AN UNDERGRADUATE THESIS

AN ANALYSIS OF SPEAKING PROBLEM IN ENGLISH PRESENTATION AT ENGLISH EDUCATION DEPARTMENT OF IAIN METRO

By :

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STATE ISLAMIC INSTITUTE OF METRO
1446 H/ 2024 M

AN ANALYSIS OF SPEAKING PROBLEM IN ENGLISH PRESENTATION AT ENGLISH EDUCATION DEPARTMENT OF IAIN METRO

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

By :

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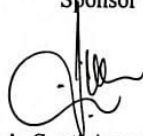
APPROVAL PAGE

Title : AN ANALYSIS OF SPEAKING PROBLEM IN ENGLISH PRESENTATION AT ENGLISH EDUCATION DEPARTMENT OF IAIN METRO

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APPROVED BY:

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Metro, December 27, 2024
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NOTIFICATION LETTER

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              of Dwi Arneta Putri

To :
The Honorable of the Head of Faculty of
Tarbiyah and Teacher Training
State Islamic Institute of (IAIN) Metro

Assalamu'alaikum, Wr. Wb

      We have given guidance and enough improvement to research thesis script which is written by:

Name   : Dwi Arneta Putri
Student Number : 2101051011
Study Program   : English Education
Faculty   : Tarbiyah and Teaching Training
Title   : AN ANALYSIS OF SPEAKING PROBLEM IN ENGLISH PRESENTATION AT ENGLISH EDUCATION DEPARTMENT OF IAIN METRO

      It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

Metro, December 27, 2024

Head of English Education Study Program   Sponsor

DR. Much Deniatur, M.Pd.B.I.   **Dr. Aria Septi Anggaira, M.Pd.**
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NOTA DINAS

Nomor   :
Lampiran   : -
Perihal   : **Mohon Dimunaqosyahkan Skripsi**
               Saudari Dwi Arneta Putri

Kepada Yth.
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri Metro
di-
     Tempat

Assalamu'alaikumWr.Wb.

     Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Nama   : Dwi Arneta Putri
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Judul Skripsi : AN ANALYSIS OF SPEAKING PROBLEM IN ENGLISH PRESENTATION AT ENGLISH EDUCATION DEPARTMENT OF IAIN METRO

     Sudah kami setujui dan dapat diajukan ke Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro untuk dimunaqosyahkan.

     Demikian harapan kami dan atas perhatiannya saya ucapkan terima kasih.

Wassalamu'alaikumWr.Wb.

Mengetahui,
Ketua Program Studi TBI

Dr. Much Deniatur, M.Pd.B.I.
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Metro, 27 Desember 2024
Pembimbing

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v

RATIFICATION PAGE
No. § - 0058/ In.20.1 / D / PP.00 9 /01/2025

An undergraduate thesis entitled: AN ANALYSIS OF SPEAKING PROBLEM IN ENGLISH PRESENTATION AT ENGLISH EDUCATION DEPARTMENT OF IAIN METRO, Written by: Dwi Arneta Putri, student number 2101051013, English Education Study Program, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Thursday, December 19th, 2024 at 08.00 - 10.00 a.m.

BOARD OF EXAMINERS:

Chairperson : Dr. Aria Septi Anggaira, M.Pd.   (.........................)

Examiner I   : Dr. Widhiya Ninsiana, M.Hum.   (.........................)

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Secretary   : Eka Yuniasih, M.Pd .   (.........................)

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ABSTRACT

AN ANALYSIS OF SPEAKING PROBLEM IN ENGLISH PRESENTATION AT ENGLISH EDUCATION DEPARTMENT OF IAIN METRO

By :

DWI ARNETA PUTRI

This study aims to identify and analyze the problems faced by 5th semester students of English Education department of IAIN Metro in conducting English presentations, as well as the factors that influence them. In addition, this study also aims to find solutions that can improve the quality of student presentations.

The method used in this research is a qualitative method, with an observation approach and in-depth interviews with the lecture and 13 students at 5th semester. The data obtained through interviews and observations provide insight into the various challenges faced by students, both in verbal and non-verbal aspects. To analyze the data, the researcher used the theory from Miles Huberman.

The results showed that students faced various problem in the delivery aspect of the presentation. 13 out of 13 students reported feeling nervous despite their previous presentation experience. Futhermore, nervous factors such as fear of the lecturer's negative judgment, as well as class dynamics combined with other classes also put additional pressure on students in delivering presentations. Another factors that influence are 6 out of 13 students revealed poor pronunciation, 5 out of 13 said lack of grammar, and 3 out of 13 said limit of vocabulary was also a factor. Based on these findings, this study identifies solutions that can help students to overcome anxiety and improve their English skills, such as pronunciation practice, grammar skill improvement, and anxiety management.

Keyword : *English presentation, Speaking problems.*

ABSTRAK

**AN ANALYSIS OF SPEAKING PROBLEM IN ENGLISH
PRESENTATION AT ENGLISH EDUCATION DEPARTMENT OF IAIN
METRO**

Oleh :

DWI ARNETA PUTRI

Penelitian ini bertujuan untuk mengidentifikasi dan menganalisis permasalahan yang dihadapi oleh mahasiswa semester 5 Tadris Bahasa Inggris IAIN Metro dalam melakukan presentasi Bahasa Inggris, serta faktor-faktor yang mempengaruhinya. Selain itu, penelitian ini juga bertujuan untuk menemukan solusi yang dapat meningkatkan kualitas presentasi mahasiswa.

Metode yang digunakan dalam penelitian ini adalah metode kualitatif, dengan pendekatan observasi dan wawancara mendalam dengan dosen dan 13 mahasiswa semester 5. Data yang diperoleh melalui wawancara dan observasi memberikan gambaran mengenai berbagai tantangan yang dihadapi oleh mahasiswa, baik dari segi verbal maupun non verbal. Untuk menganalisis data, peneliti menggunakan teori dari Miles Huberman.

Hasil penelitian menunjukkan bahwa mahasiswa menghadapi berbagai masalah dalam aspek penyampaian presentasi. Sebanyak 13 dari 13 mahasiswa mengaku merasa gugup meskipun sudah memiliki pengalaman presentasi sebelumnya. Selain itu, faktor gugup seperti ketakutan akan penilaian negatif dosen, serta dinamika kelas yang digabungkan dengan kelas lain juga memberikan tekanan tambahan pada mahasiswa dalam menyampaikan presentasi. Faktor lain yang mempengaruhi adalah 6 dari 13 mahasiswa mengungkapkan pelafalan yang buruk, 5 dari 13 mengatakan kurangnya tata bahasa, dan 3 dari 13 mengatakan keterbatasan kosakata juga menjadi faktor. Berdasarkan temuan tersebut, penelitian ini mengidentifikasi solusi yang dapat membantu siswa untuk mengatasi kecemasan dan meningkatkan kemampuan bahasa Inggris mereka, seperti latihan pelafalan, peningkatan kemampuan tata bahasa, dan manajemen kecemasan.

Kata Kunci : *Kesalahan Berbicara, Presentasi Bahasa Inggris*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned :

Nama   : Dwi Arneta Putri

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Fakultas : Tarbiyah dan Ilmu keguruan

States that this undergraduate, thesis is originally the result of the research's research, in expection certain parts which are excerpted from the bibliography mentioned.

Metro, 09 Desember 2024
The Writer

DWI ARNETA PUTRI
Student Number. 2101051011

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama   : Dwi Arneta Putri

NPM   : 2101051011

Jurusan : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 09 Desember 2024
Penulis

DWI ARNETA PUTRI
Student Number. 2101051011

MOTTO

"وَأَنْ لَيْسَ لِلْإِنسَانِ إِلَّا مَا سَعَىٰ"

(QS. An-Najm [53]: 39)

"Dan bahwa seorang manusia tiada memperoleh selain apa yang telah diusahakannya." **(QS. An-Najm [53]: 39)**

"Regardless of how difficult the journey may be, remember that giving up is never an option. Every setback is a lesson, every challenge a chance to grow. Keep moving forward, for the strength to overcome lies not in avoiding struggles, but in rising above them with unwavering determination."

DEDICATION PAGE

Firstly, my beloved parents, Mr. Triyono and Mrs. Sumilah who have been my inspiration in life, always pray for and support me for my success with their endless love. In addition, thank you to big family always pray and support thanks for my sister Yesi Luviana and also my nephew Dhenis and Ferdi thanks for your support.

Secondly, thank you for my advisor Mrs. Dr. Aria Septi Anggraira, M.Pd who have sincerely guided the writer to accomplish this undergraduate thesis in time. Not only that, thank you for lectures of English Education Department, and my beloved campus IAIN Metro.

Thirdly, I also want to say big thanks to my best friend Afdila Puspita Sari, Bela Rahma Dani, Dewi Wulandari, Putri Novita Sari thank you always help and support me to finish this undergraduate thesis.

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Alhamdulillahi Robbil 'Alamin, first of all, the researcher would like to offer all praise to Allah SWT. God of the universe, who has given extraordinary pleasure to his servants, one of which is making it easy for the researcher to complete this Undergraduate Thesis entitled "An Analysis of Speaking Problem in English Presentation at English Education Department of IAIN Metro ". In the second place, researcher honors the prayers and greeting of the role model' muslim in the world the prophet Muhammad SAW.

In completing this Undergraduate Thesis, the researcher realizes that many people had given their helps and useful suggestion for the finishing of this Undergraduate Thesis. Therefore, the researcher would like to express her appreciation and sincere thank to:

1. Prof. Dr. Siti Nurjanah, M. Ag. P.I.A as the Rector of State Islamic Institute of Metro.

2. Dr. Zuhairi, M.Pd, as Dean of Tarbiyah and Teacher Training Faculty.

3. Dr. Much Deniatur, M.Pd, B.I as the head of English Education Department of IAIN Metro who always provides direction to researcher so that the researcher is able to complete this Undergraduate Thesis.

4. Dr. Aria Septi Anggaira, M.Pd, my supervisor who has spent a of time to give guidance, suggestion, and advice for the researcher in the process in writing this Undergraduate Thesis.

5. Triyono and sumilah, my beloved parents who have given me support, motivation, prayer and working hard to see me success to finish her study.

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CHAPTER I

INTRODUCTION

A. Background of Study

Nowdays English is very important both in the world of work and in the academic environment. This proves that English is a determination in finding a job and the basis for student requirement. In order to realize the need to communicate internationally, students in Indonesia need to acquire the English language in such a way that they can communicate well[1]. Good communication skills will help students in their academic and career fields to find jobs.

In an effort to develop students' communication skills, especially English, a lot of practice is needed. One of the ways to develop communication skills in the field of education is by conducting presentations. Indeed, Jodie L Martin pointed out that higher education assessment often includes academic presentation in learning[2]. Also, Asih Ati & Aseptiana Parmawati cited that presentations can be used to emphasize some things better so that they can be accepted by the listener[3].

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[1] Melvina Melvina and Dona Alicia, *"Students' Problems in Giving Presentation a Study at STKIP PGRI of West Sumatera,"* The Fourth International Seminar on English Language and Teaching ISELT-4, 2016, 105–12.

[2] Jodie L Martin, *"Martin The Problem of Presentations: An EAP Lecturer's Approach to Teaching Presentation Skills,"* BC TEAL Journal 8, no. 1 (2023): 29–42, https://doi.org/10.14288/bctj.v8i1.539.

[3] Asih Ati and Aseptiana Parmawati, *"The Use of Oral Presentation in Teaching English To Improve Students Speaking Skill,"* PROJECT (Professional Journal of English Education) 5, no. 2 (2022): 300, https://doi.org/10.22460/project.v5i2.p300-305.

Futhermore, speaking is one of the skills that need to be mastered by students in order to be able to have good presentation[4]. Speaking is considered as a necessary skill, because it plays essential role in facilitating students in mastering English. We are communicate with others, to express our ideas, and to know other well[5]. As an example of how essential communication skills and competencies are in both written and oral academic contexts, Sudarmo states that it is time for every academic community to maintain good and successful communication[6].

Regarding the importance of giving an presentation in speaking English, Faculty of Teacher Training and Education has included group and individual presentation as part of their assessment criteria. Generally, in class presentation, the students will present the material or topic that will be discussed in the classroom. Then, the lecturer asks the students to perform their result in front of the classroom.

Thus, the condition also happens in English Education Department of IAIN Metro but not as expected. Based on prasurvey that conducted at August 17th, 2024 in English education department of IAIN Metro, the fact that English education students are still difficult to make presentations in English. According

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[4] Siti Sahara and Pendidikan Bahasa Inggris STKIP Nurul Huda, *"Students' Speaking Problems In English Presentation,"* Channing: English Language Education and Literature 6, no. 1 (2021): 18–23.

[5] Sadullayeva Nilufar Kadamovna, *"The Importance of Speaking Skills for EFL Learners,"* Interntional Journal of Innovations in Engineering Research and Technology 8, no. 1 (2021): 28–30.

[6] Sudarmo*, "The Importance of Speaking in English as a Foreign Language between Skillful and Thoughtful Competencies: Studying Sociolinguistics Perspectives,"* International Journal of English Language Studies 6, no. 2 (2021): 153–59, https://doi.org/10.32996/ijels.2024.6.2.22.

the lecturer (UM) said *"there are students who are good, but not a few who are not good in terms of content and also performance".* So it turns out that there are still many students who experience problems in doing presentations in English.

Unfortunately, it was found that the presentation was not run expectedly. Some of the students are nervous and lack of confident in front of the class to deliver the material. It makes the students were confusing in delivering the material in using English language. The students also were difficult to use English for communication; therefore, students did not use English as much as possible yet. Clearly, they are not ready to perform, got difficulty in using media and attract audience's attention.

Based on a these problems, the researcher attention to conduct a research about *"An analysis the Students Problem Presentation in Spoken English at English Education Department of IAIN Metro".* To overcome these problems, some appropriate solutions are needed. Thus, the researcher focused on investigating what are the speaking problems faced by students when they are delivering class presentation and the causes of those problems.

B. **Research Question**

The researcher will formulate the research question about :

1. What the kind of the problem in delivering presentation that made by students at fifth semester of Department English Education at IAIN Metro?

2. What are the factors that make students have some problem to deliver presentation at fifth semester of Department English Education at IAIN Metro?

C. Objective and Benefit of Research

Based on the research problem, the study is intended to:

1. Objective of the Research

a) The main objectives of this study is to explore kind of problem in students' presentation at fifth semester of Department English Education at IAIN Metro.

b) The second objective of this study is to find out what factors influence presentation problems. Furthermore, after knowing the types of problems in English presentation, the researcher then tried to find out what factors caused the problem in the fifth semester of the English Education Department of IAIN Metro.

2. Benefit of the Research

Hopefully, researcher is beneficial for the students, the teacher, and the other researcher. The benefits of their study are as follows:

a. For the lecture

This can help lecturers find solutions to why students have difficulty in spoken English presentations and provide input to students

b. For the students

Students can apply solutions to the difficulties they experience in speaking English during presentations

c. For the Other Researcher

Other researcher can further develop research by using this thesis as reading or reference material.

D. Prior Research

The are three journal that the analyst took related to this consider. The first, the journal published by Ratih Aulia Sari, Rd. M. Ali and Robi soma. The investigate was pointed at watching the talking issues in doing verbal introduction in English as a Outside Dialect Educator Instruction Program at Universitas Jambi. The comes about of this investigate uncovered seven talking issues found that the understudies confronted in doing an oral presentation. Lexicon was the foremost issue the understudies met, and talking in swishing was the slightest issue. The five other issues were getting apprehensive, articulation, language structure, not understanding the fabric, and not being well-prepared. The understudies did a few things to overcome challenges: act of spontaneity, inquiring for offer assistance from companions, utilizing Indonesian, and getting the notes. They did different things to overcome those issues depending on the circumstance whereas doing an verbal introduction[7].

The Second, the journal Published by Ismail Sangkala, et al., Finding the problems that prevent students from giving effective presentations and creating solutions to help them become better oral presenters are the two main objectives of the study. Teachers can create more effective teaching strategies

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[7] Ratih Aulia Sari, Rd. M. Ali, and Robi Soma, *"Speaking Problems in Doing Oral Presentation At English As a Foreign Language Teacher Education Program of Universitas Jambi,* JELT (Jambi-English Language Teaching) 7, no. 1 (2023): 13–23, https://doi.org/10.22437/jelt.v7i1.16744.

to address students' challenges by having a better grasp of them. It is anticipated that both English teachers and students will gain from the research's conclusions. A mixed-methods strategy is used in the research design, combining quantitative and qualitative data collection techniques. Surveys of students, interviews, and examination of written presentation materials will all be used to gather data. By concentrating on the challenges that arise during oral presentations, the study offers educators important information for enhancing their students' oral communication abilities[8].

The third, the journal published by Deby Lara Sucia M, Abdul Rohman and Widi Syahtia Pane. This investigation employed qualitative approaches. The study was a case study because it focused on English Oral Presentation learning and involved numerous English students. Five English Department students who struggle with English Oral Presentation were selected via snowball sampling. The research instrument includes guidelines for semi-structured interviews and observation to capture data and information on the research topic. This study discovered that participants' anxiety manifests itself in the following ways: difficulty explaining the topic, perusing the text rather than explaining it, and avoiding making eye contact with others. Anxiety is the greatest dread when speaking. Participants recommended studying grammar, exploring the Internet, mastering the subject, and practicing. Students labored with oral presentations in English[9].

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[8] Ismail Sangkala et al., *"Problem Encountered in Oral Presentation Skills of the Students at Graduate Program"* Exposure: Jurnal Pendidikan Bahasa Inggris 11, no. May (2022): 165–92.

[9] Widi Syahtia Pane} Deby Lara Sucia Abdul Rohman, *"Students ' Perspective on Challenges in English Oral Presentation : A Case Study,"* Inquest Journal 01, no. 02 (2023): 72–77.

Based on the three journal sources, the researcher wants to analyze what the problem in the presentation of English in the fifth semester English education department of IAIN metro. This analysis wants to find out what the main factors of students are, whether in terms of content or performance. That's related the problem that face in IAIN Metro. In addition, after knowing the problem, the researcher will find a solution that is beneficial to the problem.

CHAPTER II
THEORITICAL REVIEW

A. Concept of Speaking

1. Definitions of Speaking

There are four basic skills that one should master in learning English. Speaking is one of the skills to be mastered by students in order to communicate in English[10]. Speaking is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips.

This vocalized form of language usually requires at least one listener. When two or more people speak or talk to each other. Speech can flow naturally from one person to another in the form of dialogue. It can also be planned and rehearsed, as in the delivery of a speech or presentation. Because speaking is considered as having a significant role in communication, people make the effort to learn the skill with the aim to be able to communicate with the society[11].

Waode Hamsia said that Speaking is a main tool of communication to others[12]. Speaking, especially in a foreign language, is a very necessary activity for all ages of learners. It is expected to understand with other

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[10] Welli Septia Dionar and Aryuliva Adnan, *"Journal of English Language Teaching Improving Speaking Ability of Senior High School"* Journal of English Language Teaching 7, no. 2 (2018).

[11] Iful Rahmawati Mega and Dody Sugiarto, *"Speaking Skill in Correlation with English Speaking Learning Habit and Self Confidence of Vocational High School Students,"* Journal of Foreign Languange Teaching and Learning 5, no. 2 (2020), https://doi.org/10.18196/ftl.5253.

[12] Waode Hamsia, "*Developing Students' Speaking Ability Through Story Completion"* 5, no. 1 (2018).

people using a foreign language. The learners need to find the most appropriate word and also the correct grammar to convey meaning precisely and accurately.

In other hand according to Brown, speaking is an interactive process in constructing meaning that involves the production, reception, and processing of information[13]. In addition malnara pangalibuan states that speaking determining which logical linguistic, psychological a physical rule should be applied in a given communicate situation". It means that the main objective of speaking is for communication[14]. On the other hand, speaking can be called as oral communication and speaking is one of skills in English learning.

Mead and Rubin states that speaking is an interactive process in which an individual alternately takes the roles of speaker and listener, and which includes both verbal and nonverbal component. Based on the definition of expert above, the researcher conclude that speaking is processing of information that include verbal and non berbal aspects. Speaking is an interactive process where information is shared, and if necessary, acted upon by the listener. So, it's important to develop both speaking and listening skills in order to communicate effectively.

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[13] Brown, H. Douglas. 2004. *"Language Assessment: Principles and Classroom Practices"*. San Fransisco State University.

[14] Marnala Pangaribuan and Desta Gloria Siahaan, *"The Ability of the Students in Speaking Ability by Using Debate at Grade Twelveth in SMA Kampus Nommensen Pematangsiantar"* Edulanguange, Rnglish Education Journal 8, no. 8.5 (2022).

2. Function of Speaking

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information[15]. Speaking helps us meet various needs through our ability to express ourselves. In terms of instrumental needs, we use verbal communication to ask questions that provide us with specific information. We also use verbal communication to describe things, people, and ideas.

According to Brown and Yule (1983), speaking by its nature serves three main functions; talk as interaction, talk as a transaction, and talk as performance[16].

a) Speak as interaction

Speaking as interaction means that speaking can connect the communication of two or more people. In academic terms it can mean a conversation from teacher to student or a conversation with friends. This is also confirmed by Ratih laily nurjannah states that speaking for informal interaction is developed to support the process of teaching and learning speaking skills[17]. So speaking serves as a tool for communication between two or more people.

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[15] Lola Sadullaevna Abdullaeva and Nigora Safarovna Avezova, *"Functions of Speaking as a Successful Means of Communication,"* International Journal on Integrated Education 3, no. 1 (2020): 126–28, https://doi.org/10.31149/ijie.v3i1.295.

[16] Gillian; Brown and George Yule, "*Teaching Spoken Language,*" *Cambridge University Press* 53, no. 9 (1983): 1–24, www.cambridge.org.

[17] Ratih Laily Nurjanah, Deswandito Dwi Saptanto, and Maya Kurnia Dewi, "Developing Modelling-Based Speaking Module for Informal Interaction to Support Independent Learning of Speaking Skill," *ELT-Lectura* 8, no. 1 (2021): 99–111, https://doi.org/10.31849/elt-lectura.v8i1.5660.

b) Speak as a Transaction

Speaking as transaction is the term used to describe a person who acts or speaks in a way that puts emphasis on being understood and getting their point across[18]. A person who acts or communicates in a way that emphasizes understanding and making their point is said to be speaking as a transaction. Transactional speaking, which is concerned with transferring information, and transactional speaking, which is concerned with obtaining something or a service, are the two forms of speaking that are employed in transactions.

c) Speak as a Performance

Speaking performance is when someone uses observable or quantifiable methods to communicate with an audience through complying with a set of guidelines that help the audience get what they are saying. It can be defined as the ability to accurately convey meanings through language use in real-time situations so that information can be transferred or received from others. Public speaking that involves conveying information in front of an audience, such as speeches, public announcements, classroom presentations, and product promotions, is referred to as "talk as performance."

3. **Types of Speaking**

There are the types of speaking :

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[18] Muhammad Natsir Amir and Nuryansyah Adijaya, "The Effect of Transactional Dialogue in Teaching Speaking Modalities ," *English Language in Focus (ELIF)* 6, no. 1 (2023): 89–100.

a) Monologue

A monologue is an organized sort of discourse, which is the item of an person articulation of one individual tended to to the gathering of people in arrange to realize the essential affect on the audience. The difficulty of monolog speech lies within the reality that you just got to always keep up the rationale of the expression and not stray from the thought. The rightness of talking is controlled by the speaker himself in two ways: through hearing and through kinesthetic sensations of his claim discourse developments[19].

The reason of educating monolog is to create the aptitudes of monolog discourse, which are caught on as the capacity to coherently reliably and coherently, adequately completely and phonetically accurately express their contemplations orally in agreement with the proposed circumstance. It is simpler to instruct understudies monolog discourse than dialogic, since the understudy can think through his message in progress.

b) Dialogue

It is diverse with monolog, Exchange ordinarily presents as a talking handle, in which the individuals within the discourse will conversation to each other about something. Exchange may be a

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[19] Abishova Gulxan Matjanovna, *"Monologue Speech in a Foreign Language Lesson,"* International Journal on Integrated Education 5, no. 5 (2022): 215–17.

discussion that generally practicing by speaking confront to confront with two or more individuals could be a communication of two-way prepare. In a exchange the understudies or the character will have opportunity to trade their conclusion it'll make a nature circumstance in talking. It is this suddenness and eccentrics of oral/aural communication .

Hence, exchange can be utilized to assist the students to progress their English-speaking capacity. In instructing a dialect it is regularly utilize exchange, so exchange has important role in dialect instructing, in arrange to realize the objective in educating a dialect, the educator ought to pay consideration to the characteristic of discourse to create the learning handle going well. In hone, discourse can be done effectively but when in English understudies must be able to ace it. It is vital for the educator to select an compelling strategy in organizing classes in which the understudies will be dynamic in tuning in and effectively talk as the react of trading a discourse with the understudies[20].

4. Indicators of Speaking

These are several requirements that students must meet when speaking. It may serve as an indicator for the quality of our speech.

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[20] Apriyana I Melly M and Amirullah Abduh, *"Activating Students Speaking Ability through English Dialogue Video,"* Journal of Excellence in English Language Education, no. 2002 (2023): 275–85.

These include pronunciation, grammar, vocabulary, comprehension, and fluency. Brown says the description is as follows:

1) Fluency

It refers to the capacity for smooth and effortless speech. Fluency is the ability to speak a language without any difficulties, such as mispronouncing words or ideas, etc. The capacity to talk accurately and clearly is known as fluency. For many language learners, speaking fluently is the ultimate goal. Based on those ideas, the researcher deduced that fluency is an additional crucial element. Fluency is the capacity to communicate clearly and effortlessly while utilizing few pauses, such as "ums," and and „ers", and so on[21].

2) Comprehension

Comprehension is a students competence to comprehend all of the speaker says to them.

3) Grammar

Grammar is the way to organize the words into the correct sentence. This is important that if the speaker can master grammar to organize the word so the speaker also easily to speak English well. Moreover, speaking is one of the four skills that affect grammar. From those perspectives about grammar, the researcher concludes

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[21] Kurniati Azlina, Eliwarti, and Novitri, *"A Study on the Speaking Ability of the Second Year Students of SMK Telkom Pekanbaru,"* Jurnal Online Mahasiswa Fakultas Keguruan Dan Ilmu Pendidikan Universitas Riau (JOM FKIP UNRI), 2015, 1–13, https://media.neliti.com/media/publications/206186-none.pdf.

that grammar is as the rules at the heart of languages that the words change, arrange, and combine into a sentence[22].

4) Vocabulary

Vocabulary is the basic of language. It appears in every language skill. It is very important because we can say nothing without vocabulary in or mind. Vocabulary is about choice of word which is used appropriately based on the context of speaking. Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicative effectively or express their ideas both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language[23].

5) Pronunciation

According to the definition, pronunciation is a crucial element of language. Thus, it is essential for students to possess good pronunciation, as having good pronunciation will make their speaking comprehensible.

5. Factors of Speaking Problems

According to Nurul Inayah there are several speaking problems. The elaboration will be explained below.

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[22] Veltiana Ilam, Luh Ketut Sri Widhiasih, and Ni Made Wersi Murtini, "The Correlation Between Grammar Mastery and Reading Ability," *Academic Journal on English Studies* 2, no. 2 (2022): 159–71,

The first factor is cultural differences. These standards have an impact on the speakers personalities and how they are considered when speaking. The speakers cultures also determined the way they learn and speak the language. Cultural boundaries are typically observable when a speaker, whether actively or accidentally, applies rules from their mother tongue language to the language they are speaking.

It has been argued in the introduction section of the article that Indonesian cultural values may inhibit Indonesian students from speaking in public successfully. Some values that could impede their success are the inclinations to avoid direct communications, to speak slowly and carefully in order to avoid public embarrassment, and to use body language and gestures to get the message across. Indonesian people also prefer to hide their emotions and avoid accountability as well[24].

The second is Low or uneven participation. There will always be those who dominate during speaking exercises in the classroom, which can make it challenging for some nervous students to talk freely. Thus, dominating students who frequently disrupt class or who are always trying to get the teacher's attention tend to foster an environment in which more reserved students are content to observe the lesson take place rather than actively participate. Less active expression of ideas

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[24] Concilianus Laos Mbato, "Confronting Cultural Barriers in Public Speaking through Multiple Learning Strategies: A Case of Indonesian EFL Learners," *Jurnal Humaniora* 32, no. 1 (2020): 51, https://doi.org/10.22146/jh.53380.

during English sessions makes students less confident, thus efforts to improve their performance will actually benefit them. Students won't be motivated to work hard if they don't think their efforts would likely result in better achievement[25].

The third is mother tongue use, allowing students to use their first language in English class would make them get the sense that learning another language is a positive experience. It makes the students who share the same mother tongue used it often because it is easier and because they feel less exposed if they are speaking their mother tongue. It also makes the students feel less enthusiastic to speak English because of the environment that pushed them to speak only their language. Even though they feel it is easier to communicate with their mother tongue, some students might feel ashamed for using their first language only in English speaking class.

B. **Concept of Presentation**

1. **Definitions of Presentation**

A presentation involves conveying information or concepts to an audience in an organized and intentional way, frequently utilizing visual support such as PowerPoint, Keynote, or multimedia resources. A successful presentation optimally utilizes the connection between the presenter and the audience. It fully considers the audience's requirements to

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[25] Inayah et al., "Investigating Students' Speaking Problem In Classroom Presentation Nurul." 2019, 20–26.

engage their attention, enhance their comprehension, boost their confidence, and fulfill the presenter's goals.

Futhermore Tono Suwartono and Miftahul Furqon states that in academic settings, presentations are important for sharing knowledge and ideas with students[26]. According to anselmus sahan refers that presenting skill is the ability to capture the attention of the audience and arouse excitement in them through ideas or the presenter's performance[27]. From the study, "content" aspect is necessary to be considered when making presentation.

Information by itself can be boring, unless it's unique or unusual. Conveying it through stories, gestures and analogies make it interesting. A significant amount of the effectiveness of communications depends on your appearance and tone, not just on your words. Possessing strong presentation abilities enables you to optimize your initial impression, particularly at conferences and job interviews. Express the key concept and inform the audience about your desired outcome[28].

2. **Types of Presentation**

Presentations encompass a diverse array of formats and styles tailored to specific objectives and contexts.

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[26] Tono Suwartono and Miftahul Furqon, "Presentation Content Structuredness: How Does It Affect the Audience?," *Jurnal Imiah Pendidikan Dan Pembelajaran* 5, no. 3 (2021): 446, https://doi.org/10.23887/jipp.v5i3.33862.

[27] Anselmus Sahan et al., *"Exploring Oral Presentation Performance: Level of Mastery and Common Problems of EFL Students from Selected University,"* REiLA : Journal of Research and Innovation in Language 4, no. 3 (2022): 335–43, https://doi.org/10.31849/reila.v4i3.9212.

[28] Geminastiti Sakkir et al., *"Students' Perception of the Presentation Activities in Online Speaking Class,"* EduLine: Journal of Education and Learning Innovation 2, no. 3 (2022): 255–60, https://doi.org/10.35877/454ri.eduline1074.

First, Informative presentations serve to educate listeners on particular topics, drawing upon facts, data, and explanations to impart knowledge. Second, Persuasive presentations aim to sway listener opinions or prompt action through compelling narratives, emotional appeals, and logical arguments. Next, Instructional presentations provide step-by-step guidance, often through demonstrations or tutorials, while demonstration presentations focus on showcasing how something functions or is utilized.

Fourth, Sales presentations highlight the features, benefits, and value propositions of products or services to potential customers. Fifth, Report presentations are common in business or academic settings, offering findings, research, or project updates with data analysis and conclusions. Sixth, Motivational presentations inspire and energize listeners with personal stories, success anecdotes, and motivational quotes.

The last, Entertainment presentations engage through humor, music, videos, or interactive elements, while pitch presentations succinctly persuade investors or stakeholders to support projects or business ventures. Training presentations impart new skills or knowledge, often through interactive exercises or group activities. Each presentation type demands thoughtful planning and alignment with listener needs and desired outcomes.

3. **Technique of Presentation**

Alternatively, the students may like to employ a mix of techniques. Read the benefits to aid decision. There are several good presentation techniques that can use some of the following :

a. Speaking from Memory

Speaking from memory gives students benefit of being able to address the audience without using notes or a script. This gives the freedom to step away from the stage while still making eye contact with the audience. Meanwhile, Speaking from memory also have limitation. When give a presentation from memory, it can sound scripted and there's a chance audience get incorrect information or overlook a crucial detail[29].

b. Speaking from Notes

Many people prefer to talk while using notes. These notes usually consist of important concepts and details and are written in outline style on paper or cards. Students might be able to incorporate their notes into the presentation itself if using an electronic presentation tool. Delivering a presentation from notes has the advantage of sounding natural instead of prepared, and it also allows to keep quite decent eye contact with the audience. The drawback is that if you had preplanned your exact phrases, you might not have

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[29] M Rafiei, M., Fakhraee Faruji, L., & Azad, *"The Relationship between Working Memory, Speaking Accuracy and Length of Utterances of Iranian EFL Learners,"* Iranian Journal of Learning and Memory, 2(6), 59-67 2, no. January 2019 (2019): 51–60, https://doi.org/10.22034/IEPA.2019.95554.

been able to communicate your main points and ideas as well as you would have wished.

c. Speaking from Text

When speak from a text, it's essentially read out from the text after writing your entire speech down. Similar to speaking from memory, this approach has the benefit of allowing to prepare exactly what will say and how to say it. One drawback is that it can come across as rehearsed or inflexible to the listener. To keep the audience interested, the speak need to look them in the eye and speak clearly.

d. Using a Combination of Methods

The students will discover the finest strategy to be a combination of all three. For occurrence, specialists recommend to memorize the primary and final ten minutes of your conversation so that you simply can talk faultlessly and without notes. Notes may be reasonable for segments of your presentation that you just know very well, for case, relating a individual story. Finally, speaking from a content could be fitting once have cites or other imperative focuses that just need to form beyond any doubt you communicate precisely and totally.

4. **Assesed Student Performance**

Besides, Brown and Priyanvada has contended that there two fundamental focuses can be evaluated from students execution amid introduction, substance and conveyance.

1) Content

a. Content implies the fitting work of the understudies talking in course introduction. It is additionally relating to students reason in displaying. In execution, the entertainers ought to choose the adjust content of talking with the subject of talk. In expansion, the sub markers in content of talking execution are purpose, presentation, fundamental thought, supporting point and conclusion.

b. Purpose

   Purpose implies the clear objective in talking execution. The entertainers request to have a clear reason in talking to the audience. Presentation implies the speaker or entertainers allow the basic of talking in conveying the fabric to the audience or other gather.

c. The introduction

   Introduction is the crucial section of your presentation since it establishes the mood for the whole presentation. Its main goal is to grasp the audience's interest, typically within the initial 15 seconds. The introduction must achieve several objectives, but it should remain concise to allow ample time for the core part of the presentation. An introduction lasting over a minute or two is likely excessive.

d. The main idea

Main idea in a presentation is the central concept or key message you want your audience to take away. It should be clear, concise, and consistently reinforced throughout the presentation. Everything include such as data, examples, visuals, and supporting points should align with and support this main idea. Main idea means the speakers deliver the content of speaking by using clear main idea that will be discussed in discussion. It is important to be considered, by using clear main idea the listener will get the point of the speaker.

e. Supporting point

Supporting ideas in a presentation are the points, arguments, or evidence that help reinforce and elaborate on the main idea. These ideas provide the necessary depth and context to make the main idea more convincing and understandable for the audience.

f. The conclusion

Conclusion in a presentation is the final opportunity to reinforce your main idea, summarize key points, and leave a lasting impression on your audience. A strong conclusion should be clear, concise, and memorable. Conclusion in delivering the materials is important. It is needed to make a clear explanation when delivering the material.

2) Delivery

Getting means of how the speaker delivers the paper, report or idea to the listener. In addition, Brown and Priyanvada have explained the sub indicators of delivery include speaker gesture, language, pronunciation, visual aids, and respond to the listener. Speaker gesture and body language are used to attract listener attention. It is line with Chivers and Michael who argues that the speaker or performer need to used gesture body language to attract the attention of the listener while doing performance.

a) Gesture

The use of hand gestures as a means of interacting with technology has become increasingly popular and allows users to interact more naturally and intuitively and it has started entering the field of presentation. Hand gestures have been used as a form of major communication in presentations for ages[30].

b) Language.

The role of language style is equally important. In order to see the students language style, the teacher can involve students in an attractive speaking activity. One of the speaking activities in the classroom is presentation. This activity will give a challenge for all students because their speaking performance will be watched by many people.

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[30] Hope Orovwode et al., "*The Use of Hand Gestures as a Tool for Presentation*," International Journal of Advanced Computer Science and Applications 14, no. 11 (2023): 574–85, https://doi.org/10.14569/IJACSA.2023.0141159.

Therefore, students language style will determine their success in doing presentation on YouTube to make the audience understand on their explanation[31].

c) Pronunciation.

In the context of Indonesian education, English as a foreign language instruction places more of an emphasis on enhancing students mastery of grammar than it does on fundamentally considering their pronunciation. It implies that Indonesian-English language learners must improve their ability to correctly or flawlessly construct linguistic structure, but not their pronunciation of English expressions. Because mistakes in pronunciation can affect a speaker's ability to deliver their message clearly, pronunciation plays a crucial role in communication[32].

d) Visual aids.

Introduce appropriate visual aids. The main thing is to encourage students to use support material and visual aids. When designing a visual, students should consider its effect on the audience. To help the audience follow the presentation, it is a

[31] Ni Kadek Dwitamayanti, I Nyoman Adi Jaya Putra, and I Nyoman Pasek Hadi Saputra, "The Language Style Used in Presentation on Youtube By English Language Education Students," *International Journal of Language and Literature* 5, no. 3 (2021): 137–50, https://doi.org/10.23887/ijll.v5i3.36215.

[32] Husnul Khatimah Nur, "Pronunciation Error Made During English Presentation by English Department Students at FKIP UNSULBAR" 6, no. 2 (2023): 226–32, https://doi.org/10.34050/elsjish.v6i2.26887.

good idea to use some of the visual aids: Slides, LCD and DLP Projectors, Laptops, LCD panels, Video, Multimedia, Laser Pointers, Lapel Microphones. There are a great many presentation tools available to presenters. Using visual aids effectively involves ensuring they are clear, relevant, and not overly complex, so they enhance rather than distract from the main message of your presentation.

e) Respon from listener

In addition, the presentation received positive response from the attendees mainly for these reasons: relevant material and favored delivery manner, already good presentation and satisfactory event undertaking, and appropriate portion of experience, most likely attributed to the presenter's deliberate effort to structure the material in order to keep the audience engaged during the presentation[33].

5. **Advantages and Disadvantages for Presentation**

Let's break down the advantages and disadvantages of presentations:

1. Advantages:

   1) Effective Communication: Presentations offer a dynamic way to communicate ideas, information, and data to an listener. They

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[33] Tono Suwartono and Miftahul Furqon, *"Presentation Content Structuredness : How Does It Affect the Audience ?,"* JURNAL IMIAH PENDIDIKAN DAN PEMBELAJARAN 5 (2021): 446–54, https://doi.org/DOI: https://dx.doi.org/10.23887/jipp.v5i3.33862.

allow for direct interaction and engagement, facilitating better understanding and retention of the material presented.

2) Visual Impact: Visual aids such as slides, charts, and graphs can enhance the presentation by making complex information more accessible and memorable. Visuals can also help capture the listener's attention and reinforce key points.

3) Opportunity for Persuasion: Presentations provide a platform to persuade and influence the listener. A well-crafted presentation can motivate action, change opinions, or inspire new ideas.

4) Showcasing Skills and Knowledge: Delivering a presentation allows individuals to showcase their expertise, communication skills, and confidence in front of an listener. It can be an opportunity to demonstrate subject matter knowledge, problem-solving abilities, and creativity.

5) Engagement and Interaction: Presentations encourage interaction and engagement between the presenter and the listener. Q&A sessions, discussions, and interactive elements foster participation and create a collaborative learning environment.

2. Disadvantages:

a) Nervousness and Anxiety: Many people experience nervousness or anxiety when speaking in front of an listener. Fear of public

speaking can lead to performance anxiety, affecting the presenter's delivery and confidence.

b) Technical Issues: Technical glitches such as malfunctioning equipment, compatibility issues, or poor internet connectivity can disrupt the flow of the presentation and detract from the message.

c) Information Overload: Presentations that contain too much information or complex data may overwhelm the listener, leading to confusion or disengagement. It's essential to strike a balance between providing sufficient detail and avoiding information overload.

d) Listener Distraction: External distractions such as noise, interruptions, or competing priorities can divert the listener's attention away from the presentation. Maintaining listener focus and attention requires effective delivery and engaging content.

e) Limited Interaction: In some cases, presentations may lack meaningful interaction or dialogue between the presenter and the listener. Passive listening without opportunities for feedback or discussion can hinder engagement and learning.

By being aware of these advantages and disadvantages, presenters can take steps to maximize the benefits of presentations while mitigating potential challenges. Preparation, practice, and listener awareness are key to delivering an effective presentation.

6. The Problem in Presentation

Conducting an oral presentation might give many benefits to students. However, it also poses some challenges, whether done individually or collaboratively.

1) One of the most common issues that students face is related to the anxiety or nervousness of performing in front of an audience. This feeling of nervousness is something that the students might feel the moment they know they would have to perform in front of the public because they believe that doing an oral presentation is difficult or simply because they are just not confident. It can also happen during the presentation.

2) Another issue is in the way students perceive their language mastery. Students think that they do not have adequate language mastery is one of the common issues that the students face, which relates closely to their nervous feeling. Additionally, mastery can relate to the lack of language proficiency in general or something more specific, such as pronunciation vocabulary and oral proficiency. Students also have been found to believe that their fluency in speaking for daily communication is better than the one for a formal presentation[34]

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[34] Arifah Mardiningrum and Dea Rizky Ramadhani, *"Classroom Oral Presentation : Students ' Challenges and How They Cope,"* Eralingua: Jurnal Pendidikan Bahasa Asing Dan Sastra 6, no. 1 (2022): 103–19.

3) Lack of practice and preparation. Having adequate preparation and practice can also be challenging for students. Some students feels need to practice a lot, they lack practice or preparation prior to oral presentations. This lack of practice might be because the presentation is students first time, so they lack experience.

4) Dominate in the group. Many classroom oral presentations are conducted collaboratively. This means that students have to deliver the presentation in groups, which poses its own challenge. Dysfunctional groups can be caused by the presence of more dominant members or the ones who are free-riders. It might also be related to students personalities, extroversion correlates positively to a collaborative oral presentation. This means that extrovert students, who tend to be more social and outgoing, might better work well with other people in groups.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used descriptive with qualitative approach especially case study, because the method purpose to analysis the problem or case happened at present. Qualitative research is a method used to explore and understand people's beliefs, experiences, behaviors, and perceptions in depth. Unlike quantitative research, which focuses on numerical data and statistical analysis, qualitative research emphasizes words and meanings, aiming to provide insight into the subjective aspects of a particular phenomenon.

Qualitative research is characterized by its emphasis on exploring and understanding phenomena in depth, often within their natural settings and social contexts. Unlike quantitative approaches that prioritize numerical data and statistical analysis, qualitative methods focus on subjective interpretations and the complexities of human experiences. Researcher employ a variety of flexible and emergent data collection methods, such as interviews, focus groups, observations, and document analysis, to gather rich, detailed data.

Qualitative data analysis typically follows an inductive approach, where researcher iteratively code and categorize data to uncover patterns, themes, and meanings. This contextual understanding allows researcher to develop holistic insights into the studied phenomena, recognizing the influence of social, cultural, and historical factors. Ultimately, qualitative research generates descriptive findings that contribute to a deeper understanding of human

behavior, experiences, and social interactions, informing theory, practice, and policy across disciplines.

Based on the best knowledge of the main explanation of students speaking skill as the instrument of the research, the researcher focused analyze of the problem that the students face when deliver presentation. This research was directed to analyze of problem that commonly found in the students presentation at English Education Department.

B. Data Source

There are basically two kinds of data sources. Firstly, there are the primary sources that are first hand information. Then, secondly there are secondary sources, which provide second hand information. In this research, the primary sources are students and the interview result. The students result take from some students. The data of this research was information about the problem face in presentation.

The research will conduct at fifth semester English education department of IAIN Metro. While the interview, the researcher will conduct one class. It will to find out the students problem in presentation spoken English. Then, the secondary sources are from books, articles, English dictionary, encyclopedia and documentation that was related to the research was gained.

C. Data Collection Technique

Technique of data collection is a data gathering technique is a way that researcher have used to collect data related to research problem. In this research, to collect the data the researcher used :

1. Observation

    Observation is a data collection technique that involves watching and recording the behavior, actions, or events of people, objects, or phenomena in their natural or controlled settings. Observation can also help to identify problems, opportunities, or trends that may not be apparent from other sources of data.

    Video recordings can be used to capture observations or experiments. With video recording, researcher can replay scenes repeatedly to analyze behaviors, interactions, or events in more detail. This is especially useful for identifying patterns or relationships that may not be noticeable in direct observation.

2. Interview

List of Interview Students

Name   :

Direction   : Please answer the question based on your opinion Please answer the question clearly!

1) Can you describe your experience with delivering presentations in English during your studies?

2) Do you think the presentation in English is difficult ? why ?

3) In your opinion, which aspect of speaking is most challenging: pronunciation, grammar, fluency, or vocabulary? Why?

4) Have you ever felt nervous or anxious when speaking in English in front of an audience? How do you cope with this feeling?

5) What strategies do you think can be implemented to improve students' English speaking skills, especially in the context of presentations?

The type of interview that is used in this research is semi-structured interview, this type of interview include a number of planned questions, which is the questions were made by the researcher before the interview is conducted. The researcher also has more freedom to modify the wording and order of questions. The questions are tentative, depending on the responses of participant in the field.

When collecting data, it is important to record it in a way that is accurate and organized. Audio recordings can be used to capture interviews.

It can be transcribed later for analysis the result. Moreover, it can also make it easier for us to find out the details of the interviewees' answers that researcher can't remember.

D. Data Analysis Technique

The technique data analysis of this research is descriptive qualitative. In conducting the interview, firstly, the researcher scheduled the interview with the respondents by contacting them personally to ask whether they are ready to be interviewed or not, then notified the respondents regarding the interview date and place. Lastly, interview the respondents with the guideline questions related the problems in doing presentation. While the interview, the researcher will conduct one class approximately 5 - 10 minutes for each student, and the interview was carried out in English.

In conducting the observation there are 4 types of step data analysis according to Miles and Huberman consist of data :

1. Data reduction

To do certain data processing, of course need to collect data, and to produce appropriate data, special techniques are needed to conduct systematic data collection. Because qualitative data is usually carried out to find out problems in depth, in qualitative data there are several data collection techniques that are most commonly used. The first, in-depth interviews which are one of the data collection techniques that are often used by asking questions directly. The second is observation which observ the students presentataion in fron of the class.

The information condensation is organize of lessening or rearranging the information to more simple gotten the data. The information from interwiews and observation was complex shape. The information obtained at that time was collected from the crucial, trivial, and unimportant information. The researcher discarded the information that was not very important.

2. Data display

The organize of show the information agreeing to Miles and Hubermanin shape of chart, phitograms, chart, and other shape. Information show is required in subjective information examination to be able to display or show the information efficiently, organized into specific.

In addition after the data collected from interview, the researcher make the transkrip of interview to know what the factors that students have. After evaluating them one by one, the researcher also will find the result from Observation and then displayed them in table evaluation checklist that had been made by the researcher previously.

3. Drawing of conclusion

The conclusion of a study is research finding. Here, the researcher took the conclusion based on the finding of data reduction and data display. The conclussion of data was conduct from interview, and observation. And display the data used the descriptive evaluation[35].

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[35] Kirsty Williamson, Lisa M. Given, and Paul Scifleet, *"Qualitative Data Analysis,"* Research Methods: Information, Systems, and Contexts: Second Edition, 2018, 453–76, https://doi.org/10.1016/B978-0-08-102220-7.00019-4.
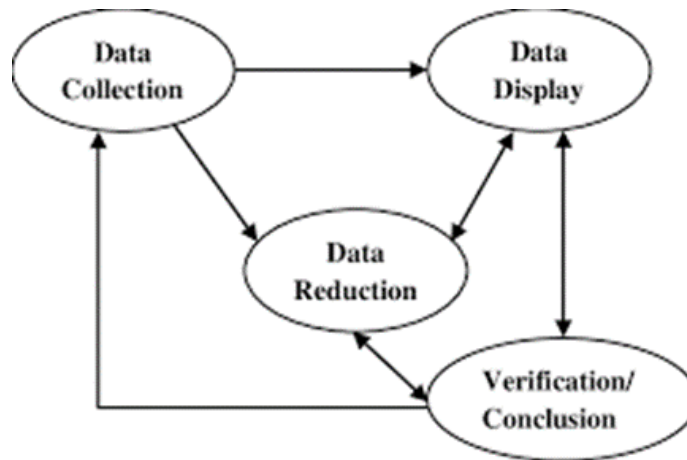
Figure 1. Methodology Miles and Huberman (1994)

E. Research Approach

This research focuses on analyzing the speaking problems by students when presenting in English in the English Education department at IAIN Metro. Based on this title, the research approach that might be used is a qualitative approach. This approach is suitable because the aim of the study is to understand the speaking problems in Englishh presenatation by students in depth. This analysis may also focus on the factors causing the problem, such as lack of practice, public speaking anxiety, or language acquisition limitations.

In addition, the researcher can explore the strategies used by students to overcome these problems, and their effectiveness. Qualitative research allows for in-depth exploration of students perceptions, experiences, and factors that influence their speaking and presentation skills using interviews and observations.

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. Description of Research Setting

1. The Profile of IAIN Metro

   IAIN (standing for Institut Agama Islam Negeri/State Islamic Institute) Metro is the only state Islamic university under the Ministry of Religious Affairs (MORA) in Metro, the only city in Lampung province well-known Education City vision. IAIN Metro has a goal and mission as an Islamic university, which is one of our favorites. Its goal is to establish an Islamic institution that is both competitive and qualified. Then, in order to realize the vision, it consists of a number of missions, including the development of the three university pillars of education, research and development, and service society; the advancement and dissemination of technology within Islamic culture; and the production of intellectually gifted but morally upright academics.

   Similar to this, IAIN, an Islamic institute, prepares the academic atmosphere for the advancement of both general science and Islam religious science. Furthermore, in contrast to normal institutions, this institute's academic atmosphere is distinguished by its unique integration of Islamic culture. In addition, IAIN Metro, an Islamic institution, offers an educational program grounded in Islamic principles.

B. Vision and Mission of Faculty of Tarbiyah and Teacher Training

1) Vision

   In 2039 it will become a Superior and Innovative Faculty of Tarbiyah and Teacher Training in the implementation of the Tridarma of higher education based on Islamic values in the Southeast Asian region. \

2) Mission

   a. To produce educational graduates who excel intellectually, emotionally, and spiritually and have an entrepreneurial spirit;

   b. Organizing quality education and teaching services and oriented to quality assurance;

   c. Producing scientific works in the field of education and community service that are credible, actual, and useful for improving the quality of education and people's lives;

   d. Develop a governance system for managing quality FTIK IAIN Metro by utilizing information technology systems and the community, and collaborating with various related parties in an effort to ensure the improvement of quality service quality.

C. Profile of English Education Department of IAIN Metro

Profile of English Education Department of IAIN Metro English Education Department (TBI) was established in 2007. This department is one of department in Tarbiyah and Teacher Training Faculty (FTIK). The aims of TBI are to produce graduates who are knowledgeable and qualified in teaching English. The legal and operational license of TBI from the Director General of

Islamic Education Ministry of Religious Affairs of the Republic of Indonesia with Number: Dj.I/220.C/2007 dated May 28, 2007.

Vision of English Education Department (TBI) is to make English study programs highly qualified in educational insight and knowledge of English and literature based on faith and 41nsane, moral and ethical values. Then, mission of English Education Department is to create an English language education program in both high quality and beneficial for Indonesian people to meet the needs of real world of work in the field of education and noneducation at the national and international levels. Further, the aim or goal of English Education Department is to produce graduates who are knowledgeable, skilled, and qualified in teaching English and/or carrying out non-educational task: secretarial and banking in order to fulfill the world of work both at the domestic and foreign levels.

D. The Result of Research

Based on the research conducted by the researcher, the researcher collected speaking problems in English presentation produced by 13 students from fifth semester of the English Education Department at IAIN Metro. The researcher used the theory from Brown and Priyanvada which had been adapted to suit the research focus. The data were taken from observations and in-depth interviews, to find out and identify the types of speaking problems made by students in English presentation and find out the possible factors that occur in students' speaking problem when speaking English.

1. **The Analysis of the Data Collected through Observation**

The students who joined in this observation are 5th semester students of English education at IAIN METRO, with a total of 7 students that was researched. The researcher saw the presentation performance of the 7 students as an observation in 2 different courses. The selected course that is suitable for conducting observations is a course that assigns students to conduct full presentations in English to be researched. Based on observations made in the classroom, there are 2 courses that assign students to make presentations in English, namely Writing Research Articles and Information Technology based learning.

There are several factors taken from Brown and Priyanvada's theory from the aspects of content and delivery. Content involved five aspects to be analyzed. First, the purpose or objective of the presentation was accomplished. Second, the introduction was lively and got the attention. Third, the main idea or point was clearly stated toward the beginning. Fourth, the supporting points. The last the conclusion restated the main idea or purpose.

Delivery is one of performance aspects that were seen from the students. There are ten items of delivery that was checking from students' speaking performance during class presentation. The aspects included: gesture and body language, eye contact, used notes and did not read the script verbatim, speaker's language was natural and fluent, the appropriate

volume, language of speaking components, visual aids, and respond audience questions.

The researcher used the observation sheet that had been provided to write down the results of observations and also recording during the observation. The researcher entered the classroom. Researchers monitored student presentations in front of the class. Presentations were made in groups so that students took turns to deliver presentations. The researcher observed the students when presenting in two aspects, namely content and how to deliver the presentation. Thus, the researcher marked each step of the presentation with a checklist on the observation sheet.

The following research results have be en carried out since October 2024. From the results of the observation checklist, the first is the content aspect.
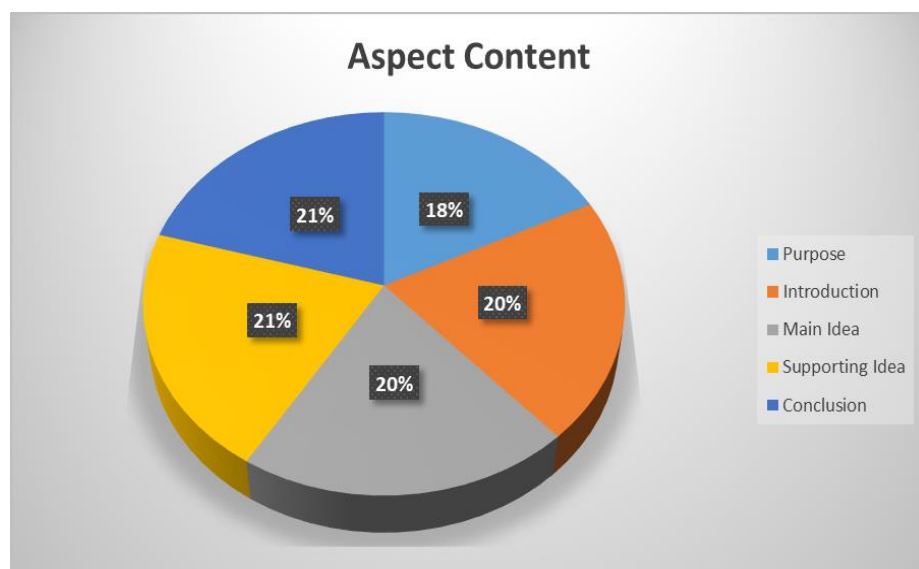
figure 1. Result observasion content aspect

As we can see in the picture above, it explains that the content aspect in the presentation is good enough in all points. Students have applied all aspects of content in their presentations so that balanced data is obtained in all points that have been formulated. But in fact, very few were able to do it effectively.

Based on the observation, mostly students introduced the purpose of their presentation, but only few students could introduce the purpose well. Most of the student just greeted the audience with boring and went straight to the subject matter So the introduction was not lively and did not get the special attention from the audience. Then, the students stated the topic that they want to present in front of the class, but they did not state clearly to the audience. They wanted to finish the presentation soon.

Next, in the delivery aspect there are also several points, namely, Gesture, Languange, Pronuncation, Visual Ads, Response.

The following data results are obtained from observation :
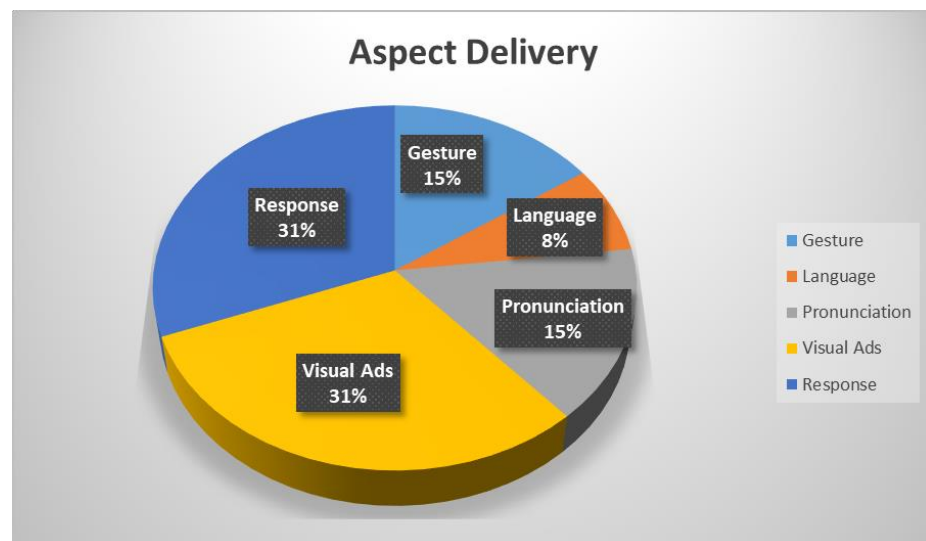
Figure 2. Result observasion delivery aspect

From the observations that have been made, it can be seen the difference in the content aspect and also the delivery aspect of the presentation in the content aspect, students have conveyed important points on the material to be delivered in sequence. In contrast to the delivery aspect where students still have difficulty in making these points, especially at the point of language gesture and pronunciation.

Moreover, the students seemed monotonous in speaking. They did not pay attention to the audiences. It can be seen the performers did not maintain eyes contact with the audience as much as possible. They did not use natural gesture and body language well in giving presentation. Besides, the students rare engage the audience by pose a question to see how much they know about the subject are being discussed or to make it sure whether the audiences are still following the presentation or not.

Other problem is students cannot use visual aids effectively. They did not make the visual aids clear and easy to understand. Most of group presents the power point, but only few of them can explain the material clearly and briefly. Most of them just standing and read the points in each slide or read by the paper. Other result that was found during the research is some groups used Indonesia language more than English during presentation class. It means that the students still cannot use English maximally in giving presentation.

2. **The Analysis of the Data Collected through Interview**

In the current study, the researcher conducted interviews with 13 students. The 13 particpant were students from class A fifth Semester. We replaced all participants' names with pseudonyms. Based on interviews that have been conducted, the following results are obtained by researchers:

1) **Student feel Nervous**

Based on the interview session, it is found that the students feel nervous to speak and lack of self-confidence. Studies have found nervousness as one of the most common issues experienced by students in oral presentations. Some of the students mention that:

"Definitely, sis, I definitely feel nervous, it's hard to get rid of it, it feels like stage fright, maybe because I'm introverted too." (RA)
"Yes, I definitely have anxiety, sometimes my hands tremble without me realizing it, and my friends usually say that I'm afraid of presenting, usually I get feedback from the lecturer if I lack confidence". (ABM)

"I have because I was forced to be perfect, but if I present in class alone, it's a bit better than if I'm combined, I'm really nervous." (MF)

Yes, almost everyone must have experienced it. (AAS)

I'm actually quite confident but if you say nervous, I'm still nervous. (SKI)

The interview showed that the most dominant speaking problems faced by fifth semester student of English Education department in academic year 2022 is nervous. The researchers witnessed that some students did not present. Instead, they only read aloud. As a

result, they did not maintain eye contact with the audience because they only focused on reading on their laptops and the slides.

Based on the interval data that has been obtained, almost all students feel nervous when they are about to make a presentation even though they have often made presentations in class. There is even one student who states that he has anxiety when talking to new people. Thus causing him to have difficulty delivering presentations in public. The things he experiences usually become Tremor and become Blank.

Moreover, the opinions of other students also listen even though they often make presentations but nervousness is still there until they step on the fifth semester. Of course there are several factors that affect nervus in students. Here are some factors that have been obtained based on the results of in-depth interviews

Factors that make students nervous :

"Nervous, but I'm more afraid of the lecturer than my friends". (ABM)

"Yes, especially if the class is combined with other classes, there will be more nervousness" (FA).

"It's not bad if you're afraid in front of a lot of people". (FNS)

Based on the interview, several factors were also obtained that influence students to be nervous and not confident of the 13 students all stated that they experienced nervousness. One of the factors is because they are afraid of the lecturer concerned. They are afraid of getting bad grades and bad evaluations. So that causes nervousness and sometimes

becomes blank. The lecturer factor here becomes important because it determines the value of their course.

Another statement states that there is a factor when the class is combined with other classes causing them to be more nervous than before because they feel nervous or embarrassed when making mistakes. Moreover, they rarely do public speaking so they are less trained to speak in front of many people.

2) Poor of Pronunciation

Based on this finding, it showed that pronunciation contributes to their speaking problems. In addition, problem that makes students' speaking ability not really good is that most of them difficult to pronounce words clearly which makes the word stress changes.

> *"For me, it's fluency and pronunciation, because the wrong pronunciation can have the wrong meaning, so I think that's the most difficult.". (AAS)*

> *"All of them, but the most difficult are pronunciation and vocabulary, because without vocabulary it is difficult for us to say what we want to say so in my opinion those two are the most difficult, pronunciation and vocabulary". (SPR)*

> *"In my opinion, the most difficult aspect is pronunciation, sometimes it likes to be complicated" (TA)*

> *"For me, it's more about pronunciation, vocab is also there but what is more challenging when presenting is the pronunciation, there are ni whose pronunciation is similar, so it's misunderstood so the meaning is wrong. Belibat is also in the tongue so practice the tongue first before talking kak" (SPP)*

> *"Speaking is more about pronunciation" (FA)*

The various student statements above are proof that pronunciation is still a big problem for English education students. They

are afraid if they pronounce something wrong in English. Because according to them when mispronouncing it can also be misinterpreted. So their caution makes them not free in delivering presentations. It cannot be denied that the pronunciation factor is something that students are quite afraid of. Students also feel embarrassed when there is a pronunciation error, embarrassed to be laughed at by their friends or reprimanded by the lecturer.

3) Lack of Grammar

Another obstacles for the students became how to construct excellent grammar while presenting. They ever felt confused when they are speaking English because they are not sure which tenses to use, they ever felt difficult to follow all rules in using grammar when speaking English, they ever felt confused in using modal, idiomatic usage, and article when they are speaking English, and it makes them believe that grammar makes it complicated in speaking English. These are some opinion from students :

"In my opinion, it's more about grammar because in grammar there is an order for the words so I'm afraid of being wrong, especially in front of the lecturer so it's more difficult in my opinion, especially since I'm not good at speaking. Then I also feel less confident because the pronunciation is not correct" (D)

"For me, it's more about grammar, sometimes I'm not sure about the grammar I use when speaking". (SKI)

"If I think about grammar, sometimes I think for a long time and then shut up because I think I have to use what grammar too because there are many grammars, so I get confused" (ABM)

"Everything sis, everything is difficult, especially grammar, actually it is not required to be correct or not, but if it is wrong, it will be corrected sis". (RS)

Grammar for some students is one of the most difficult problems. They are confused about which grammar to use when speaking. The next problem is about grammar that is less mastered by students. When speaking students tend to think about what grammar is suitable and appropriate in speaking. Especially in terms of presentations they tend to think hard about grammar because they are afraid of the lecturer if there is wrong grammar. Even though they actually know when speaking as long as others can understand what we say it is enough but they still think about what grammar to use. It makes students sometimes stack to say something because of their lack of grammar mastery.

4) **Limit of Vocabulary**

The third problem is vocabulary. There are some students who feel that when speaking it is difficult to find the right vocabulary. They are lacking in vocabulary so that it can hinder them in English speaking and of course presentations. There are several opinions from students who support this statement.

"For me, it's more about gesture, sis, so my delivery and also the minimal vocabulary also affect me" (RA).

"Vocabulary kak, because my vocab is very small so I get stuck when I want to talk." (RH)

Based on the interviews with the students, it is found that their anxiety to speak and lack of self-confidence were mainly caused by linguistic aspects such as lack of vocabulary, lack of understanding of grammatical patterns and incorrect pronunciation.

For me personally, I do more self-practice because there are many applications and also English, I also follow accounts that learn English on tik tok even though Instagram so I think it will also help. (SKI)

Strategies from the students:

Some of students gift their opinion about strategies to evercome this problem :

Consistent English speaking practice (FA)

What is certain is that there is a lot of practice, especially the tongue so that it is not confused. (SPP)

For me, the preparation must be long before the presentation, you can't hit the deadline because of anxiety, so the preparation is more mature for papers etc. (RS)

You have to calm down first before going forward and practice a lot talking to other people to get used to it. (ABM)

The average student stated that the most appropriate thing to overcome the above problems according to them is to practice more. They realize that with more practice they will be able to master linguistic fields such as prononciation grammar and vocabulary. Futhermore, with high flying hours, they will be more accustomed to speaking in front of many people. only the consistency of them needs to be improved in practicing.

E. Discussion

This study aims to evaluate 7 students' at the fifth semester English Education Department of IAIN Metro in classroom presentations using Brown and Priyanvada's theory as an analytical framework. The researcher could not use all students for observation because most of them had already made presentations in class, so only 7 students were left to be observed during the presentation. The researcher evaluated the courses that are suitable for research and found 2 suitable courses namely Writing Research Article and Information Based Learning because the 2 courses require students to make full presentations in English.

Referring to the theory proposed by Brown and Priyandhiva, which divides presentations into two main aspects, namely content and delivery, the content aspect includes five important points, namely introduction, purpose, main idea, supporting details, and conclusion. It was found that there were not too significant differences in the way students delivered their presentations. The purpose aspect received the lowest percentage, 18%, which was caused by one student who did not convey the purpose of their presentation clearly.

The most prominent points are supporting details and conclusion, with each reaching a percentage of 21%. This shows that the majority of students are able to convey the main idea and provide relevant support to strengthen the material presented. The conclusion of the presentation was also well delivered, indicating that students could draw an outline of the material that had been presented. Even if they start off well, it's possible that the way they introduce

the presentation isn't interesting or engaging enough for the audience to get more involved.

However, there is one point that is slightly less considered by some students, namely the purpose of the presentation itself. The percentage for the purpose point was recorded at only 18%, which indicates that some students did not clearly convey the purpose of the presentation or the material discussed. However, this shortcoming is not too significant, because in general students are able to cover most of the other elements in their presentations, such as the introduction of the material (introduction), which reaches a percentage of 20%, although sometimes less able to attract the attention of the audience. Likewise, the main idea point, which reached 20%, showed that students were generally able to convey the main idea quite clearly.

Overall, the results of this study show that despite the shortcomings in the point of purpose, students have managed to convey important elements in their presentations, such as main idea, supporting idea, conclusion, and introduction. Their presentations can be said to be quite good, with an almost even distribution of percentages in these aspects. However, it is important to re-emphasize the importance of conveying a clear purpose and attracting the audience's attention from the beginning through the introduction.

On the other hand, in the delivery aspect, the results show that there are still many students who do not fulfill the points in the delivery aspect. According to Brown and Priyanvada, the five points in the delivery aspect are gesture, languange, pronunciation, response, visual ads. Based on the data

obtained, the delivery aspect of a presentation, which consists of visual ads, response, gesture, language, and pronunciation, turns out to be a more dominant aspect of student problems in a presentation than the content itself.

The data shows that visual ads and response each received a percentage of 31%, indicating that the delivery of messages through strong visual elements of power point and effective response from the audience greatly affect the success of presentations such as question and answer sessions. These two factors show that audiences tend to be more interested in ways of delivering messages that involve interaction and engaging visuals, rather than just information delivered in the form of text or verbal content.

However, more attention needs to be paid to the two aspects that received smaller percentages, namely gesture (15%) and language and pronunciation, which received 8% each. The gesture aspect, which only reached 15%, reflects that many students have difficulty in using effective body language to clarify and emphasize their messages. Students may feel less confident or unaccustomed to using gestures naturally when speaking, thus affecting the way they communicate non-verbally with the audience. In addition, language and pronunciation, despite gaining smaller percentages, also show that many students face problems in language acquisition and proper pronunciation in English. The inability to pronounce words correctly or use the right language can reduce the audience's understanding, even though the content of the message is good enough.

After conducting in-depth interviews with 13 fifth-semester students from IAIN Metro's English Education Study Program, various factors were found that caused students to struggle in the delivery aspect even though they were not beginners in presenting. Next, analyze the data to find out the factors that cause aspect delivery to be a problem for students. The study identified four main factors problem faced by students in English Presentation, namely nervousness, pronunciation, grammar and vocabulary.

One of the main findings was that all students, 13 out of 13, expressed feelings of nervous anxiety when presenting, even though most of them had experience in presenting before. The main factor causing this anxiety was the fear of poor judgment or the possibility of being judged by the lecturer. Students felt strongly affected by the lecturer's judgment, especially when they feared that their presentation would be inadequate or not up to expectations. This shows that evaluation-related anxiety is one of the main problems in their delivery aspect. This anxiety can affect the way they deliver the material, which in turn can affect their ability to communicate effectively in front of an audience.

In addition, combined classes with other classes are also a factor that increases anxiety levels. In a combined class, students feel more pressured because they feel compared to their peers from other classes who may be more confident or more fluent in English. This factor exacerbated their nervous feelings, especially when in front of a larger and more diverse audience.

Another factor found was poor in pronunciation. A total of 6 out of 13 students stated that the pronunciation of English words was their biggest challenge. These pronunciation issues, such as difficulty in pronouncing difficult or unfamiliar words, can affect how they convey their message to the audience. Students who feel insecure about their pronunciation tend to feel anxious, which leads to a decrease in the quality of their delivery.

In addition, lack of grammar are also an factor obstacle in presentations. A total of 5 out of 13 students revealed that they found it difficult to construct grammatically correct sentences. This often disrupted the flow of their presentation and caused them difficulty in explaining ideas or information clearly and precisely. Uncertainty in sentence structure can cause them to lose focus while speaking, thus affecting the quality of their communication.

Last but not least, limit of vocabulary were also expressed by some students, although fewer in number. 3 out of 13 students admitted that their limited vocabulary made it difficult for them to convey their ideas freely and fluently. When vocabulary is limited, students may feel rushed or hesitant in choosing the right words, which may interfere with the smoothness of their presentation.

Overall, the interviews revealed that although students have some experience in presenting, various internal and external factors such as anxiety about the lecturer's judgment, difficulties in pronunciation, grammar, and vocabulary, as well as combined class dynamics, contribute to their difficulties in the delivery aspect. These factors need more attention in training or learning

programs designed to improve students' presentation skills, so that they can be more confident and effective in delivering their messages.

To overcome problems in English speaking skills, such as nervousness, pronunciation, grammar and vocabulary, here are some strategies that can be applied:

1. Overcoming Nervousness:

   a) Simulate Real Situations: Having conversations in more relaxed and informal situations with friends or fellow students can help reduce nervousness. Students can practice in small groups before public speaking.

   b) Regular Practice: Regular speaking practice, even on simple topics, will boost confidence. This can be done by recording your own conversations and listening to them to assess progress.

   c) Relaxation and Breathing Techniques: Teaching relaxation or deep breathing techniques to help students feel calmer before speaking.

2. Improving Pronunciation:

   a) Listening and Imitation Exercises: Listening to native speakers or recordings of speaking in English (e.g., movies, podcasts, or video tutorials) can help students imitate correct pronunciation. The technique of "shadowing" (imitating a live conversation) is very effective for this.

   b) Practice with Phonetics: Teaching phonetic symbols and practicing pronouncing difficult words can help students understand the correct pronunciation.

c) Using Pronunciation Apps: Some language learning apps or software can help students practice pronunciation by providing immediate feedback.

3. Improving Grammar:

a) Introduction to Tenses and Sentence Structure: Students need to master the basics of grammar, such as the correct use of tenses and sentence structures. Using grammar practice materials in the context of live conversations will be more effective than just learning them in theory.

b) Use of Simple Sentences: To avoid complex grammar mistakes, students can start with simple sentences and expand them gradually as their grammar understanding improves.

c) Providing Feedback: Teachers or peers can give constructive feedback on grammar mistakes while speaking, which helps students to learn from their mistakes.

4. Improving Vocabulary:

a) Use of Flashcards and Learning Apps: Flashcards and apps like Anki or Quizlet can help students expand vocabulary on a regular basis. The use of pictures or context for new words is also very beneficial.

b) Speaking Practice with Vocabulary Variation: Students should be encouraged to use new vocabulary in their conversations. This will help them feel more comfortable and confident in using the words.

c) Reading and Watching in English: Reading books, articles or watching movies in English can introduce new vocabulary in relevant contexts.

Students can note down new words and practice using them in conversation.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In conclusion, the main problem faced by students in English presentations lies in the delivery aspect, which is proven to affect the effectiveness of the presentation more than the content itself. Based on the research data, visual ads and response each received a percentage of 31%, indicating that visual elements and direct interaction with the audience have a significant role in the success of message delivery. Meanwhile, gesture contributes 15%, while language and pronunciation only get 8% each. This shows that while presentation content is important, the ability to deliver the material effectively through delivery elements has more impact on the impact felt by the audience.

Factors influencing difficulties in the delivery aspect can be explained through in-depth interviews with 13 students. All respondents reported feeling anxious and nervous when presenting, which was caused by the fear of negative judgment or being judged by the lecturer. In addition, the class being combined with other classes added pressure for students, who felt compared to their peers from other classes. Difficulty in pronunciation was the main factor for 6 out of 13 students, while 5 out of 13 students identified grammar problems. Limited vocabulary also affected 3 out of 13 students, who found it difficult to convey ideas fluently. All these factors are interrelated and contribute to students' difficulties in delivering presentations confidently and effectively. To overcome

these problems, various solutions can be applied, such as regular speaking practice, the use of learning apps, and relaxation techniques to reduce nervousness. Pronunciation improvement can be done through mimicking native speakers and using phonetic symbols, while grammar and vocabulary acquisition can be improved by speaking, reading and listening to materials in English. With a comprehensive and consistent approach, students can overcome these challenges and significantly improve their speaking ability in English.

B. Sugesstion

Based on the conclusion above, the researcher proposes the suggestion in order to be benefited to the result of this research. The researcher gives some suggestions which are addressed to the students, to the lectures and to the other researchers.

1) The Students The researcher suggestion to the students to practice speaking english everytime with friend for add knowledge they must be following course minimalized every there are english study the student must be speak english everytime a moment lesson hours.

2) The Lecture. In this research the rearcher found many student do speaking errors and many student feel anxiety, the researcher hope the teacher must be creative and this become reference for teachers for can give solusion to the student which do speaking english.

3) The Other Researcher In this research, researcher this hope can be reference for other research which analysis about speaking errors and this research can

become basic information for add reference about errors analysis students speaking.

C. Recommendation

Referring to the above conclusions, there are several things that need to be considered related to student presentation in speaking English, so the researcher provides recommendations are :

It is recommended that students be provided with more opportunities to practice speaking in front of their peers, both in formal and informal settings. Regular practice sessions, such as group discussions, mock presentations, and peer review sessions, can help students become more comfortable and confident when presenting in English.

Lecturers should provide detailed and constructive feedback after each presentation. Feedback should not only focus on mistakes but also highlight areas where students performed well. This approach can boost their confidence and provide guidance on how to improve their performance in the future.

Creating a supportive and non-judgmental classroom environment is essential for encouraging students to actively participate in presentations. Lectures should foster a positive atmosphere where mistakes are viewed as part of the learning process, helping students overcome their fear of speaking.

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APPENDICES

APPENDIX 1

List of Observation Sheet

Setting : Classroom

Name   : Darmawati

Date & Time : Thursday, 03 October 2024

No.	Indicators	Practice Checklist		Description
		Yes	No	
1.	Purpose	✓		Has conveyed all aspects of the material content in the presentation despite reading the text.
2.	Introduction	✓		
3.	Main idea	✓		
4.	Supporting point	✓		
5.	Conclution	✓		
6.	Gesture		✓	Did not make any gestures, just stood still and read the text.
7.	Language		✓	-
8.	Pronounciation		✓	still stammers in pronouncing some words
9.	Visual ads	✓		Using power point as visual ads
10.	Response		✓	There is a response from the audience during the question and answer session

Setting   : Classroom

Name   : Syifa

Date & Time : Thursday, 03 October 2024

No.	Indicators	Practice Checklist		Description
		Yes	No	
1.	Purpose	✓		Aspects of the material have been conveyed all although less mastered
2.	Introduction	✓		
3.	Main idea	✓		
4.	Supporting point	✓		
5.	Conclution	✓		
6.	Gesture		✓	no gesture at all
7.	Language		✓	
8.	Pronounciation		✓	
9.	Visual ads	✓		Using power point as visual ads
10.	Response		✓	

Setting   : Classroom

Name   : Fitri Novita Sari

Date & Time : Thursday, 03 October 2024

No.	Indicators	Practice Checklist		Description
		Yes	No	
1.	Purpose		✓	Presenting the results of the group discussion in class, the delivery was good, only the objective aspect was not conveyed.
2.	Introduction	✓		
3.	Main idea	✓		
4.	Supporting point	✓		
5.	Conclution	✓		
6.	Gesture	✓		there is already hand movement in presenting the natural group work done, but for visual ads there is no because they only use their own worksheets.
7.	Language		✓	
8.	Pronounciation	✓		
9.	Visual ads		✓	
10.	Response	✓		

Setting   : Classroom

Name   : Aulya

Date & Time : Thursday, 03 October 2024

No.	Indicators	Practice Checklist		Description
		Yes	No	
1.	Purpose	✓		can convey all aspects of the material
2.	Introduction	✓		
3.	Main idea	✓		
4.	Supporting point	✓		
5.	Conclution	✓		
6.	Gesture	✓		Has used a little gesture with good hand movement but only using worksheets, and still a little stuttered in pronunciation.
7.	Language		✓	
8.	Pronounciation		✓	
9.	Visual ads		✓	
10.	Response	✓		

Setting   : Classroom

Name   : Trilia Agustina

Date & Time   : 17 October 2024

No.	Indicators	Practice Checklist		Description
		Yes	No	
1.	Purpose	✓		Aspects of the material have been conveyed all although less mastered
2.	Introduction	✓		
3.	Main idea	✓		
4.	Supporting point	✓		
5.	Conclution	✓		
6.	Gesture		✓	without any gestures at all, there are parts stuck or silent for a few seconds to spell the pronunciation. there are still examples of pronunciation such as Supervisor, finding, result read like reading Indonesian. It takes a long time because of the confusion in pronunciation of some words.
7.	Language		✓	
8.	Pronounciation		✓	
9.	Visual ads	✓		
10.	Response		✓	

Setting   : Classroom

Name   : Alya

Date & Time   : 17 October 2024

No.	Indicators	Practice Checklist		Description
		Yes	No	
1.	Purpose	✓		Overall, it is quite good, in terms of content, you can improve a little without reading in the sense that you have mastered the material. plus gestures with a little hand movement, as well as clear pronunciation and not stuck.
2.	Introduction	✓		
3.	Main idea	✓		
4.	Supporting point	✓		
5.	Conclution	✓		
6.	Gesture		✓	
7.	Language	✓		
8.	Pronounciation	✓		
9.	Visual ads	✓		
10.	Response	✓		

Setting   : Classroom

Name   : Melsi

Date & Time   : Thursday, 17 October 2024

No.	Indicators	Practice Checklist		Description
		Yes	No	
1.	Purpose	✓		can convey all aspects of the material
2.	Introduction	✓		
3.	Main idea	✓		
4.	Supporting point	✓		
5.	Conclution	✓		
6.	Gesture		✓	Just standing and reading, not utilizing the visual ads available as a tool to support the presentation.
7.	Language		✓	
8.	Pronounciation		✓	
9.	Visual ads		✓	
10.	Response	✓		

APPENDIX 2

List of Interview Sheet

Name   :

Direction   : Please answer the question based on your opinion Please answer the question clearly!

6) Can you describe your experience with delivering presentations in English during your studies?

7) Do you think the presentation in English is difficult ? why ?

8) In your opinion, which aspect of speaking is most challenging: pronunciation, grammar, fluency, or vocabulary? Why?

9) Have you ever felt nervous or anxious when speaking in English in front of an audience? How do you cope with this feeling?

10) What strategies do you think can be implemented to improve students' English speaking skills, especially in the context of presentations?

List of Interview Students

Name   : AAS

Direction   : Please answer the question based on your opinion Please answer the question clearly!

I   : Thanks for your time, please Introduce Yourself

N   : Perkenalkan nama saya Aulia Avivatus sholehah dari semester 5 kelas A semester 7

I   : Have you often done presentations on campus?

N   : Sudah sering melakukan presentasi kak dalam bahasa Inggris atau mix bahasa Indonesia, terkadang kelompok atau individu

I   : Have you ever felt nervous or anxious when speaking in English in front of an audience?

N   : Iya kak hampir semua orang pasti mengalami

I   : How do you cope with this feeling?

N   : Mungkin yang bisa saya lakukan biasanya dengan melakukan greeting atau sapaan yang lebih lama sehingga mengurangi nervous saya ketika awal presentasi.

I   : In your opinion, which aspect of speaking is most challenging: pronunciation, grammar, fluency, or vocabulary? Why?

N   : kalau bagi saya itu fluency dan pronunciation sih Kak, Karena salah pronunciation bisa salah makna gitu Kak jadi menurut saya itu yang paling susah.

I   : What strategies do you think can be implemented to improve students' English speaking skills, especially in the context of presentations?

N   : Mungkin lebih banyak-banyak praktik aja sih kak, karena kita agak kurang praktisnya terus ehmm juga kan nambah vocabulary sih kak jadi biar banyak perbendaharaan kata untuk presentasi kita atau dalam menjawab pertanyaan.

List of Interview Students

Name   :   D

Direction   :   Please answer the question based on your opinion Please answer
                  the question clearly!

I   :   Thanks for your time, please Introduce Yourself

N   :   Perkenalkan nama saya Darmawati dari semester 5 kelas A semester 7

I   :   Have you often done presentations on campus?

N   :   Ia sudah kak sudah sering

I   :   Have you ever felt nervous or anxious when speaking in English in front
          of an audience?

N   :   Yang pasti nervous sih kak tergantung dari dosennya juga kadang
          mempengaruhi

I   :   How do you cope with this feeling?

N   :   Biasanya liat temen aja si kak

I   :   In your opinion, which aspect of speaking is most challenging:
          pronunciation, grammar, fluency, or vocabulary? Why?

N   :   Kalau menurut aku tuh lebih ke grammar sih Kak karena kan di grammar
          ada susunan untuk katanya jadi takut salah apalagi di depan dosen jadi
          lebih susah aja menurut aku, apalagi aku nggak jago dalam speaking gitu
          Kak. Terus juga aku ngerasa kurang pede sih Kak karena pronunciation-
          nya kurang bener

I   :   What strategies do you think can be implemented to improve students'
          English speaking skills, especially in the context of presentations?

N   :   Lebih ke banyak latihan aja mungkin ya kak gitu sebelum presentasi
          monolog atau dialog sama temen, karena kalau tanpa latihan ya nanti
          jadinya kurang gitu kak atau malah nggak bias, karena yang paling susah
          itu menurut aku penyampaian ketika presentasi daripada kontennya.

List of Interview Students

Name   : RA

Direction   : Please answer the question based on your opinion Please answer the question clearly!

I   : Thanks for your time, please Introduce Yourself

N   : Perkenalkan nama saya Riska Amelia dari semester 5 kelas A semester 7

I   : Have you often done presentations on campus?

N   : Oh ya Kak sudah sudah sering melakukan presentasi seringnya kelompok sih kak

I   : Have you ever felt nervous or anxious when speaking in English in front of an audience?

N   : Pasti kak pasti sih ngerasain nervous, Susah untuk ngilangin itu ngerasa kayak demam panggung gitu kak mungkin karena introvert juga

I   : How do you cope with this feeling?

N   : Agak susah sih Kak untuk kalau ngatasin nervous itu karena Ya bisa dibilang tadi demam panggung gitu ya Kak coba mungkin ya bisa saya lakuin ya latihan terus coba untuk tenang aja sih Kak.

I   : In your opinion, which aspect of speaking is most challenging: pronunciation, grammar, fluency, or vocabulary? Why?

N   : Kalau aku sih lebih ke gesture ya kak jadi aku gitu penyampaiannya dan juga vocabulary yang minim itu juga ngaruh sih Kak

I   : What strategies do you think can be implemented to improve students' English speaking skills, especially in the context of presentations?

N   : Paling banyak latihan aja terus nyoba untuk lebih percaya diri ngomong di depan banyak orang.

List of Interview Students

Name   : SKI

Direction   : Please answer the question based on your opinion Please answer the question clearly!

I   : Thanks for your time, please Introduce Yourself

N   : Perkenalkan nama saya Siti Kholifah Insani dari semester 5 kelas A semester 7

I   : Have you often done presentations on campus?

N   : Sudah kak sudah sering terutama ada beberapa mata kuliah yang memang khusus mewajibkan mahasiswanya presentasi dengan bahasa Inggris ada juga yang mix dengan bahasa Indonesia untuk mata kuliah yang memang susah dijelaskan.

I   : Have you ever felt nervous or anxious when speaking in English in front of an audience?

N   : Sebenarnya saya cukup percaya diri tapi kalau misalnya bilang nervous sih masih nervous ya kak tetap.

I   : How do you cope with this feeling?

N   : Agak susah sih Kak untuk kalau ngatasin nervous itu karena Ya bisa dibilang tadi demam panggung gitu ya Kak coba mungkin ya bisa saya lakuin ya latihan terus coba untuk tenang aja sih Kak.

I   : In your opinion, which aspect of speaking is most challenging: pronunciation, grammar, fluency, or vocabulary? Why?

N   : Kalau aku lebih ke grammar kak, kadang-kadang aku nggak yakin sama grammar yang aku pakai ketika speaking

I   : What strategies do you think can be implemented to improve students' English speaking skills, especially in the context of presentations?

N   : Kalau dari aku pribadi sih lebih banyak latihan Mandiri karena sudah banyak aplikasi-aplikasi dan juga bahasa Inggris, saya juga follow akun-akun yang belajar bahasa Inggris di tik tok walaupun Instagram jadi menurut saya itu juga akan membantu.

List of Interview Students

Name   :   ABM

Direction 1. :   Please answer the question based on your opinion Please answer the question clearly!

I   :   Thanks for your time, please Introduce Yourself

N   :   Perkenalkan nama saya Alya Baleva Maharani dari semester 5 kelas A semester 7

I   :   Have you often done presentations on campus?

N   :   Ya Kak terutama di beberapa MK memang ada presentasi

I   :   Have you ever felt nervous or anxious when speaking in English in front of an audience?

N   :   Iya Kak pasti Kalau saya malah ada anxiety, kadang-kadang tangan aku sampai Tremor tanpa aku sadari gitu kak terus biasanya temen aku sampai bilang, takut kalau presentasi aja gitu rasanya, biasanya dapat feedback dari dosen kalau percaya dirinya kurang.

I   :   How do you cope with this feeling?

N   :   Agak susah kak karna aku ada anxiety tadi sih jadi udah tremor duluan

I   :   In your opinion, which aspect of speaking is most challenging: pronunciation, grammar, fluency, or vocabulary? Why?

N   :   Kalau menurut aku grammar sih Kak kadang aku kayak mikir lama terus diam gitu karena pikir aku harus pakai grammar apa juga Karena grammar kan banyak ya Kak jadi bingung

I   :   What strategies do you think can be implemented to improve students' English speaking skills, especially in the context of presentations?

N   :   Harus tenang dulu sebelum maju kedepan teruss banyak banyak latihan ngomong sama orang lain biar terbiasa.

List of Interview Students

Name   :   MF

Direction   :   Please answer the question based on your opinion Please answer the question clearly!

I   :   Thanks for your time, please Introduce Yourself

N   :   Perkenalkan nama saya Melsi Fatullaila dari semester 5 kelas A semester 7

I   :   Have you often done presentations on campus?

N   :   Ya sudah sering melakukan presentasi karena bagian dari tugas mata kuliah

I   :   Have you ever felt nervous or anxious when speaking in English in front of an audience?

N   :   Pernah karena kan dipaksa harus sempurna gitu kan, tapi kalau presentasi di kelas sendiri agak mending sih kak daripada yang digabung kalau digabung nervous banget.

I   :   How do you cope with this feeling?

N   :   Biasa kaya nenangin diri kak terus juga latihan sebelumnya

I   :   In your opinion, which aspect of speaking is most challenging: pronunciation, grammar, fluency, or vocabulary? Why?

N   :   Sebenarnya pronunciation itu susah sikat tapi ada yang lebih susah yaitu Grammar, sekarang untuk speaking juga mikir grammar gitu sih Kak Jadi mungkin itu kendala nya. Sebenarnya nggak perlu grammar yang Bagusan Kak untuk speaking tapi kalau salah kan malu.

I   :   What strategies do you think can be implemented to improve students' English speaking skills, especially in the context of presentations?

N   :   Kalau aku sih misal minggu depan itu bagian aku untuk presentasi, maka apa prepare dari seminggu sebelumnya. kayak memperdalam kontennya terus h-2 gitu dipakai untuk belajar presentasinya ya

List of Interview Students

Name   : SPR

Direction   : Please answer the question based on your opinion Please answer the question clearly!

I   : Thanks for your time, please Introduce Yourself

N   : Perkenalkan nama saya Syifa Putri Ramadhan dari semester 5 kelas A semester 7

I   : Have you often done presentations on campus?

N   : Ya kak sudah sering

I   : Have you ever felt nervous or anxious when speaking in English in front of an audience?

N   : Pasti kak apalagi kalau digabung kelasnya jadi tambah Nervous, tapi lebih takut ke dosen juga daripada temen-temennya.

I   : How do you cope with this feeling?

N   : Susah sih kak tapi biasanya kalau udah pertengahan udan mulai enjoy

I   : In your opinion, which aspect of speaking is most challenging: pronunciation, grammar, fluency, or vocabulary? Why?

N   : Semua sih Kak, cuma yang paling-paling susah itu pronunciation dan vocabulary, karena kalau tanpa vocabulary itu kan susah kita mau ngomong apa Jadi menurut aku dua itu yang paling susah itu pronunciation dan vocabulary.

I   : What strategies do you think can be implemented to improve students' English speaking skills, especially in the context of presentations?

N   : Sebenarnya aku orang yang lain kalau ngerjain sesuatu, biasanya hamil seminggu atau berapa hari gitu di persiapkan untuk materinya jadi kita harus tahu materinya dulu sebelum menyampaikan.

List of Interview Students

Name   :   TA

Direction   :   Please answer the question based on your opinion Please answer the question clearly!

I   :   Thanks for your time, please Introduce Yourself

N   :   Perkenalkan nama saya Trilia Agustina dari semester 5 kelas A semester 7

I   :   Have you often done presentations on campus?

N   :   Ya kak sudah sering melakukan presentasi

I   :   Have you ever felt nervous or anxious when speaking in English in front of an audience?

N   :   Kalau gugup atau nervous sih iya kak Cuma kalau sama temen sendiri ngga terlalu.

I   :   How do you cope with this feeling?

N   :   Biasanya ya baca aja gitu kak, iya text book aja

I   :   In your opinion, which aspect of speaking is most challenging: pronunciation, grammar, fluency, or vocabulary? Why?

N   :   Kalau menurut aku aspek yang paling susah itu pronunciation sih kak kadang suka belibet gitu

I   :   What strategies do you think can be implemented to improve students' English speaking skills, especially in the context of presentations?

N   :   Apa yaa, mungkin yaa lebih banyakain belajar cara baca yang baik dan benar, pokoknya latihan aja gitu kak

List of Interview Students

Name   : RH

Direction   : Please answer the question based on your opinion Please answer the question clearly!

I   : Thanks for your time, please Introduce Yourself

N   : Perkenalkan nama saya Rofi'atul Hasanah dari semester 5 kelas A semester 7

I   : Have you often done presentations on campus?

N   : Ya kak sering banget

I   : Have you ever felt nervous or anxious when speaking in English in front of an audience?

N   : Lumayan sih kak kalo takut gitu solanya didepan orang banyak

I   : How do you cope with this feeling?

N   : Pas gugup gitu biasanya baca aja gitu kak

I   : In your opinion, which aspect of speaking is most challenging: pronunciation, grammar, fluency, or vocabulary? Why?

N   : Vocabulary kak, karna vocab aku baru dikit banget jadi stuck gitu kalo mau ngomong.

I   : What strategies do you think can be implemented to improve students' English speaking skills, especially in the context of presentations?

N   : Hafalan vocab yang banyak sih kak terus praktik juga

List of Interview Students

Name   :   FNS

Direction   :   Please answer the question based on your opinion Please answer
                    the question clearly!

I   :   Thanks for your time, please Introduce Yourself

N   :   Perkenalkan nama saya Fitri Novita Sari dari semester 5 kelas A semester
            7

I   :   Have you often done presentations on campus?

N   :   Ya kak sudah sering banget

I   :   Have you ever felt nervous or anxious when speaking in English in front
            of an audience?

N   :   Lumayan sih kak kalo takut gitu solanya didepan orang banyak

I   :   How do you cope with this feeling?

N   :   Baca aja sih kak

I   :   In your opinion, which aspect of speaking is most challenging:
            pronunciation, grammar, fluency, or vocabulary? Why?

N   :   Kalo aku lebih ke fluency sih kak yang susah.

I   :   What strategies do you think can be implemented to improve students'
            English speaking skills, especially in the context of presentations?

N   :   Banyakin praktik aja kak kalo aku

List of Interview Students

Name   :   RS

Direction   :   Please answer the question based on your opinion Please answer
                  the question clearly!

I   :   Thanks for your time, please Introduce Yourself

N   :   Perkenalkan nama saya Ratna Sari dari semester 5 kelas A semester 7

I   :   Have you often done presentations on campus?

N   :   Iya kak, dari semester 1 kita sudah presentasi tapi masih banyak matkul
         bahasa Indonesia jadi belum terlalu pakai bahasa inggris, terus kita
         jelasinnya sama persis seperti teks jadi dapat kritikan dari dosen. Kalau
         sekarang sudah harus pakai bahasa inggris si kak.

I   :   Have you ever felt nervous or anxious when speaking in English in front
         of an audience?

N   :   Pasti kak,

I   :   How do you cope with this feeling?

N   :   Berdoa dulu sih kak terus ngeyakinin diri dulu

I   :   In your opinion, which aspect of speaking is most challenging:
         pronunciation, grammar, fluency, or vocabulary? Why?

N   :   Semuanya kak, susah semuanya terutama grammar, sebebnrnya ga
         dituntut bener ngga nya tapi kalau salah ya dikoreksi kak

I   :   What strategies do you think can be implemented to improve students'
         English speaking skills, especially in the context of presentations?

N   :   Kalo aku preparenya harus jauh sebelum presentasi, gabisa mepet deadline
         kak karna gelisah, jadi persiapannya lebih matang untuk paper dll.

List of Interview Students

Name   : SPP

Direction   : Please answer the question based on your opinion Please answer the question clearly!

I   : Thanks for your time, please Introduce Yourself

N   : Perkenalkan nama saya Sevina Putri Pramesti dari semester 5 kelas A semester 7

I   : Have you often done presentations on campus?

N   : Sering banget kak dari semester awal

I   : Have you ever felt nervous or anxious when speaking in English in front of an audience?

N   : Iya kak sering jadi gugup dan blank karena terkadang udah takut duluan, takun nilainya jelek. Apalagi missal dapet instrupsi atau dikritik dosen ketika presentasi itu bikin tambah blank.

I   : How do you cope with this feeling?

N   : Kalo lagi gugup biasanya blank itu sih kak jadi kaya baca aja terus atau diem sebentar.

I   : In your opinion, which aspect of speaking is most challenging: pronunciation, grammar, fluency, or vocabulary? Why?

N   : Kalau saya lebih ke pronuncitation, vocab juga ada tapi yang lebih menantang ketika presentasi itu pronunciation nya, kana da ni yang pengucapannya mirip mirip, jadi salah kaprah jadi salah artinya. Belibat juga dilidah jadi latihan lidah dulu sebelum ngomong kak

I   : What strategies do you think can be implemented to improve students' English speaking skills, especially in the context of presentations?

N   : Yang pasti banyakin latihan kak, terutam lidahnya biar ga belibet

List of Interview Students

Name : FA

Direction : Please answer the question based on your opinion Please answer the question clearly!

I : Thanks for your time, please Introduce Yourself

N : Perkenalkan nama saya Fatma Amanda dari semester 5 kelas A semester 7

I : Have you often done presentations on campus?

N : Iya kak sering

I : Have you ever felt nervous or anxious when speaking in English in front of an audience?

N : Iya kak, apalagi kalau digabung kelasnya dengan kelas lain tamnah lagi nervous nya

I : How do you cope with this feeling?

N : Prepare yang lebih mateng aja sih kak jadi lebih percaya diri

I : In your opinion, which aspect of speaking is most challenging: pronunciation, grammar, fluency, or vocabulary? Why?

N : Kalau speaking lebih ke pronunciation sih kak

I : What strategies do you think can be implemented to improve students' English speaking skills, especially in the context of presentations?

N : Latihan ngomong bahasa inggris yang konsisten

Documentation

1. Interview of prasurvey

2. Observation

3. Interview of Survey

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor   : 4691/In.28.1/J/TL.00/10/2024
Lampiran   : -
Perihal   : **SURAT *BIMBINGAN SKRIPSI***

Kepada Yth.,
Aria Septi Anggaira (Pembimbing 1)
(Pembimbing 2)
di-
    Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	:	**DWI ARNETA PUTRI**
NPM	:	2101051011
Semester	:	7 (Tujuh)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	AN ANALISYS OF SPEAKING PROBLEM IN ENGLISH PRESENTATION OF ENGLISH EDUCTION DEPARTMENT OF IAIN METRO

Dengan ketentuan sebagai berikut :
1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
   a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 21 Oktober 2024
Ketua Jurusan,

Dr. Much Deiniatur M.Pd.B.I.

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Nomor   : 3870/In.28/J/TL.01/08/2024
Lampiran : -
Perihal   : **IZIN PRASURVEY**

Kepada Yth.,
Dekan FTIK IAIN METRO
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama	:	**DWI ARNETA PUTRI**
NPM	:	2101051011
Semester	:	7 (Tujuh)
Jurusan	:	Tadris Bahasa Inggris
Judul	:	AN ANALYSIS STUDENTS PROBLEM PRESENTATION IN SPOKEN ENGLISH AT ENGLISH EDUCATION DEPARTMENT OF IAIN METRO

untuk melakukan prasurvey di IAIN METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 09 Agustus 2024
Ketua Jurusan,

Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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SURAT KETERANGAN
Nomor: B-4013/In.28.1/J/TL.00/08/2021

Assalamu'alaikum Wr. Wb.

Yang betanda tangan di bawah ini:

Nama	:	Dr. Much Deiniatur, M.Pd.
NIP	:	19880308 201503 1 006
Jabatan	:	Ketua Jurusan
Jurusan	:	Tadris Bahasa Inggris (TBI)

Menerangkan bahwa:

Nama	:	Dwi Arneta Putri
NPM	:	2101051011
Jurusan	:	Tadris Bahasa Inggris (TBI)
Fakultas	:	Fakultas Tarbiyah dan Ilmu Keguruan
Instansi	:	IAIN Metro

Mahasiswa di atas telah melaksanakan penelitian dengan judul *"AN ANALYSIS OF SPEAKING PROBLEM IN ENGLISH PRESENTATION AT FIFTH SEMESTER ENGLISH EDUCATION DEPARTMENT OF IAIN METRO "* yang bertempat di jurusan Tadris Bahasa Inggris (TBI) IAIN Metro.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan dengan sebagaimana mestinya.

Wassalamualaikum Wr. Wb

Metro, 27 Agustus 2024 Ketua
Jurusan TBI

Dr. Much Deiniatur, M.Pd.
NIP.19880308 201503 1 006

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Nomor   : B-5574/In.28/D.1/TL.00/12/2024
Lampiran : -
Perihal   : IZIN RESEARCH

Kepada Yth.,
KETUA PRODI TBI IAIN METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-5573/In.28/D.1/TL.01/12/2024, tanggal 09 Desember 2024 atas nama saudara:

Nama	:	**DWI ARNETA PUTRI**
NPM	:	2101051011
Semester	:	7 (Tujuh)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KETUA PRODI TBI IAIN METRO bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di IAIN METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF SPEAKING PROBLEM IN ENGLISH PRESENTATION AT ENGLISH EDUCATION DEPARTMENT OF IAIN METRO".

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Wassalamu'alaikum Wr. Wb.

Metro, 09 Desember 2024
Wakil Dekan Akademik dan
Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

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S U R A T   T U G A S
Nomor: B-5573/In.28/D.1/TL.01/12/2024

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**DWI ARNETA PUTRI**
NPM	:	2101051011
Semester	:	7 (Tujuh)
Jurusan	:	Tadris Bahasa Inggris

Untuk : 1. Mengadakan observasi/survey di IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF SPEAKING PROBLEM IN ENGLISH PRESENTATION AT ENGLISH EDUCATION DEPARTMENT OF IAIN METRO".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal   : 09 Desember 2024

Mengetahui,
Pejabat Setempat

Dr. Umi Drihatur, M.Pd.B.I

Wakil Dekan Akademik dan Kelembagaan,

Dra. Isti Fatonah MA
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Nomor: B-5650/In.28.1/J/TL.00/12/2021

Assalamu'alaikum Wr. Wb.

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NIP   : 19880308 201503 1 006
Jabatan   : Ketua Jurusan
Jurusan   : Tadris Bahasa Inggris (TBI)

Menerangkan bahwa:
Nama   : Dwi Arneta Putri
NPM   : 2101051011
Jurusan   : Tadris Bahasa Inggris (TBI)
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan
Instansi : IAIN Metro

Mahasiswa di atas telah melaksanakan penelitian dengan judul *"AN ANALYSIS OF SPEAKING PROBLEM IN ENGLISH PRESENTATION AT ENGLISH EDUCATION DEPARTMENT OF IAIN METRO"* yang bertempat di jurusan Tadris Bahasa Inggris (TBI) IAIN Metro.

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Wassalamualaikum Wr. Wb

Metro, 11 Desember 2024
Ketua Jurusan TBI

Dr. Much Deiniatur, M.Pd.
NIP.19880308 201503 1 006

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SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1234/In.28/S/U.1/OT.01/12/2024

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: DWI ARNETA PUTRI
NPM	: 2101051011
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2024/2025 dengan nomor anggota 2101051011

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 11 Desember 2024
Kepala Perpustakaan

Dr. Asad, S. Ag., S. Hum., M.H., C.Me.
NIP. 19750505 200112 1 002

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Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan (FTIK), Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama   : Dwi Arneta Putri
NPM   : 2101051011
Program Studi   : Tadris Bahasa Inggris (TBI)

Tidak mampunyai peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.
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Metro, 09 Desember 2024
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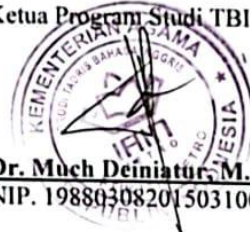
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IAIN METRO

Nama : Dwi Arneta Putri
NPM : 2101051011

Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Rabu/ 28 Agustus 2024		Acc For Proposal Seminar	

Mengetahui,
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Nama : Dwi Arneta Putri
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Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Selasa / 1 Oktober 2024		Acc APD	

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Nama : Dwi Arneta Putri
NPM : 2101051011

Program Studi : TBI
Semester : VII

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1.	Senin 18 November 2024		Chapter 4 & 5	

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Nama : Dwi Arneta Putri   Program Studi : TBI
NPM : 2101051011   Semester : VII

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Ketua Program Studi TBI

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NIP. 198803082015031006

Dosen Pembimbing

Dr. Aria Septi Anggaira, M.Pd.
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Curriculum Vitae

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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NPM : 2101051011

Program Studi : TBI
Semester : VII

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NIP. 198803082015031006

Dosen Pembimbing

Dr. Aria Septi Anggaira, M.Pd.
NIP. 19790929 200502 2 006

The researcher was born in the village of Bratasena Mandiri, Provinsi Lampung on December 12 2002, the last daughter of the couple Mr. Triyono and Mrs. Sumilah. The Researcher have older sister, the name is Yesi Lusiana. Researcher have the first school at TK Pertiwi Bahari and finish it in 2009, and join in the elementary school at SD N 1 Bratasena Mandiri and was end in 2015, then have a junior high school at SMP N 1 Pekalongan and finish the education in 2018, after that the researcher have senior high school at SMK N 1 Metro and that in Metro, Kecamatan East Lampung then complete it in 2021. After that the researcher continue the study at the Metro State Islamic Institute (IAIN) Faculty of Tarbiyah and Teacher Training, Departement of English Education (TBI) strating in semester 1 in 2021 for have a undergraduate education.