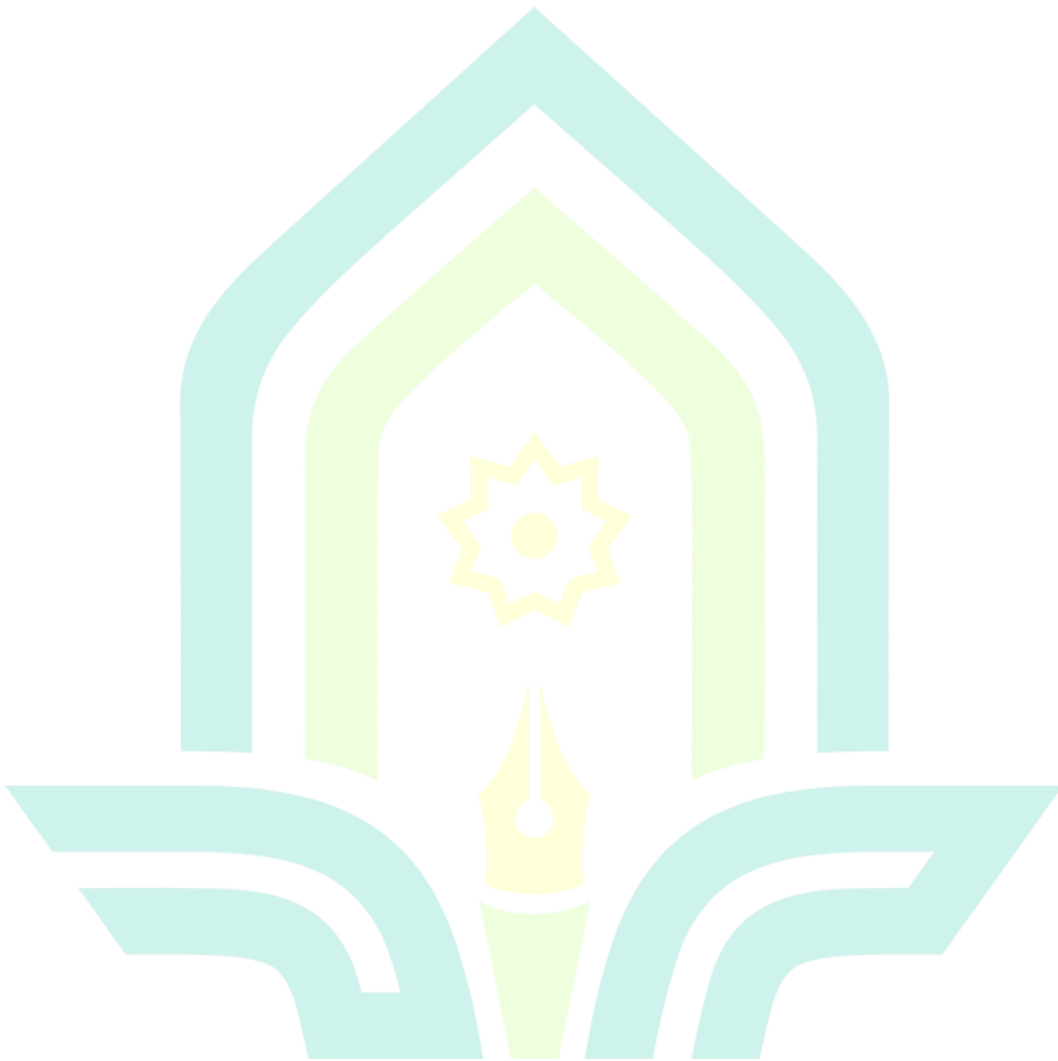
Discussion Result is the result of shared thinking obtained through group discussion in learning, which usually includes ideas, solutions, or opinions that are organized to be delivered in the form of presentations (Rifamole et al, 2023).

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 II

THEORETICAL FRAMEWORK

2.1 Literature Review

2.1.1 Communicative Competence Theory

This study is grounded in the Communicative Competence Theory developed by Canale and Swain (1980), which serves as a fundamental framework to analyze students' challenges in presenting discussion results in English, particularly in the context of senior high school education.

Canale and Swain (1980) define communicative competence as a multi-dimensional construct that includes four interrelated components:

1. Grammatical Competence

This refers to the knowledge of lexical items and rules of morphology, syntax, sentence formation, and pronunciation. In the context of student presentations, lack of vocabulary, poor grammar, and pronunciation errors often become significant challenges that hinder message clarity.

2. Sociolinguistic Competence

This involves the ability to use language appropriately according to the social context, including levels of formality, politeness, and cultural norms. Students may struggle to adjust

their language when addressing peers or teachers during formal presentations, leading to discomfort or miscommunication.

3. Discourse Competence

This component concerns the ability to produce coherent and cohesive spoken texts. Difficulties in organizing ideas logically, using proper transition signals, and maintaining thematic flow are common challenges faced by high school students when presenting discussion results.

4. Strategic Competence

This refers to the use of communication strategies to overcome problems in real-time communication, such as paraphrasing, fillers, or gestures when forgetting a word. Many students may lack these strategies and, therefore, experience breakdowns in their presentations when encountering difficulties.

By examining students' presentation challenges through the lens of communicative competence, this study aims to explore both linguistic and psychosocial aspects of oral communication. This framework enables a comprehensive understanding of what affects students' oral performance and guides educators in developing targeted support strategies to improve learners' confidence and effectiveness in spoken English.

2.1.2 Cognitive Load Theory

According to the Cognitive Load Theory (CLT), proposed by John Sweller (1988), a person's ability to process information is limited by their working memory capacity. In the context of English presentations, high school students often experience high cognitive load because they have to think about the content, choose the right words, construct sentences correctly, maintain contact with the audience, and overcome nervousness at the same time. Strategies that students can use to help reduce cognitive load are:

1. Taking Notes on Important Points

Taking notes of key points helps students remember the material without having to memorize everything during the presentation. With brief notes, students can refer back to the information they need, thereby reducing the burden on their working memory. This makes it easier for them to focus on the explanation being delivered.

2. Practicing Speaking

Repeated speaking practice makes students more familiar with the content of the presentation and how to deliver it. Once they understand the flow and language used, their delivery of words and sentences will become more fluent. This reduces the mental effort required during the presentation.

3. Using Visual Media

Visual media, such as images or bullet points, help simplify the information being conveyed. Visuals can reinforce verbal explanations and reduce the amount of information that must be processed simultaneously. With visual support, students are not overly burdened with explaining all the details verbally.

4. Preparing Well

Good preparation, such as organizing the presentation flow or determining the sections to be explained, helps students understand the sequence of material to be delivered. When the structure is clear, students do not need to think hard about what to explain next. This makes the presentation process more organized and reduces cognitive load.

Based on this theory, effective learning strategies can help students manage their mental load during presentations so that they are able to convey their ideas more fluently, confidently, and in a structured manner in English.

2.2 Previous Studies

There are several studies that discuss challenges in presenting. One previous study was conducted by Apridayani (2024) that explored students' views on their English presentation skills, the challenges they faced when presenting online, and their preferred presentation formats. The students in the study underwent a 12-week online training using Zoom, which focused

on English presentation and communication skills. The study adopted a qualitative approach, collecting data through reflective essays based on four open-ended questions. Thematic analysis was then used to identify key themes from the students' experiences. The results showed that students felt the need to improve their presentation skills and faced various challenges in online presentations, such as difficulties in non-verbal communication, anxiety, low audience engagement, and difficulties in answering questions. Although online presentations were considered practical, most respondents preferred face-to-face presentations due to the more real interaction, support from lecturers and friends, and motivation to become professional presenters.

Mardiningrum and Ramadhani (2022) explore the challenges faced by EFL students in conducting oral presentations in class, both individually and in groups, and the strategies they use to overcome them. This study used a qualitative approach with a descriptive design, and data were collected through in-depth interviews with four English Education students at a private university in Yogyakarta who had approximately three years of presentation experience. The results revealed various challenges faced by the participants, such as nervousness, group dynamics, audience pressure, missing important points, complex materials, language limitations, and high personal expectations. To overcome these challenges, the students relied on strategies such as building self-confidence, making thorough preparations, discussing with friends, maintaining eye contact, direct communication,

preparing backup materials, isolating themselves, and using assistive media. While this study provides an in-depth understanding of the challenges and strategies for oral presentation in the EFL context in a physical classroom, it does not address the increasingly relevant context of presentation in a digital or hybrid environment. Furthermore, the limited number of participants and the purely qualitative approach make the findings insufficient to be generalized.

Lara (2023) highlights how anxiety is a major barrier for EFL students in making oral presentations in English, especially for those who have low levels of confidence in communicating in class. This research is a case study with a qualitative approach, involving five English major students selected through the snowball sampling technique. Data were collected through semi-structured interviews and observations and then analyzed using data reduction, data presentation, and conclusion drawing. The results showed that the forms of anxiety experienced included difficulty in explaining topics, a tendency to read the entire text instead of explaining in one's own words, and avoiding eye contact during presentations. Students stated that anxiety, lack of confidence, and awareness of language errors (such as grammatical errors and language shifts) were the dominant factors that hindered their performance. Some strategies suggested by the participants to overcome these barriers included learning grammar, digging up information through the internet, understanding the topic well, and practicing consistently.

Jupri (2019) conducted research, aiming to identify the challenges faced by students when presenting their research proposals and theses in English. This study employed a qualitative approach with a case study design, involving five students completing their final projects and five lecturers who served as presentation reviewers. Data were collected through observation, focus group discussions, and in-depth interviews, and were analyzed using qualitative content analysis techniques. The findings revealed that students encountered various obstacles in delivering academic presentations in English. These challenges included limited vocabulary mastery, high levels of anxiety, poor understanding of their research proposals, lack of confidence, unattractive presentation designs, minimal eye contact, and issues with speaking skills, including pronunciation problems. These difficulties were largely linked to psychological and linguistic factors. The study also offered several recommendations to address these issues, such as enriching vocabulary through extensive reading, conducting regular presentation practice, observing other students' presentations, learning how to design effective and engaging slides, mastering commonly used phrases for presentations, and using mind maps and small note cards to better organize ideas. Although this study successfully mapped out the major challenges in English academic presentations, the approach focused mainly on identifying problems and suggesting general solutions without empirically testing the effectiveness of the proposed strategies. Furthermore, the research did not investigate how

structured interventions—such as project-based training or step-by-step presentation mentoring—might address these difficulties.

This study differs from previous studies, which generally discuss academic presentations in higher education or online presentations. This study focuses on the challenges faced by high school students when presenting the results of discussions in English Language. In addition, this study was conducted in the context of the Kurikulum Merdeka, which encourages students to actively communicate, think critically, and collaborate in classroom presentations. This study also discusses the strategies used by students to overcome difficulties in presenting, with the hope that the results can help teachers create a more supportive learning environment, reduce anxiety, and increase students' confidence when speaking in front of the class in English.

2.3 Conceptual Framework

Senior high school students often face various difficulties when presenting discussion results in English. These difficulties are not only related to language ability but also to students' psychological conditions during oral presentations. When presenting in English, students need to organize their ideas clearly, choose appropriate vocabulary, use correct grammar, pronounce words accurately, and speak confidently in front of others. However, limited language mastery, nervousness, fear of making mistakes, and low confidence often prevent students from delivering their ideas effectively.

This study is based on the Communicative Competence Theory proposed by Canale and Swain (1980), which explains that successful communication depends on several related components. These components include grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. Grammatical competence refers to students' knowledge of vocabulary, grammar, and pronunciation, which frequently becomes a major challenge in presentations. Sociolinguistic competence involves the ability to use language appropriately according to the situation, while discourse competence focuses on organizing ideas in a clear and logical way. Strategic competence relates to students' ability to use communication strategies, such as paraphrasing or using fillers, to handle difficulties when speaking. Problems in these areas contribute to the challenges students experience when presenting discussion results in English.

In addition, this conceptual framework also applies Cognitive Load Theory introduced by Sweller (1988) to explain how students manage mental demands during presentations. Presenting in English often requires students to think about content, language form, and delivery at the same time, which can increase cognitive load. To reduce this burden, students may use several strategies, such as taking brief notes, practicing speaking, using visual media, and preparing the presentation structure in advance. These strategies help students manage their mental load more effectively and support better fluency, confidence, and clarity in oral presentations. By

combining communicative competence components and cognitive load management strategies, this framework helps explain both the challenges faced by students and the ways to improve their performance in English presentations.

The purpose of this study is to investigate one primary research issue concerning senior high school students' challenges in presenting the discussion result in English language.

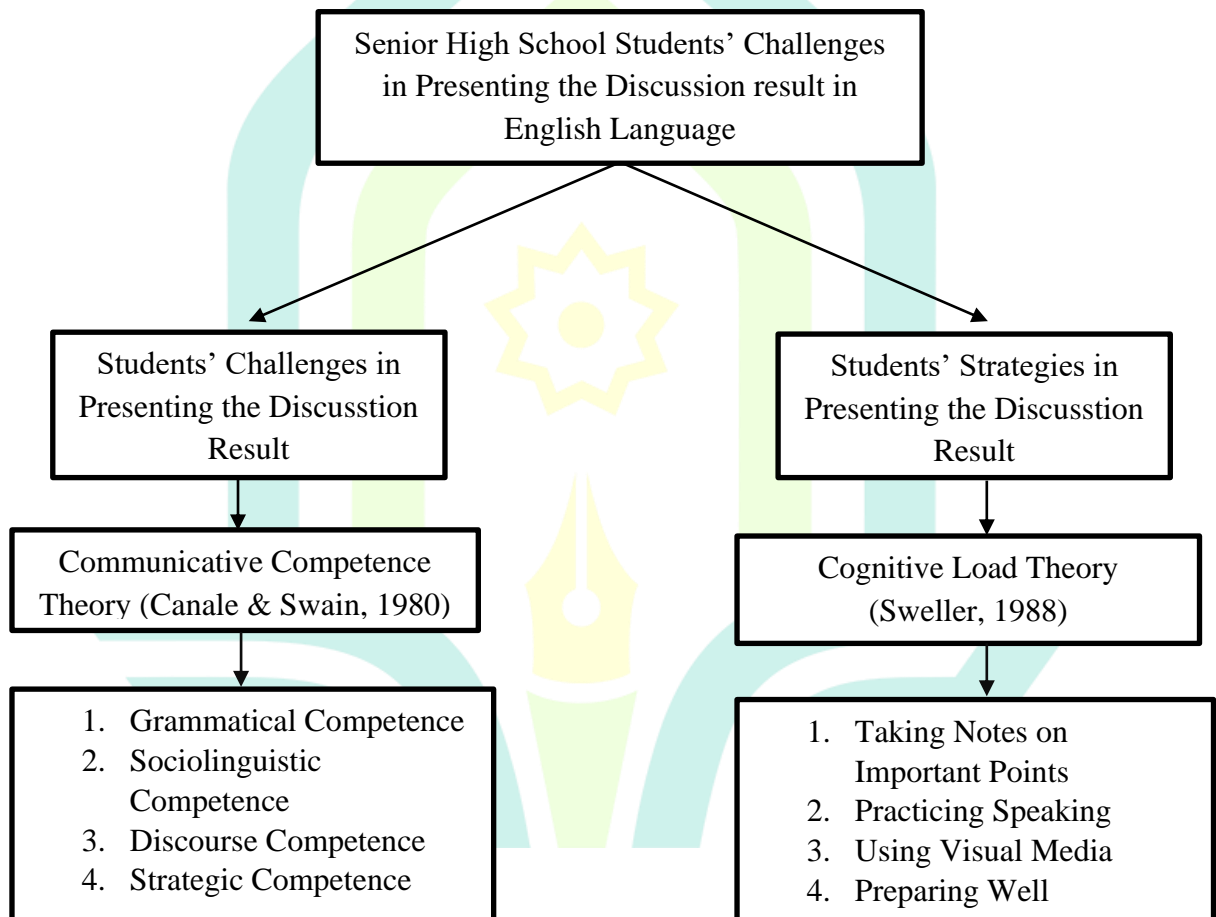


Figure 2.1 The Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research employed a qualitative approach because it aimed to explore and understand participants' experiences, perceptions, and challenges in depth within their natural setting. Qualitative research enables researcher to obtain rich and detailed data regarding social phenomena from the participants' perspectives (Rashid et al, 2019). Within this qualitative approach, a case study design was selected because the purpose of this research was to investigate the challenges faced by high school students when presenting the results of English learning discussions in front of the class and to identify the strategies they used to overcome those challenges. A case study was considered appropriate for this research because it allowed the researcher to gain an in-depth understanding of a particular phenomenon within its real-life context.

Robert K. Yin (2015) explains that case studies are empirical investigations that examine contemporary phenomena in real-life contexts, especially when the boundaries between a phenomenon and its context are not clearly evident. Therefore, this study applied a qualitative case study design and used direct observation and interviews to obtain a comprehensive understanding of students' challenges and strategies in presenting discussion results in English.

3.2 Setting and Participants

This research was conducted in a senior high school located in Pekalongan, Central Java. The researcher took three eleventh-grade students as the research participants who were selected as samples from the school. Meanwhile, the challenges faced by the students when delivering discussion results, including linguistic, psychological, and technical challenges, as well as the strategies they used to overcome these challenges, became the focus of this research.

The participants of this research were students who experienced challenges when delivering discussion results and used various strategies to overcome those challenges. Therefore, the researcher selected three students who met the criteria, namely students with low, medium, and high levels of English proficiency. This selection helped the researcher answer the research questions. To ensure participants' comfort and privacy, their personal information was kept confidential.

The participants were selected based on their English proficiency levels, namely high, medium, and low. The researcher determined these categories by considering the students' English scores and learning performance during English classes. In addition, recommendations from the English teacher were also taken into account, as the teacher had direct experience in observing the students' language abilities and classroom performance. Through these considerations, the researcher selected three participants who represented different levels of English proficiency. This

classification was intended to provide a broader picture of the challenges and strategies used by students with different language abilities during presentations.

3.3 Data Collection

This research is divided into two stages. The first stage is observation, which is conducted on teachers and students when carrying out learning in the classroom. The researcher observes the class during the teaching and learning process. The second stage is interview that is conducted with students who learn English. The researchers conducted interviews after completing classroom observations. During the interview process, the researcher asked students in detail about the challenges faced by high school students when presenting the results of English learning discussions in front of the class, and what strategies need to be developed to overcome these challenges in the future.

In collecting data, several procedures were carried out. The researcher used a checklist when making observations. All activities during the learning process in the classroom were analyzed by the researcher, especially the challenges experienced by students when presenting the results of the discussion in front of the class. The researcher observed what obstacles students experience and what strategies used to overcome these obstacles. This means that every activity related to the learning process involving student participation in delivering the results of discussions in English classes is observed by the researcher. The purpose of this stage is to

investigate the learning process in the English class. This stage is carried out by observing the English learning process in the classroom, as well as recording important points by the researcher. According to O'Leary (2017), effective classroom observation is conducted through three main stages: before, during, and after the observation. In the initial stage, the researcher and teacher discussed to determine the purpose of the observation. During the observation, the researcher observed the learning process without intervening. Afterward, the researcher and teacher reflected on the observation results to make sure gathered data observed by the researcher.

The researcher took the form of non-participant observation. Based on the role of observation, observation is divided into two types: participant observation and non-participant observation (Hammersley, 2015). The researcher applied observation as a support in this study. In this case, the researcher used non-participant observation, where the researcher is present during the observation process but does not interact and participate during the observation process (Martinez et al, 2024). To support this research, during the observation, the researcher also observed students' activities while learning in class, to see what challenges students face when presenting the results of the discussion in front of the class.

The next procedure after making observations is an interview that is conducted together with several students who have participated in English learning in the classroom. The data used were the data that had been obtained during the observation. The topic is about what challenges high

school students face when delivering the results of discussions in front of the class, both from external factors and internal factors of the students. In addition, the researcher asked what strategies the students use to overcome the challenges they face when delivering the results of the presentation in front of the class. In this study, the function of the interviews is to cross-check the data and ensure the validity of the data obtained from observation.

In this research the researcher chose semi-structured interviews. In this case, the interviewer develops a set of questions to obtain specific information (Ruslin et al, 2022). The interviews that were conducted are to obtain some additional information when there are interesting and unexpected answers that arise outside the planned questions. As explained by Jamshed (2014), semi-structured interviews allow researcher to start with a list of pre-designed questions but remain flexible to add follow-up questions when necessary. This is particularly appropriate for this study because each student may face different challenges when presenting the results of their discussions in English. With this flexible approach, the researcher can gather more comprehensive information and gain a deeper understanding of the students' experiences, while still ensuring that the data collection and analysis process remains focused and systematic. To avoid misunderstanding and misinterpretation of the questions, the interviews are conducted in Bahasa Indonesia.

3.4 Data Trustworthiness

To ensure the validity of the data in this qualitative research, the researcher applied the trustworthiness criterion known as triangulation. Triangulation is a process aimed at validating research findings to ensure that the results can be used as a reliable basis for decision-making by stakeholders. According to Carte et al. (2015), triangulation can be carried out through various techniques. In this study, the researcher used several methods, including direct observation and interviews. Data triangulation was implemented by using multiple data sources, where information was collected from different participants and contexts. The researcher observed the teaching and learning process in the classroom and conducted interviews with students who met specific criteria. In addition, theoretical triangulation was used by referring to several relevant theories to analyze the phenomenon. The data obtained were then compared with different theoretical perspectives to minimize researcher bias and strengthen the credibility of the findings.

3.5 Data Analysis

Data analysis in research is a process by researcher carried out systematically in tracing and organizing data that has been collected to provide an increased understanding of the data and then enable researcher to present the results that have been obtained to others with data that has been organized in the form of patterns or categories and basic description units (Miles et al., 2014).

In this research, data analysis is divided into several stages, namely, data condensation, data presentation, and data analysis. Condensation, data presentation, and conclusion drawing or verification.

1. Data Condensation

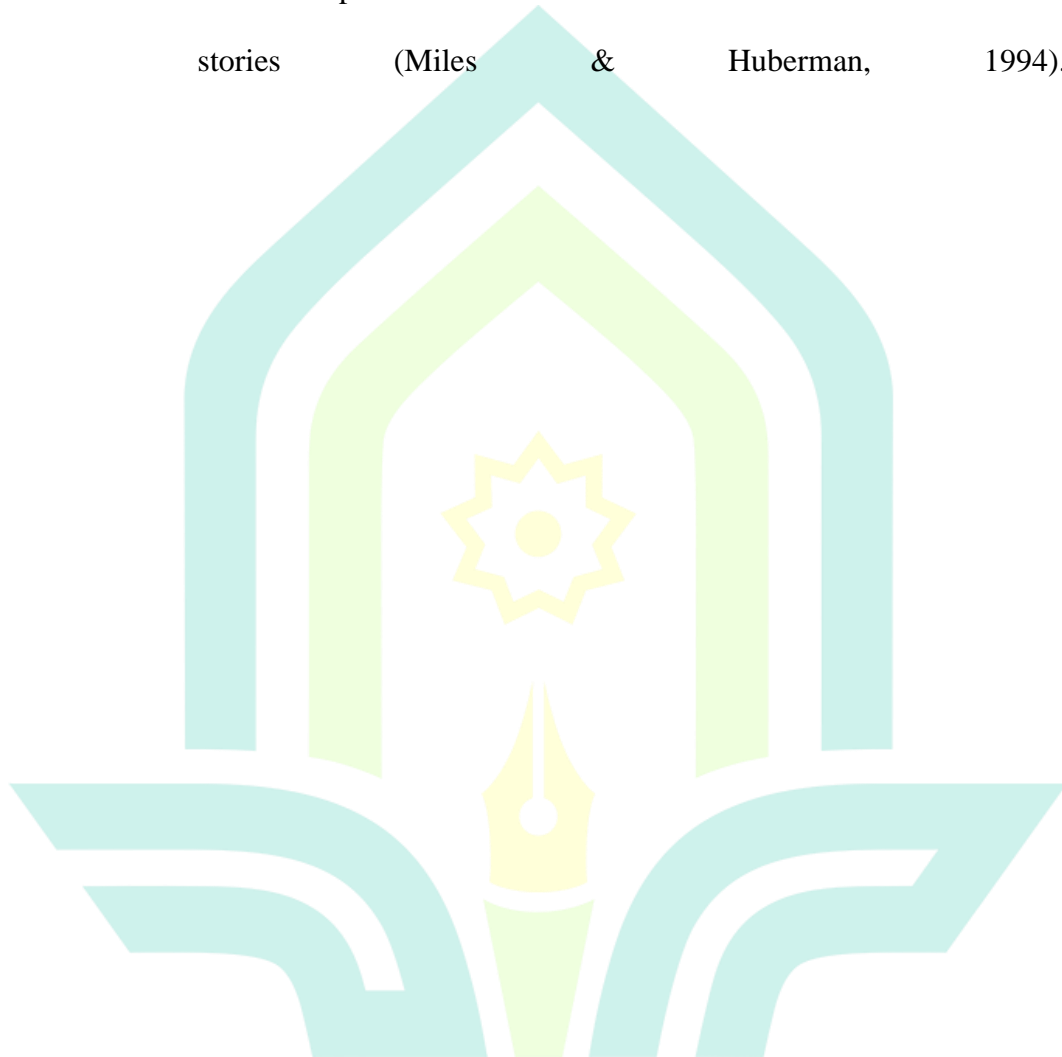
Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming data that appears in the complete corpus of written field notes corpus of written field notes, interview transcripts, and other empirical materials. This stage allows the researcher to obtain data from interviews with students who participate in the study. The results of these interviews show how the challenges faced by students especially when delivering the results of discussions in front of the class, and then what strategies students used to overcome these challenges. In this step, the researcher made the data sharper, sorted, focused, and organized in such a way as to draw and verify “final” conclusions verify the “final” conclusion.

2. Data View

Data views are designed to gather organized information into a concise and immediately accessible form so that the researcher saw what is happening and drew justified conclusions or moved on to the next step of analysis, where such views may be useful.

3. Drawing and Verifying Conclusions

After looking at the data, the researcher begins to decide to check all the entries that have similar codes and then combines these categories to find relationships between categories. After that, the researcher proceeded to tell stories and make connections between stories (Miles & Huberman, 1994).



CHAPTER IV

FINDING AND DISCUSSION

4.1 Findings

This research was conducted at one of the senior high schools in Pekalongan on February 24, 2026, through classroom observation and interviews with three eleventh-grade students who have different levels of English proficiency, namely high, medium, and low levels. The observation was carried out during the English lesson on storytelling presentation. In this context, this research focuses on how the Senior High School Students' Challenges in Presenting the Discussion Results in English Language and how the High School Students' strategies use to face these challenges.

Based on the data analysis from the observations and interviews, four main findings related to the challenges were identified: Grammatical Competence, Sociolinguistic Competence, Discourse Competence, and Strategic Competence. In addition, three main findings related to the strategies were also identified: Practicing Speaking, Using Visual Media, and Preparing Well. These findings are discussed further in the following sub-sections.

4.1.1 Students' Challenges in Presenting the Discussion Result

Based on the results of classroom observations and semi-structured interviews, it was found that senior high school students faced a number of difficulties when presenting discussion results in English. These difficulties were related not only to linguistic aspects but also to psychological factors that influenced their performance during presentations. The challenges experienced by the students could be grouped into linguistic and psychological aspects. The linguistic aspects were reflected in the components of communicative competence proposed by Canale and Swain (1980), namely grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. Meanwhile, the psychological aspects, such as nervousness, anxiety, fear of making mistakes, and lack of confidence, emerged from the classroom observations and interviews and influenced students' performance during presentations.

4.1.1.1 Grammatical Competence

Based on classroom observations and interviews with three eleventh-grade students, grammatical competence emerged as one of the main challenges in presenting discussion results in English. The participants experienced difficulties related to limited vocabulary,

incorrect sentence structure, and pronunciation errors during their presentations. These challenges often caused them to pause, hesitate while speaking, and occasionally switch to Bahasa Indonesia. Although the students generally understood the material, they found it difficult to express their ideas clearly in English due to fear of making grammatical mistakes.

The interview findings further revealed that these difficulties mainly occurred in vocabulary, grammar, and pronunciation. Limited vocabulary made participants take more time to find appropriate words, while uncertainty in using tenses led to hesitation when forming sentences. In addition, inconsistent pronunciation sometimes affected the clarity of their presentations.

One participant stated that he often struggled to select appropriate vocabulary, construct sentences correctly, and maintain consistent pronunciation during his presentation:

“Ya, Saya pernah ngerasa kesulitan, terutama di bagian vocabulary. Kadang kosakata yang saya punya masih terbatas, jadi waktu jelasin materi saya butuh waktu buat nyari kata yang pas sama konteksnya. Misalnya pas materi debat, kan kita harus nyampein argumen sesuai topik dari guru, di situ saya ngerasa cukup susah karena harus milih kata yang tepat biar

pendapat saya bisa jelas. Selain itu, saya juga sering bingung di grammar. Kadang saya nggak yakin harus pakai tenses yang mana, soalnya jenis tenses di bahasa Inggris banyak. Jadi saya suka ragu pas nyusun kalimat dan takut salah. Terus, saya juga pernah kesulitan di pronunciation. Kadang tanpa sadar saya pakai aksen yang beda-beda, kayak British, American, atau bahkan kedengeran kayak Indian. Menurut saya itu bisa bikin teman-teman jadi agak bingung sama apa yang saya maksud.” (D, Wawancara Offline, 24 Februari 2026).

“Yes, I have experienced difficulties, especially with vocabulary. Sometimes my vocabulary is still limited, so when explaining material, I need time to find the right words for the context. For example, during debate material, we have to convey arguments according to the teacher's topic. I find it quite difficult because I have to choose the right words so my opinion can be clear. Besides that, I also often get confused with grammar. Occasionally I'm not sure which tense to use, because there are many types of tenses in English. So I often hesitate when constructing sentences and am afraid of making mistakes. Then, I also have difficulty with pronunciation. Sometimes without realizing it, I use different accents, like British or American, or even sound Indian. I think that can make my friends a bit confused about what I mean.” (D, Interview Offline, February 24, 2026, Researcher translation).

The second participant also stated that he still experiences difficulties during presentations, particularly with vocabulary, grammar, and pronunciation. Limited vocabulary, errors in sentence construction, and uncertainty about pronunciation make him feel less confident when presenting material in front of the class:

“Iya, Saya kadang masih kesulitan di vocabulary pas presentasi, soalnya kosakata yang saya punya belum banyak. Misalnya waktu storytelling, saya sempat berhenti karena mau nyampein nilai moral cerita, tapi lupa bahasa Inggrisnya ‘menyampaikan’. Akhirnya saya ragu dan ganti pakai kata lain, kayak ‘menjelaskan’. Selain itu, saya juga masih sering bingung di grammar. Kadang susunan kalimat saya kebalik atau kurang tepat. Contohnya, saya pernah bilang, ‘Today, I will explain about result discussion from me,’ terus saya sadar kalau kalimatnya kurang benar. Hal kayak gitu bikin saya jadi kurang pede waktu ngomong. Saya juga sering kesulitan di pronunciation, apalagi kalau nemu kata yang masih asing. Jadi saya takut kata yang saya ucapin nggak jelas atau nggak dipahami sama teman-teman yang dengerin.” (F, Wawancara Offline, 24 Februari 2026).

“Yes, I sometimes still have difficulty with vocabulary during presentations because I do not have a large vocabulary. For example, when I was telling a story, I stopped because I wanted to convey the moral of the story, but I forgot the English word for ‘to convey.’ In the end, I hesitated and changed it to another word, like ‘to explain.’ Besides that, I’m also often confused with grammar. Sometimes my sentence structure is reversed or incorrect. For example, I once said, ‘Today, I will explain about the result of the discussion from me,’ and then I realized that my sentence was incorrect. Things like that make me less confident when speaking. I also often have difficulty with pronunciation, especially when I come across unfamiliar words. So I’m afraid that what I say will be unclear or not understood by my friends who are listening.” (F, Interview Offline, February 24, 2026, Researcher translation).

The The third participant shared a similar experience, stating that she still faces several difficulties

during presentations, particularly with vocabulary, grammar, and pronunciation. Limited vocabulary, confusion over tenses, and pronunciation difficulties make her feel less confident when presenting material in front of the class:

“Iya, saya sering kesulitan di vocabulary, soalnya kosakata yang saya punya masih terbatas, apalagi kalau ketemu kata yang belum pernah saya pelajari atau masih asing. Kalau seperti itu, saya biasanya jadi ragu dan kadang nyelipin bahasa Indonesia biar bisa lanjut jelasin materi pas presentasi. Saya juga sering ngalamin kendala di grammar, terutama pas nentuin tenses yang tepat. Soalnya saya termasuk gampang lupa, jadi kadang susunan kalimatnya suka kebalik pas ngomong. Itu bikin saya jadi kurang pede waktu nyampaiin materi di depan kelas. Selain itu, saya juga masih kesulitan di pronunciation, apalagi kalau ketemu kata yang jarang saya dengar atau ucapin.” (T, Wawancara Offline, 24 Februari 2026).

“Yes, I often struggle with vocabulary, as my vocabulary is still limited, especially when I encounter words I've never learned or are unfamiliar with. When that happens, I usually hesitate and sometimes slip in Indonesian so I can continue explaining the material during presentations. I also often struggle with grammar, especially when it comes to choosing the correct tense. I tend to forget things easily, so sometimes I get sentences mixed up when I speak. This makes me less confident when presenting material in front of the class. Furthermore, I still struggle with pronunciation, especially when I encounter words I rarely hear or say.” (T, Interview Offline, February 24, 2026, Researcher translation).

The statement of the third participant above is in line with the results of the researcher's observations, where the third participant appeared to have made an error in pronouncing the words 'title' and 'question' when delivering a presentation in front of the class.

Based on observations and interviews, it can be concluded that grammatical competence remains a major obstacle for students when presenting in English. All three participants experienced difficulties with vocabulary, grammar, and pronunciation. Limited vocabulary made them take longer to choose the right words, while confusion over tenses made them hesitate when constructing sentences. Furthermore, pronunciation errors also affected the clarity of delivery, making students less confident when speaking in front of the class.

These results are also supported by observations showing that although students understood the material, they still struggled to convey their ideas clearly in English. This was evident in their frequent pauses while speaking, errors in sentence structure, and occasional use of Indonesian to continue their explanations. Thus, limited grammatical competence not only affected

speaking fluency but also students' confidence during presentations.

4.1.1.2 Sociolinguistic Competence

Based on classroom observations and interviews, sociolinguistic competence was also identified as a challenge experienced by the three participants. During formal presentations, students sometimes felt unsure about using appropriate expressions when speaking to teachers and classmates. They had difficulty selecting formal phrases, especially when opening and closing their presentations, as well as responding politely during question-and-answer sessions. These challenges occasionally created an awkward atmosphere and reduced their confidence when speaking in front of the class.

The interview results further supported this finding, showing that each participant experienced this issue at different levels. The following excerpts illustrate how the participants dealt with difficulties in using appropriate and formal language during their presentations:

One participant stated that he sometimes still uses overly casual expressions without realizing it during presentations:

“Ya, kadang-kadang saya masih kesulitan pakai bahasa Inggris yang formal dan sopan pas presentasi. Soalnya tanpa sadar saya suka pakai kata-kata yang terlalu santai atau kayak slang, apalagi di bagian pembuka sama penutup. Misalnya saya pernah bilang ‘Hello, guys’ di awal dan ‘Thanks, guys’ di akhir presentasi. Waktu itu sih menurut saya bikin suasana jadi lebih santai, jadi saya juga lebih enjoy pas nyampein materi. Tapi saya sadar juga, kalau di presentasi yang formal di kelas, seharusnya pakai ungkapan yang lebih sopan dan sesuai situasinya.” (D, Wawancara Offline, 24 Februari 2026).

“Yes, sometimes I still have trouble using formal and polite English during presentations. I often use words that are too casual or slang-like, especially in the opening and closing sections. For example, I once said 'Hello, guys' at the beginning and 'Thanks, guys' at the end of a presentation. At the time, I thought it made the atmosphere more relaxed, so I also enjoyed delivering the material more. But I also realized that in a formal presentation in class, I should use more polite and situation-appropriate expressions.” (D, Interview Offline, February 24, 2026, Researcher translation).

Another participant with a medium level of English proficiency also reported experiencing difficulties using formal and polite English during presentations. He felt confused about distinguishing appropriate formal expressions, lacked understanding of some vocabulary, and was influenced by Indonesian

language habits, which made him hesitant and lacked confidence when speaking in front of the class.

“Iya pernah, saya pernah ngerasa kesulitan pas harus pakai bahasa Inggris yang formal dan sopan waktu presentasi, apalagi di bagian pembuka sama penutup. Saya masih sering bingung bedain mana ungkapan yang benar-benar formal dan cocok dipakai di kelas. Jadi kadang saya ragu pas ngomong, takut kalimat yang saya pakai kurang tepat buat situasi akademis. Selain itu, ada juga beberapa kata atau kalimat yang saya pakai tapi sebenarnya saya belum terlalu paham artinya, jadi makin nggak yakin pas nyampeinnya. Di sisi lain, kebiasaan saya ngomong pakai bahasa Indonesia juga cukup ngaruh ke aksen dan intonasi saya pas ngomong bahasa Inggris. Akhirnya saya jadi takut salah dan kurang pede waktu presentasi.” (F, Wawancara Offline, 24 Februari 2026).

“Yes, I have. I've found it difficult to use formal and polite English during presentations, especially in the opening and closing sections. I'm often confused about which expressions are truly formal and appropriate for use in class. So sometimes I hesitate when speaking, afraid that the sentences I use are inappropriate for an academic situation. Furthermore, there are also some words or sentences that I use, but I don't really understand the meaning, so I'm even more unsure when delivering them. On the other hand, my habit of speaking in Indonesian also quite affects my accent and intonation when speaking English. As a result, I'm afraid of making mistakes and lack confidence when presenting.” (F, Interview Offline, February 24, 2026, Researcher translation).

A third participant with low-level English proficiency also shared her views on using formal English during presentations. While he didn't feel he

encountered significant difficulties, he expressed concerns about the accuracy and politeness of his expressions, which affected his confidence when speaking in front of the class.

“Saya kadang masih ada rasa khawatir juga, misalnya takut ada kata atau kalimat yang ternyata kurang tepat atau terdengar kurang sopan tanpa saya sadari. Walaupun begitu, saya ngerasa kebiasaan ngomong pakai bahasa Indonesia nggak terlalu ngaruh ke cara saya ngomong bahasa Inggris pas presentasi.” (T, Wawancara Offline, 24 Februari 2026).

“I still sometimes feel anxious, for example, afraid that a word or sentence might be inappropriate or sound impolite without realizing it. However, I don't feel like my habit of speaking in Indonesian has significantly affected my English presentations.” (T, Interview Offline, February 24, 2026, Researcher translation).

However, based on classroom observations, the third participant's statement appeared to be inconsistent with the actual conditions during the presentation. The researcher observed that the participant's pronunciation was strongly influenced by her first language, which was noticeable in her accent and intonation. Her speech tended to sound heavily emphasized or *'medok,'* indicating that her habit of speaking in Bahasa Indonesia did affect the way she spoke English. This condition suggests that, although the participant felt that her speaking habits did not significantly influence her

English, in practice, her pronunciation was still impacted during the presentation.

Based on observations and interviews, it can be concluded that sociolinguistic competence is one of the challenges students face when delivering English presentations. Both participants indicated difficulties using formal and polite expressions, particularly in the opening and closing sections, and when responding to questions. Some students still used overly casual expressions, felt confused about choosing appropriate language for the academic context, and lacked a clear understanding of the meaning of some expressions. This led to hesitation and a lack of confidence when speaking in front of the class.

Furthermore, the findings also revealed a discrepancy between perceptions and actual conditions. Although one participant felt she did not experience significant difficulties, observations revealed the influence of her first language, particularly in pronunciation and intonation. This indicates that students' sociolinguistic abilities are not only related to choosing appropriate expressions but are also influenced

by everyday language habits. Therefore, sociolinguistic competence needs more attention to help students improve their confidence and language appropriateness in formal situations.

4.1.1.3 Discourse Competence

The third challenge identified in this study was Discourse Competence. This competence referred to the students' ability to organize their ideas clearly and produce coherent spoken texts during their presentations. Based on classroom observations and interviews, the findings indicated that each participant demonstrated varying levels of discourse competence during presentations. These variations were reflected in how they organized their ideas, used transition words, and maintained the coherence of their explanations.

To begin with, the second participant, who was categorized as having a medium level of English proficiency, indicated that he still encountered certain difficulties, particularly in organizing ideas in a logical sequence, especially when dealing with unfamiliar material:

“Kadang saya masih kesulitan nyusun ide biar urut, apalagi kalau materinya baru dan belum pernah saya pelajari sebelumnya. Jadi saya suka bingung mau mulai dari bagian mana dulu pas

presentasi.” (F, Wawancara Offline, 24 Februari 2026).

“Sometimes I still have trouble organizing my ideas in order, especially if the material is new and I have not studied it before. So I often become confused about where to start when presenting.” (F, Interview Offline, February 24, 2026, Researcher translation).

Furthermore, the third participant, who was categorized as having a low level of English proficiency, expressed a slightly different experience. She still experienced difficulties in using a variety of transition words when moving from one point to another:

“Saya masih agak kesulitan pas pakai kata penghubung buat pindah dari satu poin ke poin berikutnya. Soalnya saya masih bingung pakai variasi kata lain, jadi biasanya saya sering pakai kata ‘okay, next’.” (T, Wawancara Offline, 24 Februari 2026).

“I still have a bit of difficulty using conjunctions to move from one point to the next. I'm still confused about using different word variations, so I usually just use 'Okay, next'.” (T, Interview Offline, February 24, 2026, Researcher translation).

Based on observations and interviews, it can be concluded that students' discourse competence varies. Students with average proficiency still struggled to organize their ideas coherently, especially when the material presented was new.

On the other hand, students with low abilities have difficulty in using various kinds of conjunctions. Their limited use of conjunctions, such as "okay, next," indicated a lack of variety in connecting ideas. Nevertheless, using PowerPoint as a guide helped students maintain the flow and focus of their presentations. Therefore, it can be concluded that students' discourse competence is influenced by their ability to organize ideas, use conjunctions in a variety of ways, and utilize supporting media to maintain coherence in their presentations.

4.1.1.4 Strategic Competence

To provide a more comprehensive understanding of how students apply communication strategies to overcome obstacles during presentations, the researcher present excerpts from interviews with each participant. These excerpts not only serve to strengthen the research findings but also to concretely illustrate the variety of strategies students employ when experiencing difficulties, such as forgetting vocabulary, limitations in sentence structure, and efforts to maintain fluency in speaking in front of the class. Therefore, the following data is expected to provide a clearer picture of the

application of strategic competence at each student's ability level.

Participants with higher English proficiency tended to use more varied and controlled communication strategies. They were able to overcome emerging difficulties without significantly disrupting the flow of the material. Furthermore, the use of strategies such as paraphrasing, code-switching, and nonverbal gestures appeared to be natural. This is reflected in the following statement:

“Kalau pas presentasi saya lupa satu kata dalam bahasa Inggris, biasanya saya coba jelasin pakai kata lain yang mirip artinya. Kadang juga saya campur pakai bahasa Indonesia biar teman-teman sama guru tetap ngerti maksud saya. Terus, saya jarang pakai fillers kayak ‘emm’ atau ‘uh’. Biasanya kalau lagi mikir, saya malah memanjangkan intonasi di akhir kalimat. Selain itu, kadang saya juga pakai gerakan tangan kalau lupa kata tertentu. Gerakan itu lumayan bantu saya buat ingat lagi sama kata yang mau saya ucapin, sekaligus bikin orang yang denger jadi lebih paham.” (D, Wawancara Offline, 24 Februari 2026).

“If I forget a word in English during a presentation, I usually try to explain it using another word with a similar meaning. Sometimes I also mix in Indonesian so my friends and teachers still understand what I mean. Also, I rarely use fillers like 'um' or 'uh.' Usually when I'm thinking, I actually lengthen the intonation at the end of a sentence. Besides that, sometimes I also use hand gestures if I forget a certain word. These gestures help me remember the word I want to say and also make the listener understand

better.” (D, Interview Offline, February 24, 2026, Researcher translation).

The Furthermore, a participant with an medium level of English proficiency also demonstrated efforts in implementing various communication strategies. However, in practice, he still encountered some obstacles, especially in certain situations, such as when he hadn't prepared his presentation properly. Despite this, he still tried to maintain fluency in communication by utilizing available strategies, although his use was not entirely consistent. This can be seen in the following statement:

“Kalau saya lagi lupa kosakata atau kalimat dalam bahasa Inggris, biasanya saya coba ganti pakai kata lain yang artinya hampir sama. Tapi kalau benar-benar nggak ingat, kadang saya tanya ke teman tentang bahasa Inggrisnya. Saya pernah ngalamin itu waktu bagian penutup presentasi, soalnya waktu itu belum sempat nyiapin kalimat closing. Pas presentasi juga saya lumayan sering pakai fillers kayak ‘emm’ atau ‘uh’, apalagi kalau lagi lupa mau ngomong apa. Soalnya itu cukup bantu saya buat ngasih waktu mikir kata selanjutnya, walaupun saya sadar juga kalau terlalu sering dipakai bisa ganggu fokus audiens. Selain itu, kadang saya juga pakai gerakan tangan kalau lagi lupa kata tertentu. Gerakan itu bisa bantu saya buat ingat lagi, dan juga bikin teman-teman sama guru lebih paham maksud yang saya jelasin.” (F, Wawancara Offline, 24 Februari 2026).

“If I forget a word or phrase in English, I usually try to replace it with another word that has a similar meaning. But if I really can not

remember, sometimes I ask a friend for the English translation. I once experienced that during the closing part of a presentation, because I did not have time to prepare a closing sentence. During presentations, I also quite often use fillers like 'um' or 'uh,' especially when I forget what I want to say. Because it helps me think of the next word, although I also realize that using them too often can distract the audience's focus. Besides that, sometimes I also use hand gestures when I forget a certain word. These gestures can help me remember it and also make my friends and teachers understand what I am explaining better.” (F, Interview Offline, February 24, 2026, Researcher translation).

The Participants with low level of English proficiency demonstrated relatively similar communication strategy usage patterns, but with a higher reliance on basic strategies such as the use of their first language and fillers. This indicates that although communication strategies are still used, their effectiveness still needs to be improved to avoid disrupting the smooth delivery of the material. The following statement illustrates this situation:

“Kadang pas presentasi saya lupa kosakata atau kalimat dalam bahasa Inggris, biasanya saya coba jelasin pakai kata lain yang artinya mirip. Kadang juga saya pakai gerakan tangan buat ngejelasin maksudnya biar teman-teman lebih gampang paham. Tapi kalau benar-benar nggak ingat, biasanya saya pakai bahasa Indonesia supaya penjelasan saya tetap bisa dimengerti sama audiens dan guru. Selain itu, saya juga lumayan sering pakai fillers kayak ‘emm’ atau ‘uh’ waktu presentasi. Karena itu cukup ngebantu

saya buat ngasih waktu mikir dan nginget kalimat berikutnya. Tapi di sisi lain, saya juga agak khawatir kalau terlalu sering dipakai bisa bikin audiens jadi kurang fokus dengerin penjelasan saya.” (T, Wawancara Offline, 24 Februari 2026).

“Sometimes during presentations I forget vocabulary or sentences in English; usually I try to explain using other words with similar meanings. Occasionally I also use hand gestures to clarify my meaning so my friends can understand more easily. But if I really can not remember, I usually use Indonesian so my explanation can still be understood by the audience and teacher. Besides that, I also quite often use fillers like 'um' or 'uh' during presentations. Because it helps me to give myself time to think and remember the next sentence. But on the other hand, I am also a bit worried that if I use them too often, it will make the audience less focused on listening to my explanation.” (T, Interview Offline, February 24, 2026, Researcher translation).

Based on the interview and observation results presented, it can be concluded that students' strategic competence shows quite clear variations depending on their English proficiency level. Students with high proficiency tended to be able to use a more diverse and effective range of communication strategies, such as paraphrasing, code-switching, and nonverbal gestures, without disrupting the smooth delivery of the material. Meanwhile, students with medium proficiency also implemented several similar strategies, but their use was inconsistent and sometimes influenced by a lack of

preparation, resulting in slightly impaired communication fluency in certain situations.

Conversely, students with low proficiency tended to rely more on basic strategies, such as using their first language and fillers. While these strategies helped them maintain their presentation, their frequent use could potentially reduce fluency and distract the audience. Nevertheless, the use of gestures and attempts at paraphrasing still demonstrated students' awareness of maintaining communication. Therefore, it can be concluded that students' strategic competence develops with their English proficiency level, particularly in terms of the variety, effectiveness, and consistency of their use of communication strategies when facing difficulties during a presentation.

4.1.2 Students' Strategies in Presenting the Discussion Result

4.1.2.1 Taking Notes on Important Points

Interview results indicated that participants prepared themselves before presentations by studying the material beforehand in order to understand the discussion better. This preparation helped them explain the material more fluently during the presentation. In addition, participants commonly used PowerPoint as the main

medium to deliver the material. By including key points in the slides, they felt more guided during the presentation and did not need to memorize all of the content.

One participant with low English proficiency stated that she did not prepare additional notes because the key points were already included in the PowerPoint presentation, so she simply followed the slides throughout. However, this finding contrasts with the researcher classroom observations. The transcript is as follows:

“Waktu nyiapin presentasi, saya biasanya nggak bikin catatan tambahan. Soalnya poin-poin penting yang mau saya sampaikan udah saya masukin ke PowerPoint yang saya siapin sebelumnya. Jadi, karena materinya udah ada di slide, saya tinggal ngikutin bagian-bagian itu aja pas jelasin di depan kelas.” (T, Wawancara Offline, 24 Februari 2026).

“When preparing a presentation, I usually don't take additional notes. The important points I want to convey are already included in the PowerPoint presentation I prepared beforehand. So, since the material is already on the slides, I just follow those sections when explaining it to the class.” (T, Interview Offline, February 24, 2026, Researcher translation).

Based on the researcher observations, the participant statement appeared inconsistent with the

conditions found in the classroom. The researcher observed that the participant delivered the presentation while carrying a pre-prepared notebook. During the presentation, the participant was also seen looking at her notes more often than directing her attention to the audience.

Based on the interview results, it can be concluded that note-taking is one strategy used by participants to facilitate smooth presentations. However, the implementation of this strategy varies among participants. Generally, participants prepared by studying the material in advance and using PowerPoint as their primary guide during the presentation. Including key points on the slides helped them remember the content, eliminating the need to memorize the entire discussion.

However, based on classroom observations, discrepancies were found between participants' statements during the interviews and the actual presentation situation. Although participants stated they relied solely on the points on the PowerPoint slides without taking additional notes, researchers observed that these participants carried notebooks and referred to them

more frequently during the presentation than when facing the audience. This suggests that the use of note-taking strategies can vary among participants, depending on their needs, level of proficiency, and confidence in presenting.

4.1.2.2 Practicing Speaking

Interview results indicated that participants did not specifically practice speaking before presentations, but preferred to review the material they were going to present. During this process, participants used a previously prepared PowerPoint presentation to help them remember key points. This review activity helped them identify what they had already understood and what needed further study.

One participant stated that she usually reviewed the material and reviewed the prepared PowerPoint presentation before starting the presentation.

“Kalau sebelum presentasi di kelas, saya biasanya nggak latihan speaking secara khusus. Saya lebih sering review lagi materi yang mau saya sampaikan, biasanya malam sebelumnya atau beberapa jam sebelum presentasi dimulai. Waktu review, saya biasanya lihat lagi PowerPoint yang udah saya siapin sebelumnya. Dari situ saya coba nginget lagi poin-poin penting yang mau saya jelasin. Dengan cara itu, saya jadi tahu bagian materi yang udah saya paham dan bagian mana yang masih perlu saya

pelajari lagi.” (D, Wawancara Offline, 24 Februari 2026).

“Before presenting in class, I do not practice speaking specifically. I often review the material I am going to present, usually the night before or a few hours before the presentation begins. During the review, I usually look back at the PowerPoint presentation I prepared beforehand. From there, I try to recall the important points I want to explain. That way, I know what parts of the material I already understand and what I still need to learn.” (D, Interview Offline, February 24, 2026, Researcher translation).

The other participant also said that he practiced before presentations by rewriting the material he had studied. This helped him remember key points and better understand the material before presenting to the class.

“Iya saya latihan, cuman metode saya berbeda. Malamnya sebelum presentasi, atau beberapa jam sebelumnya, saya suka latihan dulu. Biasanya saya nulis ulang materi yang udah saya pelajari sebelumnya. Dari situ saya jadi lebih ingat sama poin-poin penting yang mau saya sampaikan. Cara itu juga ngebantu saya buat lebih paham sama materinya sebelum dijelaskan di depan kelas.” (F, Wawancara Offline, 24 Februari 2026).

“Yes, I practice, but my method is different. The night before the presentation, or a few hours before, I like to practice first. I usually rewrite the material I have studied beforehand. That way, I remember the important points I want to convey better. This method also helps me understand the material better before explaining it in front of the class.” (F, Interview Offline, February 24, 2026, Researcher translation).

The others participant also said that she practiced speaking several days before the presentation and then practiced again the night before. This helped her identify any challenging parts, making her feel more prepared for the presentation.

“Iya saya melakukan itu, biasanya sih beberapa hari sebelum presentasi saya latihan speaking dulu. Terus malam sebelum tampil, saya latihan lagi sambil ngomong di depan cermin. Dari situ saya jadi tahu bagian mana yang masih susah pas ngomong. Jadi waktu hari presentasi, saya ngerasa lebih siap dan kesulitan yang mungkin muncul juga bisa lebih dikurangin.” (T, Wawancara Offline, 24 Februari 2026).

“Yes, I do that. Usually, I practice speaking a few days before the presentation. Then, the night before the performance, I practice again while speaking in front of a mirror. That way, I can identify which parts of my speech are still difficult. So, on the day of the presentation, I feel more prepared and any potential difficulties can be minimized.” (T, Interview Offline, February 24, 2026, Researcher translation).

Based on the interview results, it can be concluded that practicing speaking was one of the strategies used by participants before presentations. However, the methods used by each participant varied. The first participant did not practice speaking directly, but instead preferred to review prepared materials and PowerPoint presentations. The second participant practiced by rewriting the material they had studied.

Meanwhile, the third participant practiced speaking several days before the presentation and then practiced again the night before by speaking in front of a mirror.

These findings indicate that practicing speaking was implemented in a variety of ways, depending on each participant's habits. Although the methods differed, all of these strategies helped participants remember the material, understand the discussion, identify areas of difficulty, and feel better prepared for their presentations.

4.1.2.3 Using Visual Media

Interview results showed that participants used visual media such as PowerPoint to help convey material during presentations. This made it easier for participants to explain key points and helped the audience understand the material. One participant stated that using PowerPoint made it easier to convey material:

“Ya saya pakai, saya pakai media visual kayak PowerPoint buat bantu jelasin materi. Dengan adanya PowerPoint, saya jadi lebih gampang nyampaiin poin-poin penting yang mau saya jelasin. Selain itu, pakai media itu juga bikin audiens sama guru lebih mudah ngerti dan ngikutin materi yang saya sampaikan.” (D, Wawancara Offline, 24 Februari 2026).

“Yes, I do. I use visual media like PowerPoint to help explain the material. PowerPoint makes it easier for me to convey the key points I want to explain. Furthermore, using this medium also makes it easier for the audience and teacher to

understand and follow the material I'm presenting." (D, Interview Offline, February 24, 2026, Researcher translation).

The other participant also said that he used visual media such as PowerPoint during presentations, because it helped him explain the material more easily and made the audience understand the content of the material better.

"Biasanya saya pakai media visual kayak PowerPoint pas presentasi. Menurut saya, PowerPoint itu cukup ngebantu karena poin-poin pentingnya udah ada di slide. Jadi saya lebih gampang jelasin materinya, dan teman-teman sama guru juga jadi lebih mudah ngerti apa yang saya sampaikan." (F, Wawancara Offline, 24 Februari 2026).

"I usually use visual media like PowerPoint when I present. I find PowerPoint quite helpful because the important points are already on the slides. This makes it easier for me to explain the material, and it's also easier for my friends and teachers to understand what I'm saying." (F, Interview Offline, February 24, 2026, Researcher translation).

The others participant also said that he used PowerPoint as a visual medium during presentations to help guide the delivery of the material, so that he did not need to prepare additional notes and the audience could more easily understand his explanation.

"Pas presentasi saya pakai media visual kayak PowerPoint buat bantu ngejelasin materi. Soalnya poin-poin pentingnya udah ada di slide, jadi saya nggak bikin catatan tambahan lagi.

Menurut saya, pakai PowerPoint juga bikin audiens lebih gampang nyimak dan ngerti materi yang saya jelasin di depan kelas.” (T, Wawancara Offline, 24 Februari 2026).

“When I give presentations, I use visual media like PowerPoint to help explain the material. The important points are already on the slides, so I don't have to take additional notes. I also find that using PowerPoint makes it easier for the audience to listen and understand the material I'm explaining to the class.” (T, Interview Offline, February 24, 2026, Researcher translation).

Based on the interview results, it can be concluded that the use of visual media such as PowerPoint was a strategy employed by all participants during presentations. PowerPoint helped them convey material more easily because key points were already provided on the slides, eliminating the need to memorize the entire material.

Furthermore, the use of PowerPoint also made it easier for the audience to understand and follow the material presented. Thus, visual media not only assisted participants in explaining but also made the presentation clearer for the audience.

4.1.2.4 Preparing Well

Interview results indicated that participants prepared their presentations by organizing the flow of the material and identifying key points. This preparation

helped participants better understand the material and gain confidence during the presentation. One participant stated that he prepared the flow of the material and key points before the presentation:

“Ya, biasanya sebelum presentasi saya nyiapin dulu alur materi yang mau saya jelasin. Saya juga pilih-pilih poin penting buat dimasukin ke PowerPoint biar nanti pas jelasin lebih gampang. Menurut saya, persiapan itu penting banget, soalnya kalau materinya udah siap, saya jadi lebih paham dan lebih pede waktu presentasi di depan kelas.” (D, Wawancara Offline, 24 Februari 2026).

“Yes, usually before a presentation, I prepare a flow chart of the material I'm going to explain. I also choose key points to include in the PowerPoint presentation so it's easier to explain later. I think preparation is crucial, because when I have the material ready, I understand it better and feel more confident when presenting to the class.” (D, Interview Offline, February 24, 2026, Researcher translation).

The other participant also said that he prepared for his presentation by organizing the material and determining key points to include in his PowerPoint presentation. This preparation helped him deliver the material more organized and boosted his confidence during the presentation.

“Iya sebelum presentasi saya nyiapin dulu urutan materi yang mau saya jelasin. Terus saya pilih poin-poin penting buat dimasukin ke PowerPoint biar pas ngejelasin lebih gampang. Saya juga biasanya nyiapin bagian pembuka dulu sebelum masuk ke inti materi. Dengan cara itu,

penjelasannya jadi lebih rapi dan enak diikuti sama teman-teman. Menurut saya, persiapan itu penting banget, soalnya kalau udah siap, saya jadi lebih pede waktu presentasi di depan kelas.” (F, Wawancara Offline, 24 Februari 2026).

“Yes, before a presentation, I first prepare the sequence of the material I want to explain. Then I choose the important points to include in the PowerPoint presentation to make it easier to explain. I also usually prepare the introduction before getting into the main material. That way, the explanation is more organized and easier for my friends to follow. I think preparation is very important, because when I am prepared, I feel more confident when presenting in front of the class.” (F, Interview Offline, February 24, 2026, Researcher translation).

The others participant also said that she prepared for her presentation by organizing the flow of the material, identifying key points, and providing examples for each section to make the explanation easier to understand. This preparation helped her feel more prepared and confident when presenting to the class.

“Ya Biasanya sih sebelum presentasi saya nyiapin dulu alur materi yang mau saya jelasin. Saya sesuaikan sama topiknya, terus poin-poin pentingnya saya masukin ke PowerPoint biar lebih gampang pas ngejelasin. Di tiap bagian, saya juga coba kasih contoh biar teman-teman lebih gampang ngerti. Menurut saya, persiapan itu penting banget, soalnya ngaruh ke kelancaran pas presentasi. Kalau udah siap, saya jadi lebih pede waktu tampil di depan kelas.” (T, Wawancara Offline, 24 Februari 2026).

“Yes, usually before a presentation, I prepare the flow of the material I want to explain. I adjust it to the topic, then I put the important points into

PowerPoint to make it easier to explain. In each section, I also try to provide examples so my friends can understand more easily. In my opinion, preparation is very important because it affects the smoothness of the presentation. When I'm prepared, I feel more confident when I appear in front of the class.” (T, Interview Offline, February 24, 2026, Researcher translation).

Based on the interview results, it can be concluded that preparing well is an important strategy used by participants before giving a presentation. All participants prepared by organizing the flow of the material and determining key points to include in the PowerPoint presentation. Some participants also added introductions and examples to each section of the material to make explanations easier to understand. This preparation helped them deliver the material more coherently and clearly to the class.

Furthermore, good preparation also impacted participants' confidence during presentations. By understanding the material to be presented and having clear guidance through PowerPoint, participants felt more prepared and confident when presenting in front of the class. This demonstrates that thorough preparation not only helps with delivering the material but also boosts confidence during presentations.

4.2 Discussion

4.2.1 The Challenges Facedly Senior High School Students Face When Presenting the Results of a Discussion in English Language

The results of this study indicate that high school students still face various challenges when presenting discussion results in English. These challenges include grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. This finding aligns with Canale and Swain's (1980) concept of communicative competence, which states that communication skills are not solely dependent on a single aspect of language but rather a combination of several competencies.

4.2.1.1 Grammatical Competence

Based on research findings, grammatical skills are a major challenge for students, particularly in vocabulary, grammar, and pronunciation. In terms of vocabulary, students often experienced difficulty finding suitable words to express their ideas clearly during presentations. For example, one participant stated that when explaining debate material, he needed more time to choose the right words so that his arguments could be understood properly. Another participant also mentioned

that during storytelling, he forgot the English word for "convey" and finally replaced it with another word such as "explain."

In grammar, students were often confused about sentence structure and the use of tenses. One participant explained that he was unsure which tense should be used because English has many tenses, causing him to hesitate when speaking. Another participant admitted that he once said, "*Today, I will explain about result discussion from me,*" and later realized that the sentence structure was incorrect.

In pronunciation, students also faced difficulties when pronouncing unfamiliar words, which sometimes made their speech unclear. One participant stated that he unconsciously mixed different accents, such as British and American accents, while another participant had difficulty pronouncing words she rarely heard or used. These problems often caused students to hesitate, pause, and sometimes even resort to Indonesian when they had difficulty finding words or constructing appropriate sentences.

This aligns with research by Jidah (2025), which states that limited vocabulary can hinder students from

conveying ideas fluently. Furthermore, Abrar (2024) also explains that grammatical errors and a lack of vocabulary mastery are major barriers to English-speaking skills. Gilakjani (2016) emphasized that incorrect pronunciation can make the message conveyed less clear.

Therefore, it can be concluded that limited grammatical skills not only affect speaking fluency but also impact students' confidence during presentations.

4.2.1.2 Sociolinguistic Competence

The researcher found that students struggled to use English appropriately in formal contexts, particularly when opening and closing presentations and answering questions. Some students still used overly casual expressions, such as "guys," or felt confused about choosing more polite and formal words.

One participant admitted that he once opened his presentation by saying "Hello, guys" and ended it with "Thanks, guys." Although he felt that these expressions created a more relaxed atmosphere, he realized that they were less appropriate for a formal classroom presentation. Another participant stated that he was often confused about distinguishing which expressions were truly formal and suitable for academic situations.

Because of this, he sometimes hesitated when speaking and worried that the sentences he used might be inappropriate. He also explained that there were some words or expressions he used without fully understanding their meanings, which made him feel even less confident during the presentation.

In addition, another participant mentioned that although she had tried to adjust her language to the formal classroom context, she still felt worried that some of her words or sentences might sound impolite or unsuitable without her realizing it. These findings indicate that students not only had difficulty selecting polite expressions, but also lacked confidence in using English appropriately in formal settings.

This finding is supported by research by Fitriani et al. (2019), which showed that students often struggle to adapt their language use to formal situations. Ali et al. (2016) also stated that sociolinguistic skills are crucial for using language appropriately in social contexts.

Furthermore, the influence of their first language (Bahasa Indonesia) was also evident in students' pronunciation and intonation. One participant stated that her habit of speaking Indonesian did not strongly affect

the way she spoke English. However, classroom observations showed that her pronunciation and intonation were still influenced by her first language, as her speech sounded strongly emphasized or "medok." This condition shows that first language habits may unconsciously affect students when they speak English in formal presentations. This aligns with research by Purba (2022), which found that their first language can influence how students speak English, particularly in formal situations.

Therefore, sociolinguistic skills relate not only to politeness in language but also to understanding the context in which language is used appropriately.

4.2.1.3 Discourse Competence

The research results show that students' ability to organize and connect ideas (discourse competence) varies depending on their English proficiency level. Students with high proficiency tend to be better able to organize ideas coherently and use conjunctions effectively. Meanwhile, students with medium and low proficiency still experience difficulties in organizing ideas logically and using a variety of conjunctions.

For students with medium proficiency, the main difficulty was arranging ideas in a clear and logical order, especially when presenting unfamiliar material. One participant stated that he often became confused about where to begin when the topic was new and had not been studied before. This finding indicates that students may understand some parts of the material, but they still struggle to structure their explanations systematically during presentations. As a result, their presentations may sound less organized, and the audience may find it harder to follow the flow of ideas.

For students with low proficiency, the challenge was more related to connecting one idea to another smoothly. One participant explained that she still had difficulty using different transition words, so she often repeated simple expressions such as *“okay, next.”* This limited use of conjunctions shows that students may rely on very basic linking expressions instead of using more varied transitions such as *“firstly,” “furthermore,” “in addition,”* or *“finally.”* Consequently, the presentation may sound repetitive and less natural.

In addition, the findings also showed that supporting media such as PowerPoint helped students

maintain the sequence of ideas during presentations. By following the points written on the slides, students were more able to stay focused on the topic and explain the material step by step. This means that visual media can function as guidance for students who still have difficulty organizing spoken explanations independently.

This finding aligns with research by Astuti and Lammers (2017), which states that students with higher language proficiency levels tend to have more structured and coherent speaking skills. Furthermore, Tsunemoto and Trofimovich (2024) emphasized that the integration and connection of ideas are crucial in presentations. The use of media such as PowerPoint also helps students present material in a more structured manner. This finding is supported by research by Haq and Madany (2025), which shows that visual media can help students organize and convey ideas more clearly.

Therefore, it can be concluded that discourse competence plays a crucial role in helping students convey ideas in a structured and easily understood manner.

4.2.1.4 Strategic Competence

The researcher also found that students used various strategies to overcome difficulties during presentations, such as paraphrasing, code-switching, fillers, and nonverbal gestures. However, the use of these strategies varied depending on the student's ability level.

Students with higher ability tended to apply strategies in a more controlled and effective way. When they forgot a word, they usually replaced it with another word that had a similar meaning so the presentation could continue smoothly. For example, one participant explained that when he forgot a vocabulary item, he tried to explain it using other words instead of stopping. He also sometimes mixed Indonesian with English so that the teacher and classmates could still understand his meaning. In addition, he rarely used fillers such as “*um*” or “*uh*” and preferred to lengthen his intonation while thinking. He also used hand gestures to help him remember the word and make the audience understand more easily. These strategies show that students with higher proficiency were able to maintain communication without seriously interrupting fluency.

Students with medium ability also used similar strategies, but their application was less consistent. One participant stated that when he forgot a word or sentence, he usually replaced it with another expression with a similar meaning. However, if he could not remember it at all, he sometimes asked his friend for help. He gave an example that this happened during the closing part of his presentation because he had not prepared a closing sentence beforehand. He also frequently used fillers such as “*um*” or “*uh*” to gain time to think of the next word. Although these strategies helped him continue speaking, they also indicated that lack of preparation could affect the smoothness of the presentation.

Meanwhile, students with lower ability relied more on basic strategies, especially using Indonesian and fillers. One participant explained that when she forgot vocabulary or sentences in English, she tried to explain them with similar words or used gestures to support her explanation. However, if she could not remember at all, she switched to Indonesian so that the audience and teacher could still understand her message. She also admitted that she often used fillers because they helped her think and remember the next sentence. Nevertheless,

she realized that excessive fillers could reduce the audience's focus. This finding suggests that students with lower proficiency still attempted to maintain communication, but their strategies were more limited and sometimes affected fluency.

Students with higher ability tended to use more varied and effective strategies without disrupting the fluency of the presentation. This aligns with research by Nakatani (2006), which states that good language learners are usually able to use a variety of communication strategies to overcome difficulties. Furthermore, Zhou and Huang (2018) also explained that communication strategies can help students maintain fluency.

On the other hand, students with lower ability more often used simple strategies such as using Indonesian and fillers (such as "um" or "uh"). According to Clark and Tree (2002), fillers can help provide time for thinking, but if used too frequently, they can distract the audience. Therefore, strategic competence is crucial in helping students overcome difficulties when speaking, but it must be used appropriately to avoid compromising the quality of the presentation.

Overall, the results of this study indicate that the challenges students face in English presentations stem not only from language skills but also from other factors such as self-confidence and daily language habits. The four aspects of competence (grammatical, sociolinguistic, discourse, and strategic) are interrelated and influence students' speaking abilities.

This suggests that improving students' speaking skills requires more than just focusing on grammar; they also need to pay attention to contextual language use, the ability to organize ideas, and the use of communication strategies. Therefore, teachers are advised to provide more opportunities for speaking practice, practice using language in formal contexts, and guide students in the use of effective communication strategies to improve their presentation skills comprehensively.

4.2.2 The Strategies Used By Senior High School Students to Overcome the Challenges When Presenting the Results of Discussion in English Language

In addition to identifying various challenges, this study also indicated that students used several strategies to assist them when delivering presentations in English. These strategies included taking notes on key points, practicing speaking, using

visual media, and thorough preparation. Overall, these strategies helped students better understand the material, convey their ideas in a more structured manner, and increase their confidence during presentations.

4.2.2.1 Taking Notes on Important Points

The research results showed that most students did not specifically take additional notes, relying more on PowerPoint presentations that already contained key points. These points made it easier for students to remember the material without having to memorize the entire presentation. For example, one participant explained that before presenting, she usually inserted the important points she wanted to explain into the PowerPoint slides. Because the material was already available on the slides, she only needed to follow each section while explaining in front of the class.

This shows that PowerPoint was not only used as visual media but also functioned as a substitute for written notes. The presence of clear key points helped students speak in a more organized way and reduced the possibility of forgetting the sequence of the material during the presentation. This aligns with Piolat et al. (2005) finding that noting key points can aid in

understanding and recalling information. In this context, PowerPoint presentations containing key points can serve as a guide for students when presenting.

However, observations revealed that not all students relied solely on PowerPoint presentations. One student still used additional notes during presentations. During classroom observation, the researcher found that one participant brought a notebook that had been prepared before the presentation. The participant was also seen looking at the notebook more often than directing attention to the audience. This indicates that although students stated that the slides were enough to guide them, some of them still needed personal notes as extra support. It is possible that the notebook was used to write detailed explanations, difficult vocabulary, or opening and closing sentences that were not included in the slides. This suggests that each student has different needs, particularly related to their confidence levels.

According to Ozcakmak (2019), using notes while speaking can help reduce nervousness and support fluency, especially for students who lack confidence. Therefore, the strategy of noting key points, whether through PowerPoint presentations or personal notes, still

plays a crucial role in helping students deliver material more fluently.

4.2.2.2 Practicing Speaking

This study also showed that students differed in their pre-presentation practice methods. Some students engage in direct speaking practice but focus on understanding the material through review activities. One participant stated that she did not usually practice speaking directly before presenting. Instead, she preferred to review the material the night before or a few hours before the presentation. She also reopened the PowerPoint slides that had been prepared previously in order to remember the important points that would be explained. Through this activity, she was able to identify which parts of the material she had already understood and which parts still needed further study. This indicates that for some students, preparation through review was considered more useful than oral rehearsal because it strengthened their understanding of the content.

On the other hand, others practiced by rewriting the material or speaking in front of a mirror. One participant explained that he practiced by rewriting the material he had studied before the presentation. By

rewriting the content, he could remember the important points more easily and understand the material better before explaining it in front of the class. Another participant used more direct speaking practice. She stated that she practiced speaking several days before the presentation and repeated the practice again the night before while speaking in front of a mirror. Through this method, she could identify which parts were still difficult to pronounce or explain. As a result, she felt more prepared and believed that possible difficulties during the presentation could be reduced.

These findings align with research by Seralievna (2026), which states that strategies such as reviewing and practicing can help improve students' preparedness for speaking. Furthermore, direct speaking practice, such as speaking in front of a mirror, can also help increase confidence and fluency (Toni, 2025).

These differences in practice methods indicate that each student has a different learning style. However, all of these methods provide the same benefits: helping students understand the material, identify areas of difficulty, and prepare themselves before presentations. Therefore, it can be concluded that practice, both direct

and indirect, plays a crucial role in improving students' preparedness for presentations.

4.2.2.3 Using Visual Media

The use of visual media such as PowerPoint was one of the main strategies employed by students in this study. PowerPoint helps students convey key points so they do not have to memorize the entire material. Based on the interview results, all participants stated that they used PowerPoint during presentations because the important points had already been written on the slides.

One participant explained that PowerPoint made it easier for him to deliver the key ideas he wanted to explain. Another participant also stated that PowerPoint was helpful because the main points were already available, so he could explain the material more easily.

This indicates that PowerPoint functioned as a guide that helped students maintain the sequence of ideas and reduce the possibility of forgetting the content while presenting.

Furthermore, this media also helps the audience more easily understand the presentation content. One participant mentioned that using PowerPoint made it easier for classmates and the teacher to understand and

follow the material being presented. Another participant also explained that the slides helped the audience listen more carefully and understand the explanation more clearly. This suggests that visual media did not only benefit the presenter but also supported the audience by providing clear written points that matched the oral explanation. As a result, the presentation became more organized, easier to follow, and more interactive for listeners.

This finding is supported by research by Haq (2025), which states that visual media can help presenters organize material and improve audience comprehension. Furthermore, Pratami et al. (2018) also found that the use of PowerPoint can make material presentations clearer and more engaging.

With visual media, students can focus more on how to deliver the material rather than memorizing the content. This makes the presentation more focused and easier for the audience to understand. Thus, the use of visual media not only helps students explain the material but also improves the overall quality of the presentation.

4.2.2.4 Preparing Well

Another strategy identified in this study was thorough preparation before presentations. All students indicated that they planned the flow of the material, identified key points, and structured the PowerPoint presentation before presenting to the class. From the interview results, one participant said that he usually arranged the sequence of the material first and then selected the important points to be included in the slides. He felt that when the material had been prepared well, he could understand it more easily and become more confident when presenting in front of the class. This shows that preparation was not only about collecting material but also about arranging ideas into a clear and systematic presentation.

Some students also included examples to make explanations easier to understand. One participant stated that besides arranging the order of the material, he also prepared the opening section before entering the main discussion. According to him, the change made his explanation more organized and easier for classmates to follow. Another participant pointed out that she adjusted the flow of the material to the topic being discussed and

added examples in each section so that her classmates could understand the explanation more easily. These findings show that students knew they had to prepare both the content and its delivery.

This aligns with research by Khan et al. (2018), which states that good preparation can improve speaking fluency and self-confidence. Furthermore, Brooks and Wilson (2014) also explained that students who prepare before presentations tend to perform better and be more confident.

Thorough preparation helps students understand the material more deeply, allowing them to convey their ideas more clearly and structurally. Furthermore, preparation can also reduce nervousness when speaking in front of the class. Therefore, it can be concluded that preparation is a crucial factor in determining the success of student presentations.

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.

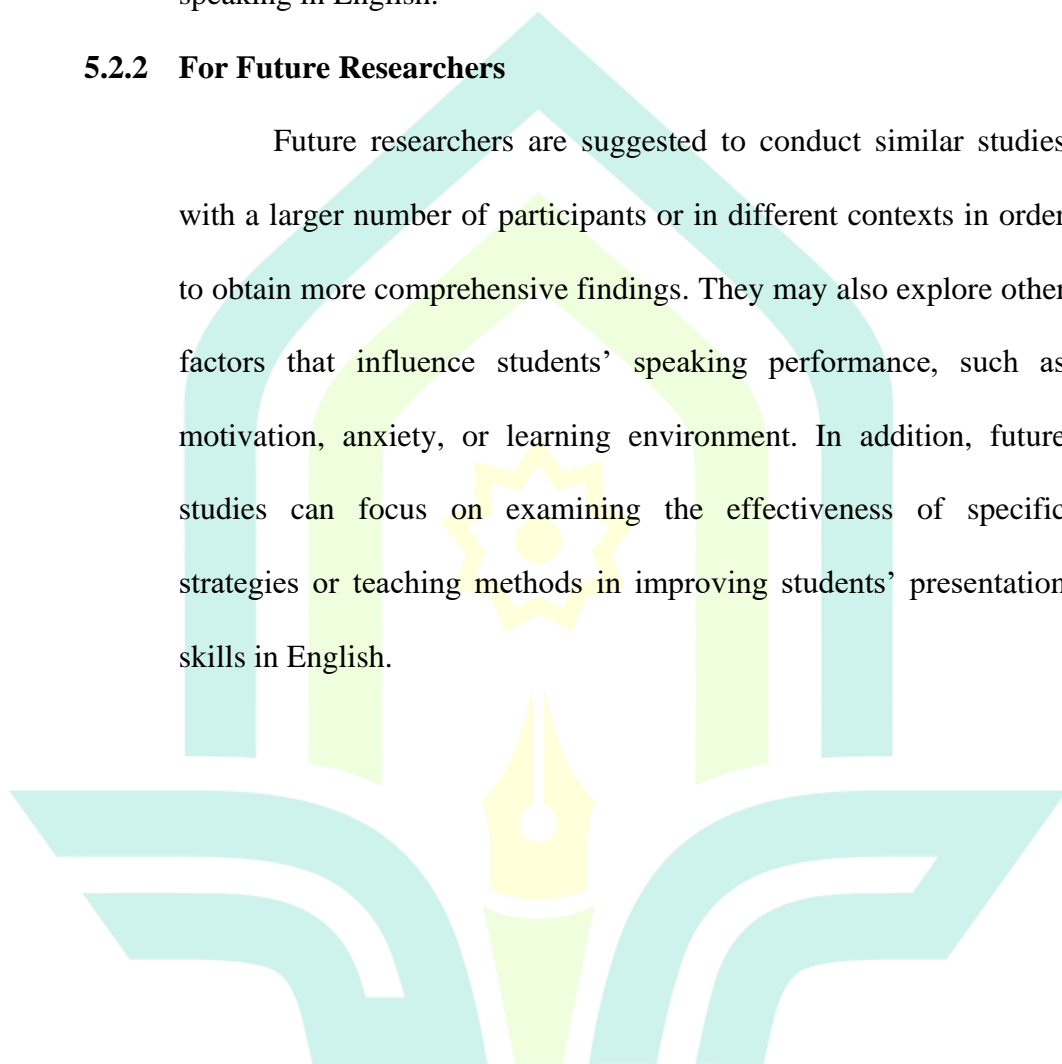
5.2.1 For Teachers

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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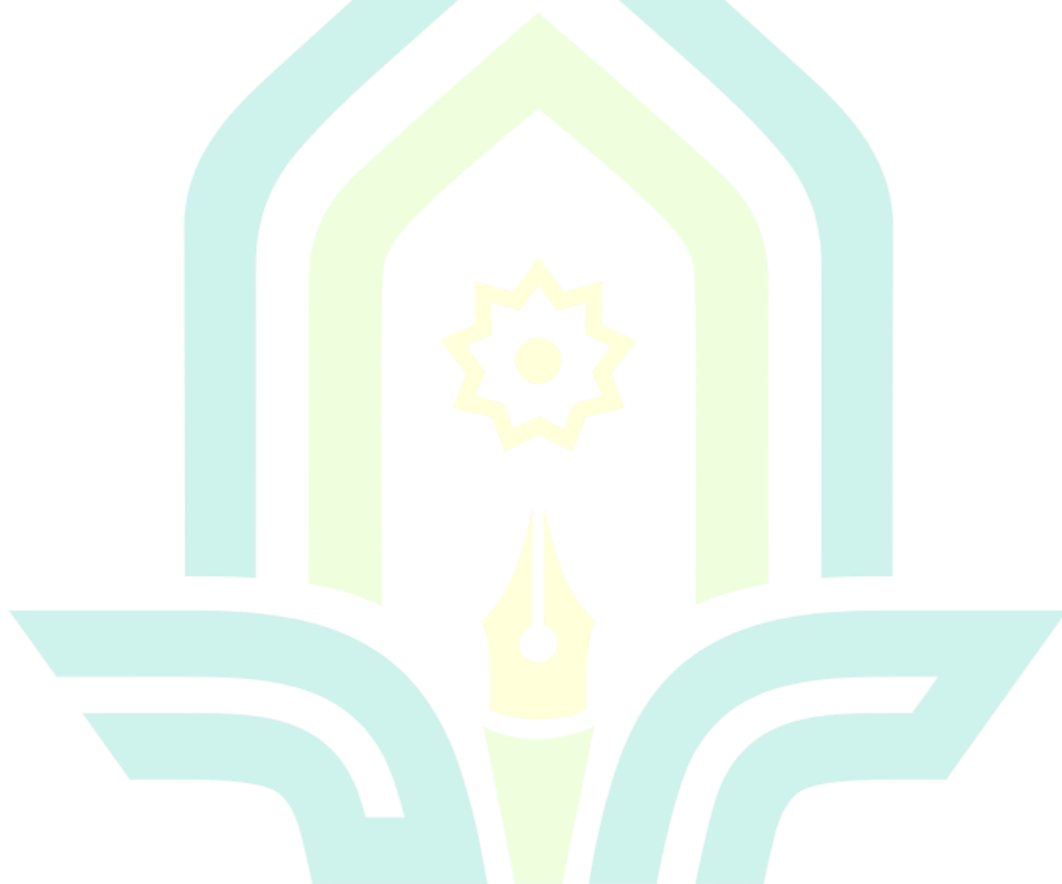
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