

## **The Threats to the Execution of the English Presentation Task for University Students**

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### **Abstract**

English presentation tasks for university students are designed to enhance communication skills, boost confidence, and improve language proficiency. These tasks involve researching topic, organizing content, and delivering it effectively to an audience. However, not all students can deliver it confidently. The purpose of the study was to find out what elements affect EFL learners' comprehension of the materials when English presenting assignments are implemented. To triangulate the data for this qualitative descriptive study, interviews and classroom observations were used. The researcher employed methods such as data reduction, data display, and conclusion drafting in order to analyze the data. The findings demonstrated that giving students English presenting assignments improved their comprehension of the subject matter. To put it another way, the tasks helped students understand the topic better. However, the assignment's ability to completely improve comprehension was limited by impediments such students' worry, psychological hurdles, time limits, and procrastination. Furthermore, students stated that although the assignment was helpful, these challenges frequently affected their confidence and participation in the presentations. These tasks involve researching a topic, organizing content, and delivering it effectively to an audience

**Keywords:** English presentation task, EFL learners, Materials understanding

### **A. Introduction**

In EFL classes, the main objective for learners is to master English and be able to use it for effective global communication. This aligns with the role of English as an international language, facilitating cross-border relations, trade, and the exchange of information. A critical aspect of communication is the ability to convey ideas accurately. As Iskandarwassid and Sunendar (2009) pointed out, a person's proficiency in a language depends on the opportunities they have to use that language. Therefore, consistent practice is essential to ensure that learners

can use English proficiently. The more someone uses a language orally, the more skilled they become. Without enough opportunities for practice, learners may struggle to internalize the language, potentially leading to a lack of fluency or confidence in communication. Regular speaking practice not only helps improve pronunciation and fluency but also develops the ability to structure ideas coherently in English. Swain (2005) also emphasized that learners engage with language more deeply when producing it rather than merely receiving input. This active use of language forces learners to engage on a deeper level, making connections between different language rules and the content they want to convey, rather than relying on memorization. Consequently, lecturers should assign exercises that increase English usage to enhance learners' material understanding. English presentation assignments are one such exercise, offering learners the opportunity to delve deeply into a topic, organize their thoughts, and communicate their understanding clearly, which not only strengthens language skills but also promotes deeper engagement with the materials. In EFL contexts, effective language use is intertwined with understanding the material thoroughly. This requires learners to grasp both content and context, demonstrating both linguistic proficiency and comprehension of the subject matter. In academic settings where English is the medium of instruction, the ability to explain material clearly reflects a solid understanding, which is essential for learners to participate effectively in various learning situations.

Based on observations from the researcher at the Universitas Negeri Makassar on September 4, 2023, it was found that learners often struggled with comprehending content independently, frequently relying on pre-translated text on presentation slides. This reliance suggests a lack of ability to process English content independently. Learners often view English presentation assignments as challenging, contributing to anxiety and a lack of motivation to engage with the material fully. Leong and Ahmadi (2017) noted that speaking is one of the most challenging skills in English, which can lead to reluctance to complete assignments thoroughly. This rushed approach often results in superficial engagement, where learners are more focused on finishing the task than understanding the content. This pattern highlights the need for proper preparation and a mindset shift toward viewing presentations as meaningful learning opportunities.

Previous studies have examined the effectiveness of English presentation assignments in enhancing EFL learners' material understanding. Pham et al. (2022) studied presentation skills in English majors, identifying challenges such as vocabulary and grammar errors impacting confidence. Toghroli and Afraz (2021) explored the role of presentations in speaking development, which shares some similarities with the current research but focuses differently

on material understanding rather than broader speaking skills. Kim (2020) highlighted the benefits of L2 oral presentations but did not emphasize material comprehension specifically.

However, many studies do not explore the hindering factors that affect learners' understanding during English presentation assignments. Addressing this gap is essential for developing strategies to overcome these obstacles and improve learners' comprehension. Thus, it is necessary to launch an investigation into the hindering factors affecting the implementation of English presentation assignments to find out how they impact EFL learners' material understanding. This research is addressed the research question as follow: What factors hinder the implementation of English presentation assignment to Enhance EFL learners' materials understanding?

## **B. Research Methodology**

This research employed descriptive qualitative methods to collect and analyze non-numerical data, aiming to understand concepts, opinions, and experiences related to the implementation of English presentation assignments and the hindering factors associated with them. The focus was to gain insight into how these assignments affect EFL learners' material understanding. The study was conducted during the even semester of the 2023/2024 academic year at Universitas Negeri Makassar, located in Parangtambung, Makassar. The subjects of this research consisted of 12 learners from the Anonymous course of the English Education Study Program, batch 2023/2024 at Universitas Negeri Makassar. These participants were selected using a simple random sampling technique, which provides each member of the population an equal opportunity to be chosen as a sample (Hossain, 2022). The target sample size for this research was set at 20 participants; however, a realized sample of 12 learners was obtained. This choice was influenced by logistical constraints, as only a limited number of learners were available for participation during the semester, and the sampling method was deemed appropriate because nearly all classes within the 2023/2024 English Education Study Program employed presentation assignments across various programmed courses. The choice of a simple random sampling technique also minimized potential bias in participant selection, thus enhancing the reliability of the findings. The study aimed to answer the main research question: What factors hinder the implementation of English presentation assignment to Enhance EFL learners' materials understanding?

In this study, the variables were classified into independent and dependent variables. The independent variable was defined as the presentation itself, while the dependent variable

referred to material understanding. Oral presentations were conceptualized as a means of effectively conveying information through various communication techniques to influence, inspire, and enhance an audience's understanding of specific topics. In contrast, material understanding was defined as the ability to interpret and process educational content by connecting prior knowledge with new information, thereby enabling critical thinking and real-world application. This distinction between variables provided a clear framework for analyzing how the implementation of presentations could affect learners' comprehension of the material.

To gather data, two primary instruments were utilized: observation and structured interviews. The observation aimed to collect data on the actual implementation of classroom presentations. According to Iryani (2019), the researcher observed participants' actions, listened to their discussions, and engaged in the activities being observed. This immersive approach allowed the researcher to gain a firsthand understanding of how the English presentation assignments influenced learners' material understanding. The observations were carried out over a period of two weeks, allowing for a comprehensive view of the presentation process and its impact. Specifically, the researcher intended to identify the various ways in which the assignments contributed to or detracted from learners' comprehension of the subject matter.

Structured interviews were another key instrument in this research. An interview is defined as a deliberate interaction in which one person seeks information from another (Mills & Gay, 2018). In this study, structured interviews with open-ended questions were employed. Mohd (2018) noted that structured interviews consist of a series of predetermined questions posed in a specific order, allowing for a more focused discussion. Furthermore, Sugiyono (2017) explained that open-ended questions enable respondents to provide free-form answers, rather than limiting them to simple "yes" or "no" responses. This approach was particularly beneficial for obtaining broader and more detailed information from participants regarding their experiences with English presentation assignments and their perceived effects on material understanding. The interviews were scheduled following the presentation assignments to capture immediate reflections and insights from participants.

The techniques for data collection were grounded in qualitative methods designed to comprehend ideas, opinions, or experiences surrounding the phenomenon under investigation. Classroom observations were facilitated through the use of an observation checklist consisting of eight items. This checklist assisted the researcher in systematically collecting data on the implementation of English presentation assignments. This approach was instrumental in

addressing the first research question regarding how these assignments enhanced EFL learners' material understanding during the learning process. The observations were conducted twice in accordance with the course schedule for class 01 of the English Education Study Program, batch 2022/2023, at Universitas Negeri Makassar.

The interviews aimed to gather information related to the hindering factors influencing the implementation of English presentation assignments and their impact on enhancing EFL learners' material understanding. The researcher conducted structured interviews with the 12 selected learners, utilizing open-ended questions that encouraged participants to elaborate on their thoughts and experiences. Data analysis was a critical component of the research process, focusing on interpreting the collected data in a meaningful way. To ensure replicability, a detailed coding scheme was established prior to analysis, allowing for consistency in theme identification across different data sets. The data obtained from classroom observations and interview results were analyzed systematically to address the research questions. Following the framework outlined by Miles & Huberman (2014) in "Qualitative Data Analysis: An Expanded Source Book," data analysis involved three main procedures: data reduction, data display, and drawing conclusions/verification. Data reduction entailed summarizing the data, focusing on key aspects, and identifying themes that emerged from the observations and interviews. This process made the data more manageable and paved the way for subsequent analysis. Activities included selecting, simplifying, abstracting, and transforming the raw data to yield a clearer picture of the findings. Data display involved organizing and presenting the information in a manner that facilitated understanding. This could be achieved through short descriptions, drafts, flowcharts, or other visual aids. The goal of the data display was to enable the researcher to identify patterns and draw conclusions based on the reduced dataset.

Finally, drawing conclusions and verification were crucial steps in the data analysis process. After displaying the data, the researcher interpreted the findings and addressed the research questions. Verification was the process of ensuring that the conclusions drawn were credible and well-supported by the data collected. To strengthen the validity of the findings, member checking was employed, allowing participants to review and confirm the accuracy of the interpretations made from the interview data.

## **C. Results and Discussion**

### **1. Results**

#### **The Hindering Factors of the Implementation of English Presentation Assignment**

There are several hindering factors that affect the learners' ability to deliver their English presentation assignments effectively. Based on classroom observation and interviews, these obstacles included anxiety and nervousness, time management issues, and psychological barriers.

### **Anxiety and Nervousness**

The most significant hindering factor was anxiety and nervousness. Many learners expressed that they felt anxious when presenting in front of their peers and lecturers, which often led to nervous behaviors such as stammering, forgetting material, or going blank. For example, NMP admitted that nervousness caused them to feel extremely anxious and afraid of the lecturer, even though they had prepared everything thoroughly as indicated in the extract below.

Extract 25 (NMP, May 21, 2024)

“Nervous and afraid of the lecturer, even though everything was prepared.”

This anxiety was often exacerbated by the learners' fear of making mistakes in front of the audience, leading to difficulties in demonstrating their understanding of the material as shared in the following extract.

Extract 26 (RW, May 21, 2024)

“The biggest hindering factor is probably nervousness.”

This overwhelming feeling of nervousness created barriers that prevented learners from confidently delivering their presentations, often resulting in a performance that did not accurately reflect the depth of their preparation or understanding. The fear of judgment from both peers and lecturers heightened this anxiety, further undermining their ability to communicate the material effectively. In some cases, learners even experienced physical symptoms of anxiety, such as shaking hands or shortness of breath, which further impacted their ability to present smoothly.

Additionally, the pressure of having to speak in English, a foreign language for many of them, compounded these feelings of nervousness, making the situation even more challenging and stressful. This high level of anxiety made it difficult for learners to focus, recall key information, and articulate their thoughts, even when they had mastered the material during preparation.

Extract 27 (SAJ, May 21, 2024)

“Fear of talking in front of people because maybe I'm not used to it.”

This lack of familiarity with public speaking added to the overall sense of apprehension, making it even more challenging to present effectively. In some cases, learners even experienced physical symptoms of anxiety, such as shaking hands or shortness of breath, which further impacted their ability to present smoothly.

### **Time Constraints and Procrastination**

Another notable hindrance was the time constraints during materials preparation, particularly due to the packed academic schedules that learners had to manage. Many learners reported having limited time to prepare for their presentations because of overlapping deadlines from other courses. RW emphasized that having more time to prepare would have significantly increased their confidence and readiness for the presentation. They noted that the pressure to meet multiple deadlines often led them to feel rushed and less adequately prepared (RW, interview, May 21, 2024). This time pressure frequently resulted in less optimal preparation, as learners had to hastily cover the material or leave certain aspects of their presentation underdeveloped. The inability to allocate sufficient time for thorough preparation affected their overall performance and reduced their confidence in delivering a polished presentation as seen in the following extract.

Extract 28 (J, May 21, 2024)

“Sometimes I think that because there is still a lot of time, so I say ‘Uh, just hold off, I will do it later’.”

This procrastination was often fueled by the perception of having ample time, which led to a delay in starting the preparation process. Consequently, when the deadline approached, learners found themselves scrambling to complete their work, resulting in a rushed and less effective presentation. This time management issue, combined with the pressure of academic deadlines, highlighted the challenge of balancing multiple responsibilities, which ultimately impacted the quality of their presentation preparation and delivery.

### **Psychological Barriers**

Lastly, the psychological barrier of facing a ‘killer lecturer’ significantly contributed to heightened anxiety among learners. This psychological pressure was a major factor that made

the presentation process more stressful and challenging. Several learners reported feeling immense pressure to meet the high expectations set by the lecturer, which added an extra layer of stress to their already demanding preparation process which can be seen in the following extract.

Extract 29 (ANH, May 21, 2024)

“I feel pressured by the atmosphere in the classroom, afraid that what I deliver is not in accordance with what the lecturer expects or wants.”

This perception of the lecturer as having very high standards created a fear of falling short, which amplified the anxiety felt by learners. The added stress of potentially not meeting these expectations made it difficult for some learners to present their material with confidence and clarity, further complicating the presentation process. This factor often manifested in nervous behaviors such as stammering or struggling to remember key points, which detracted from the overall effectiveness of their presentations. The fear of judgment and the pressure to perform well in front of an authority figure like the lecturer created an environment where learners were not only concerned about the content of their presentations but also about how they would be perceived by their evaluator.

### Interview Results

**Informant** : AA  
**Date** : May 21, 2024

Interviewer:	What factors do you think hinder the implementation of English presentation assignment to enhance your materials understanding?
AA	Lack confidence, just nervous.

**Informant** : ANF  
**Date** : May 21, 2024

Interviewer:	What factors do you think hinder the implementation of English presentation assignment to enhance your materials understanding?
ANF	Maybe it is because of nervousness, and the fear of making a mistake either. When I was trying to be very careful, instead I would usually go blank, and the material in my head would disappear.

**Informant : ANH**  
**Date : May 21, 2024**

Interviewer:	What factors do you think hinder the implementation of English presentation assignment to enhance your materials understanding?
ANH	The inhibiting factor may be that there is a lecturer who is paying attention, so I feel pressured by the atmosphere in the classroom, afraid that what I deliver is not in accordance with what the lecturer expects or wants.

**Informant : CAN**  
**Date : May 21, 2024**

Interviewer:	What factors do you think hinder the implementation of English presentation assignment to enhance your materials understanding?
CAN	The first is a lack of self-confidence, and then maybe the preparation is again not well prepared, not properly understanding the material that will be presented.

**Informant : DRRJ**  
**Date : May 21, 2024**

Interviewer:	What factors do you think hinder the implementation of English presentation assignment to enhance your materials understanding?
DRRJ	I was nervous. Even though I had practiced it well, I still felt nervous that I would suddenly forget it when I was in front of the audience. But I used to prepare my materials on my cell phone to take with me during the presentation, so it was fine.

**Informant : J**  
**Date : May 21, 2024**

Interviewer:	What factors do you think hinder the implementation of English presentation assignment to enhance your materials understanding?
J	Then again, not being prepared, not preparing well before. And sometimes I think that because there is still a lot of time, so I say "Uh, just hold off, I will do it later".

**Informant : K**  
**Date : May 21, 2024**

Interviewer:	What factors do you think hinder the implementation of English presentation assignment to enhance your materials understanding?
K	Colliding courses and a lot of materials, so I would procrastinate because of laziness. Also because of the overwhelming number of assignments, I end up working on them when the deadline is close, and it's not optimal. So, when I do the presentation, I sometimes go

	blank, but I try to remember anyway, and because I used to take notes so I could look at them if I forgot.
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**Informant : MMS**

**Date : May 21, 2024**

Interviewer:	What factors do you think hinder the implementation of English presentation assignment to enhance your materials understanding?
MMS	Usually, poor understanding of the material leads to doubts, nervousness, and a lack of confidence, which can cause stammering. But I have a solution, which is to take a deep breath and then exhale, then try again to repeat the sentence that was cut earlier because I forgot.

**Informant : NMP**

**Date : May 21, 2024**

Interviewer:	What factors do you think hinder the implementation of English presentation assignment to enhance your materials understanding?
NMP	Nervous and afraid of the lecturer, even though everything was prepared.

**Informant : NP**

**Date : May 21, 2024**

Interviewer:	What factors do you think hinder the implementation of English presentation assignment to enhance your materials understanding?
NP	No self-confidence.

**Informant : RW**

**Date : May 21, 2024**

Interviewer:	What factors do you think hinder the implementation of English presentation assignment to enhance your materials understanding?
RW	The biggest hindering factor is probably nervousness. But to overcome it, I used to present by not staring at the audience, I usually stare at the wall or focus on my own thoughts, with my own material, so that I don't feel like I'm being spotted.

**Informant : SAJ**

**Date : May 21, 2024**

Interviewer:	What factors do you think hinder the implementation of English presentation assignment to enhance your materials understanding?
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SAJ	Fear of talking in front of people because maybe I'm not used to it, or sometimes my lack of proper preparation, and anxiety about how my lecturers and classmates will judge me.
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In conclusion, these hindering factors created significant challenges for learners in delivering their presentations effectively. These factors often impacted the learners' ability to fully demonstrate their understanding of the material, leading to less optimal presentation outcomes.

## 2. Discussion

This section discusses the key findings regarding factors that hinder the implementation of English presentation assignment to Enhance EFL learners' materials understanding. The observations and interviews revealed that anxiety and nervousness were significant hindrances to learners' ability to effectively present and understand their material. Many learners reported feeling intense anxiety when tasked with presenting in front of their peers and lecturers. This anxiety often manifested in various forms, including stammering, forgetting key points, and an overall sense of going blank during their presentations. The fear of making mistakes or being judged by their audience compounded these feelings of nervousness. Jayabaya (as cited in Riani & Rozali, 2014) notes that anxiety is characterized by unpleasant feelings that interfere with effective communication. Winarni (2013) identifies several characteristics of communication anxiety, including fear before and during the presentation, physiological reactions such as shaking, and an inability to control one's feelings. These symptoms not only affected learners' ability to present effectively but also hindered their focus, preventing them from fully absorbing and processing the material they had prepared. Anxiety interfered with cognitive function, making it hard for learners to organize their thoughts, recall information, and answer questions clearly, further intensifying their nervousness and decreasing their overall presentation confidence. As learners struggled with anxiety, they also experienced cognitive overload, where the mental stress of managing nervousness detracted from their focus on the content. This left them struggling to present with clarity, coherence, and engagement, reducing the effectiveness of their presentations. This anxiety frequently led learners to exhibit nervous behaviors that disrupted their ability to communicate their understanding clearly. The additional challenge of presenting in English, a foreign language for many, further heightened these feelings of anxiety. This made it difficult for learners to focus, recall key information, and articulate their thoughts accurately. Observational data and interview responses

underscored that despite meticulous preparation, the learners' presentation performance was often undermined by their overwhelming anxiety and fear of judgment.

Another significant factor affecting learners' material understanding was time constraints and procrastination. The packed academic schedules and overlapping deadlines placed considerable pressure on learners, limiting their available time for thorough preparation. This time pressure was observed to result in hasty and incomplete presentations. Learners frequently mentioned that having more time would have significantly improved their confidence and the quality of their presentations. Insufficient time caused learners to struggle with organizing their ideas and delivering coherent presentations, resulting in subpar comprehension and presentation quality. Additionally, hurried preparations prevented them from adequately practicing, reducing their comfort and fluency with the material, and limiting their ability to handle questions effectively during the presentation. Without adequate preparation time, learners often skimmed the content, which impacted their depth of understanding. The lack of mastery over the material also affected their engagement with the audience, as they were preoccupied with basic recall rather than confident delivery and audience interaction. The interviews revealed a pattern of procrastination, where learners, influenced by a false sense of having ample time, delayed their preparation until the final moments. This often led to a rushed approach, where learners had to quickly piece together their presentations without sufficient time to refine or fully understand the material. This procrastination was compounded by the need to balance multiple academic responsibilities, which further detracted from their preparation efforts. The observations of learners' presentations reflected these challenges, as the presentations often appeared less polished and coherent due to the hurried preparation.

Psychological barriers also played a crucial role in hindering learners' presentation effectiveness. The perception of a 'killer lecturer,' who imposes high expectations, created an environment of significant stress and pressure. This psychological pressure was evident in learners' behaviors and the quality of their presentations, leading to fear of falling short and increased anxiety. This fear of judgment and pressure to meet high expectations made it challenging for learners to present their material confidently and clearly, often resulting in nervous behaviors such as stammering or struggling to recall key points. The 'killer lecturer' dynamic further complicated learners' ability to focus on their material as they became preoccupied with meeting expectations rather than communicating effectively. This fear-

induced distraction led to a diminished ability to express ideas clearly and hindered learners from engaging critically with their topics, ultimately affecting the depth and clarity of their presentations. Consequently, the high-stress environment contributed to a drop-in performance quality, where learners often prioritized not making mistakes over delivering a strong presentation. This impact was clear as learners struggled to articulate ideas fluently, demonstrating how psychological pressure can shape learning outcomes in a negative way. This is consistent with LeFebvre et al. (2018), who described learners' fears about their performance during speeches, which include concerns about recalling information or forgetting presentation content. LeFebvre identified two main types of fear: 'fear of being judged' (an external fear related to the audience) and 'uncertainty about the topic' (an internal fear). In the context of the 'killer lecturer,' the fear of being judged is particularly relevant as it relates directly to the lecturer's high expectations and the learners' anxiety about their performance. LeFebvre's findings indicate that most learners experience significant stress related to standing in front of an audience, mirroring the increased anxiety learners feel under a demanding lecturer, which further diminishes presentation quality by undermining their confidence and clarity.

The findings indicate that several hindering factors substantially affected learners' ability to effectively execute their English presentation assignments. Based on classroom observations and interviews, it was found that anxiety and nervousness, time management issues, and psychological pressures played prominent roles in shaping learners' experiences and presentation outcomes. Each factor appeared interconnected, creating a range of challenges that made it difficult for learners to confidently and clearly communicate their understanding of the material.

Firstly, anxiety and nervousness emerged as particularly influential hindrances to effective presentation performance. Many learners reported feeling heightened anxiety, especially when presenting in front of peers and lecturers, which frequently manifested in physical and psychological symptoms such as stammering, forgetfulness, shaking, and shortness of breath. This anxiety was often driven by an intense fear of being judged or making mistakes, which contributed to a feeling of vulnerability. The pressure to avoid errors made learners overly self-conscious, leading to distracted thinking and disrupted focus on their presentation content. Additionally, the challenge of presenting in English, a foreign language for most of these learners, further compounded their nervousness, as they struggled to accurately articulate

complex thoughts and ideas. This language barrier not only increased the cognitive load but also intensified the emotional strain, making it increasingly difficult for them to express their understanding effectively.

Time constraints and a tendency toward procrastination further inhibited learners' ability to adequately prepare for their presentations, often resulting in a rushed and incomplete approach. Due to packed academic schedules and overlapping deadlines, many learners felt they lacked sufficient time for thorough preparation, which ultimately reduced both their confidence and mastery of the material. For instance, some learners noted that they would have been more prepared and comfortable if given additional time to practice and refine their presentations. This perception of time scarcity often led to procrastination, as learners assumed that they could begin preparing at a later date, only to find themselves scrambling as the presentation deadline neared. Consequently, the quality of their presentations suffered, as the final product frequently lacked the polish and depth needed to effectively convey their ideas. This procrastination, combined with the overwhelming academic workload, highlighted the difficulties many learners face in managing time effectively, which inevitably impacted their ability to fully grasp and present the assigned material.

Lastly, the psychological barrier associated with facing high expectations from instructors further contributed to the elevated stress experienced by learners during presentations. This pressure stemmed from the perception of the instructor as a "tough grader" or "killer lecturer," who imposes strict standards and maintains high expectations for presentation quality. As a result, learners felt an immense burden to meet these expectations, which added an extra layer of anxiety and self-doubt to the presentation process. The fear of not meeting the lecturer's standards often made learners overly cautious, resulting in nervous behaviors like stammering or an inability to recall key points mid-presentation. This pressure to perform well in front of an authoritative figure created a tense environment where learners were not only focused on delivering content but also on how they would be evaluated, further diverting their attention and impairing their ability to present effectively. These findings align with studies on the impact of audience perception on performance anxiety, underscoring the role of the lecturer's presence in elevating learners' stress levels.

Additionally, to address psychological barriers and alleviate the perceived pressure of high expectations, lecturers could create a more supportive and approachable atmosphere.

Encouraging a collaborative environment where feedback is framed constructively rather than critically can reduce learners' fear of judgment. Lecturers may also adopt a learner-centered approach, allowing for peer review or self-assessment, which can provide learners with opportunities to reflect on their own performance in a less stressful context.

#### **D. Conclusion and Suggestion**

In conclusion, these hindering factors ranging from anxiety and nervousness to time management issues and psychological pressures created notable barriers for learners in delivering presentations that reflected their full understanding of the material. The combination of emotional strain, limited preparation time, and performance-related pressure ultimately impacted their ability to confidently and clearly communicate their ideas. Addressing these factors through supportive instructional strategies and time management guidance may help alleviate these barriers and foster a more conducive environment for learners to succeed in their English presentations. Based on the findings of this study, several pedagogical implications can be drawn for EFL lecturers and learners, particularly regarding the effective implementation of English presentation assignments to enhance material understanding.

First, to address the prevalent anxiety and nervousness observed among learners, lecturers should consider incorporating stress-reduction strategies, such as breathing exercises, practice sessions in low-stakes settings, and positive reinforcement. As indicated in the study, these factors can greatly impact learners' performance by limiting their confidence and clarity during presentations. Providing learners with techniques to manage presentation anxiety can enable them to focus on content delivery rather than their nervousness, thus improving their ability to effectively communicate their understanding of the material. Second, to mitigate time management challenges, lecturers might benefit from implementing structured timelines or phased deadlines for preparation stages, such as topic selection, outlining, and rehearsing. By breaking down the preparation process, learners can allocate time to each component and avoid last-minute cramming. The study highlights that insufficient preparation time contributes to subpar presentations; thus, giving learners smaller, manageable tasks may enhance their readiness and allow for deeper engagement with the material.

Moreover, incorporating practice opportunities with gradual increases in complexity and challenge can better prepare learners to face high-stakes presentation settings confidently. Lecturers could begin with small group presentations before moving to larger audiences, gradually helping learners build confidence and familiarity with public speaking. This progressive approach aligns with findings that learners struggle with high-pressure situations and could foster a smoother transition into more formal presentations. Finally, for a more systematic improvement in EFL learners' presentation skills, university administrators might consider incorporating presentation skills as a key competency in the general curriculum. Such integration would allow for continuous practice, skill-building, and ongoing feedback across different subjects, thus reducing the fear and anxiety associated with presenting. A curriculum that consistently emphasizes public speaking skills can better equip learners to handle presentation tasks in both academic and professional contexts.

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