

BAB V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This study aimed to explore the experiences of students in the English Study Program when delivering oral presentations in English. Based on the findings and discussions in the previous chapters, it can be concluded that students encountered several challenges, including nervousness, anxiety, lack of comprehension, fear of making mistakes, and forgetting the material.

These challenges are not only related to linguistic ability but also to psychological and emotional factors. Nervousness and anxiety were the most frequently reported problems, often leading to decreased performance during presentations. However, students also demonstrated resilience by developing their own strategies to overcome these obstacles. Strategies such as practicing beforehand, preparing summaries, calming themselves, and seeking peer support were commonly used and proven helpful in reducing their difficulties.

From this research, I learned that students' experiences of using English for oral presentations are deeply influenced by several factors, including their confidence levels, language proficiency, classroom environment, and prior speaking experience. While many students expressed anxiety and a lack of fluency as key challenges, they also acknowledged that regular practice, teacher support, and peer encouragement played an important role in helping them improve.

The study revealed that oral presentations in English are not only a test of language skills but also a process of personal development. Students gradually became more confident and effective speakers as they were given more opportunities to practice and receive constructive feedback. This

emphasizes the importance of creating a supportive and encouraging academic environment where students feel safe to make mistakes and grow.

The results of this study are consistent with previous research, which also highlights the role of anxiety, lack of preparation, and limited vocabulary in students' oral presentation performance. However, this study adds value by presenting the students' personal strategies in dealing with these issues, offering deeper insights into their lived experiences.

5.2 Suggestion

Based on the results of this study, several suggestions can be offered for educators, students, and future researchers:

1. For Lecturers and Instructors:

It is important for lecturers to not only focus on improving students' linguistic competence but also address emotional and psychological challenges related to public speaking. Integrating oral presentation practice regularly into the curriculum, providing constructive and encouraging feedback, and using peer-assessment or group activities may help reduce anxiety and boost students' confidence.

2. For Students:

Students are encouraged to continue developing their own strategies to manage nervousness and anxiety. Practicing frequently, preparing outlines, summarizing key points, and engaging in group discussions can improve both comprehension and confidence. Students should also view mistakes as part of the learning process and not be discouraged by them.

3. For Future Researchers:

Further research could be conducted with a larger sample size and in different contexts (e.g., other study programs or institutions) to validate and expand upon the findings. Additionally, researchers may explore the role of specific teaching strategies or technological tools in helping students improve their oral presentation skills. In conclusion, using English for oral presentations remains a challenging task for many students, but with appropriate strategies, support, and practice, these challenges can be effectively addressed.