

Chapter Four

Findings and Discussion

This chapter presents the findings and discussion. The findings present the data of interview from the participants. Then, the researcher discusses the findings related to the theories in literature review. This chapter presents the answers of three research questions. The first research question is “How is the implementation of classroom oral presentation at EED of UMY?” The second research question is “What are the students’ challenges in classroom oral presentation at EED of UMY?” The third research question is “What are the student’s strategies to face the challenges in classroom oral presentation at EED of UMY?”

The Implementation of Classroom Oral Presentation as Perceived by the Students

In this section, the researcher presents and discusses the findings about students’ opinion about the implementation of classroom oral presentation. Based on the findings, there were six findings. They are numerous oral presentation at EED of UMY, oral presentation as assignments, individual and small group presentation at EED of UMY, rules of doing oral presentation, aims of oral presentation, and students’ feeling on oral presentation at EED of UMY.

Numerous oral presentations at EED of UMY. The first finding about the implementation of classroom oral presentation at EED of UMY

was that the frequencies of the oral presentation is high. There were lots of oral presentation at EED of UMY since the first semester. The finding is supported by all participants. Bharata said "... I have done lots of presentations in front of the class" (P1.1). Shinta highlighted "There are a lot of oral presentation in each semester" (P2.1). The last statement said "I did many oral presentations during my study at EED of UMY because in almost every subject in each semester, there are oral presentations" (P3.1).

From the statement above, it indicates that all of participants had the same opinions about the implementation of oral presentation at EED of UMY. The oral presentation was intensively applied from semester one and almost each class used it at EED of UMY. It will help the students at university level enhance their communication skills. Hence, the frequencies of oral presentations at university level were high, especially at EED of UMY.

Two functions of classroom oral presentation. Based on the interview done with three participants, the result from all participants said that there were two functions of classroom oral presentation. The functions were for learning and assessing in classroom oral presentation. The explanation are in the following.

Teaching and learning. The result of the interview with three participants found that the oral presentation at EED of UMY have two funtions. One of the functions was teaching and learning. This finding was

supported by the statements from Shinta and Abimanyu. Shinta said “The oral presentation at EED of UMY is for learning...” (P2.26). Abimanyu mentioned “...because the the teacher has aims to teaching and learning...” (P3.6).

Assessment. Based on the interview done with three participants, the result from all the participants said that they did oral presentation as assignment from the teachers. The assignments aimed to assessing students’ skill and students’ knowledge. Bharata said “This semester, there ware many presentations, but maybe, only research methodology which had an oral presentation as assignment in every meeting” (P1.6). Shinta said “We get assignment first, then get one week or two weeks to prepare, then the presentation was done orderly by the order of the topic” (P2.2) and “The oral presentation at EED of UMY is for learning and assessing the students” (P2.26). Abimanyu also stated “Usually, the teacher gives the assignment to do the oral presentation in a small group and gives a topic to present” (P3.2) and “...because the the teacher has aims to teaching and learning and to assess the students’ English proficiency” (P3.6).

It is clear that two out of three participants said that the oral presentaion at EED of UMY have aims to teaching and learning and assessing students’ skill. The same statement was also showed by Chiver (2007) that the types of student’s presentation in classroom oral presentation are informing, persuasion, teaching and learning, and assessment. The oral

presentation during teaching and learning process focused on a material that will be learned. The oral presentation as assessment because the oral presentation grade the students' skill, such as speaking skill.

In addition, from all participants' statements above, it revealed that oral presentations in EED of UMY were implemented as the assignments from the teachers. The students should do oral presentation to complete the assignment. The oral presentation was also graded by the teacher. In the end of the semester, the students will get final grade from the teacher. This assignment becomes familiar for English Education Departement students. The same result was also showed by Kusmawati (2016) that presentations in EED UMY were implemented as the assignments from the teachers. In addition, the participants in Kusumawati's research agreed about the implementation of presentation as assignment in every subject. The students believed that it developed their communication, so it became media or chance for students to improved their ability. Therefore, the use of oral presentation as assignments in EFL classroom are suitable, especially at EED of UMY.

Individual and small group presentation at EED of UMY.

According to the participants' statement about the types of oral presentation at EED of UMY, there are two types of oral presentation at EED of UMY. Those are individual and small group presentation. This information was stated by Bharata and Abimanyu. Bharata said, "I experienced being in a group of 2 to 4 in a group presentation at EED of UMY" (P1.3) and " It is a

small group presentation” (P1.4). Bharata also stated “In the second semester I do individual presentation” (P1.21). Abimanyu mentioned, “Sometimes, the teacher also give assignment to do individual oral presentation and not only small group oral presentation in the classroom” (P3.3).

The types of oral presentation mentioned by the participants were in line with the statement of Chivers and Shoolbred (2007) who stated that the types of presentation based on the number of the speaker are individual presentation and group presentation. Understanding the type of the oral presentation helped the presenter explored the goals of oral presentation.

Rules of doing oral presentation. Based on the interview done with three participants, the result from two participants said that there were some rules in doing classroom oral presentation determined by the teachers. The rules were the limited of time and the number of question in oral presentation.

Limitation of time. Bharata and Shinta stated that there was limitation of time in doing classroom oral presentation. Bharata said, “Mostly the teacher’s rule is timing for the presentation. Students get 30 minutes, ...” (P1.23). Shinta also said, “The rules during oral presentation are among..., then timing for the presentation” (P2.20).

Number of questions. This finding were stated by the statement from Shinta. Shinta said, “The rules during oral presentation are among others the number of people who ask question, only 3 persons,...” (P2.20).

From two participants' statements above, it revealed that oral presentations at EED of UMY have rules from the teachers. The teachers gave limitation of time for oral presentation and the number of students who ask question during question and answer session after presentation. These were some rules which the EED of UMY teachers applied in classroom oral presentation. The statement is also supported by Reich (2008) who stated academic presentation has usually 15-20 minutes for contributed talks, maybe time for one or two questions. It means that the limitation of questions during question and answer session is to manage presentation time in the class. The audience also become bored if the presenter talks too long. Hence, some of the rules of doing oral presentation which is familiar in classroom oral presentation were time limitation in oral presentation and how many questions are allowed from the audiences.

Students' feeling on oral presentation at EED of UMY. Based on the interview done with three participants, the participants said that the students' feeling on oral presentation were feeling afraid and challenged to be better on oral presentation and speaking skill. The following were the statements from participants.

Feeling afraid. There were two participants who stated afraid in doing oral presentation. Shinta said, "...we are afraid if we made mistakes in explaining the material and we are afraid because being graded" (P2.6).

Abimanyu also mentioned, “during presentation in front of the class, I feel so afraid to do mistake” (P3.7).

Feeling challenged. There was one participant who mentioned felt challenged in doing better oral presentation. Bharata said “I want to sharpen my ability to do oral presentation” (P1.10). After did oral presentation in several time, Bharata felt challenged to be better in doing oral presentation.

Based on the statements above, two participants perceived that the students felt so afraid of making mistakes in oral presentation. However, they were also challenged to be better in doing oral presentation, to be confidence, and to have good teaching skill as the future teacher were enhanced. The students’ feeling in doing oral presentation using English can motivate their performance. The more student enjoy the oral presentation, the more they enhance their confidence. If the students do oral presentation over and over again, they automatically practice their speaking skill and their teaching skill.

Students’ Challenges in Doing Classroom Oral Presentation

In this section, the researcher presented and discussed the findings about students’ challenges in doing classroom oral presentation. There were eight challenges in doing classroom oral presentation. The challenges divided into two factors, there were internal and external factors. The internal factors were linguistic challenges, nervousness, fear of being graded, and inferiority. The external factors were uneasy topic to understand, difficult work in team,

limitation of time, and challenges in gaining audience's attention. The explanation are in the following.

Linguistic challenges. Based on the interview done with three participants, all the participants said that one of the challenges in doing classroom oral presentation was linguistic challenges, such as difficult pronunciation, unfamiliar vocabularies, and choosing the diction. This finding were stated by the statement from all participants. Bharata said "Usually, the challenge is find difficult pronunciation" (P1.11). Shinta also said "because in EED the majority of presentation use English, we sometimes find unfamiliar vocabulary or maybe because I had panic attack, then I could not think of anything" (P2.7). Abimanyu mentioned "The low English proficiency also makes the oral presentation difficult, it is like unfamiliar vocabulary, our pronunciation, and how to choose the diction to explain the topic" (P3.12).

It is clear that all participants agreed that the challenge in classroom oral presentation is low English proficiency. The statements from the participants are supported by Juhana (2012), who stated that linguistic factors such as lack of vocabulary, lack of understanding of grammatical patterns and incorrect pronunciation are obstacles for students to present in the English class. The presenter is confused to choose the suitable word in the presentation. Some presenters also have challenge of speaking fluency, and sometimes they also said incorrect pronunciation.

Nervousness. The researcher found that two out of three participants believed that nervous was the common challenge in doing classroom oral presentation. Bharata stated, "...the challenges are meeting difficult pronunciation, being nervous, and understanding the material." (P1.11) and "For first time, I was honestly really nervous, confused of what to say ..." (P1.12). Abimanyu also highlighted, "I was nervous at the first time, but if I know the material I can relax doing the presentation" (P3.5) and "The atmosphere in the class become so serious while oral presentation, the presenter become so nervous" (P3.8).

The statements clearly said that the common challenge during classroom oral presentation at EED of UMY is nervousness. Tripathi (1991) stated that the causes of nervousness in a presentation are poor preparation and practice, fear of humiliation, and fear for being evaluated. Feeling nervous during classroom oral presentation was part of internal factors which supported the challenge to come out.

In addition, the nervousness is not unique phenomenon in oral presentation. A study found that nervousness is one of the students' difficulties during oral presentation. The study conducted by Rettob (2017) is one of the research which found that nervousness is the students' difficulties in oral presentation.

Fear of being graded. Two out of three participants revealed that the challenge in classroom oral presentation was fear being graded by the

teachers. The statement is supported by the second and Abimanyu. Shinta mentioned, "... we are afraid if making mistakes in explaining the material and we are afraid being graded" (P2.6) and also mentioned "the teacher will grade, so we are afraid to make mistake while doing oral presentation, it is become not relax" (P2.14). Abimanyu highlighted, "The teacher also measure the way we present the material, it makes the student feeling afraid" (P3.9).

From the participants' responses, it can be concluded that assessing the students during the oral presentation made the students feel afraid. It is in line with Tripathi (1991) who stated that the causes of nervousness are poor preparation and practice, fear of humiliation, and fear for being evaluated. The students were pushed themselves to do the best performance in oral presentation because the teachers will assess them. It make the students' aim to do oral presentation different, they only think about the grade that they got, not the topic that they explained.

Inferiority. One participant showed that the challenge on doing oral presentation was inferiority. Inferiority would make the students demotivated to be better. It is supported by the Bharata. Bharata said "Maybe I little bit feel inferior with other people in doing presentation, so I feel lowest than others" (P1.15).

From the statement above, Bharata indicated that inferiority was the challenge in doing oral presentation. At EED of UMY, the students should do the oral presentation in English. Despite the students' speaking skill were

different, they still did the best performance while speaking in English. There were some students who felt pessimistic or inferior than the other students. It was highlighted by Sakai (2009) that demotivating factors of EFL students to speak using L2 are feeling low thinking ability and pessimistic. Thus, the students believe that they can not do the oral presentation better than other friends because of their low ability. The students' pessimistic in the classroom oral presentation make their performance in oral presentation were not good. If the students not believing themselves, they can not be better than before.

Uneasy topic to understand. All participants exposed that uneasy and unexplained topic to understand were the challenges in doing classroom oral presentation. This was supported by Bharata who stated, "... the material is needed to understand very well, there is something we should know and we should explain it" (P1.13). Shinta also stated, "the challenges are when the material is explained yet by the teacher, we are afraid if making mistakes in explaining the material and we are afraid because of being graded" (P2.6). Abimanyu mentioned, "... the topic that difficult to understand is the most common challenge during oral presentation" (P3.10).

Based on the statements above, all participants perceived that uneasy topic to understand was another challenge in classroom oral presentation at EED of UMY. Mostly, the topic or the material was not explained yet, so the presenters were not really sure about their understanding about the topic.

Moreover, the topic was not easy to understand, so the presenters are afraid of making mistake while explaining in front of the class. Uneasy topic to understand could be caused by lack of preparation time to understand the content of the topic. Study more will help the students understand the topic better. As stated by Bharata, “ ... the material is needed to understand very well, there is something we should know and we should explain it” (P1.13). Understand the topic very well also affected to the audiences. The presenter should trying to understand the topic before speak, taking the statement and words that is easy to master and understand before explain. In addition, Chivers and Shoolbred (2007) also mentioned that one of steps to succeed in oral presentation was preparation of the content. The presenter should choose the content that really relevant to the study. The content can be supported by the illustration. The illustration helped the presenter to deliver the message to the audiences. It makes the audiences imagine the content contextually. It is easier to understand rather than without the illustration. Hence, the message from uneasy topic can be delivered well to the audiences. Preparing the content was really important to make the students easy in doing the oral presentation. Therefore, the students feel challenging, if they did not understand about the content.

Difficult work in team. The researcher found that two out of three participants agreed that doing oral presentation in form of group is more difficult than individual. It is supported by Bharata statement who said, “The

challenge in the group presentation is certain, there is student who less contribution, and some students want to explain the easy part” (P1.19) and Bharata also answered “The challenge in the group presentation is certain. There are students who contributed less, and some students wanted to explain only the easy part” (P1.19). Shinta also highlighted, “In a group, maybe because we work in a team, so it is difficult for being together, and usually only one person who master the topic” (P2.8).

Based on two participants above, doing oral presentation in group was more difficult than individual oral presentation. There was sometimes dysfunctional group in group work. The same statement is also stated by Exley and Dennick (2004), it is possible that there are dominant members in the groups. Exley and Dennick (2004) referred a factor of a dysfunctional group. The effect of dominant students might prevent all students to contribute in the discussion. In addition, All presenters in group presentation should contribute in the discussion, and the dominant students responded quickly to audience’s feedback. They did not turn to discuss with the other members. They only slowed down when reminded by the teacher to share and discuss with the other members. Thus, the dysfunctional group in oral presentation can be performed by the dominant member or the less-contribute member.

Limitation of time. There were two participants who said that the limitation of time from the teachers make the presenters not relax and

underpressure. The statements came from the second and Abimanyu. Shinta said, “The timing make the presenters feel hurry and make the point not deliver very well” (P2.21). Abimanyu also stated “... but also the limitation time to do the oral presentation make the students feel underpressure” (P3.11).

From the statement above, the participants indicated that the limitation of time was the students’ challenge in classroom oral presentation. The students felt underpressure in doing oral presentation because the time. It is supported by the statement from Abimanyu, “... but also the limitation time to do the oral presentation make the students feel underpressure” (P3.11). If the students was feeling underpressure, they only focus on being on time not being understandable in explaining the topic. Therefore, the teachers should consider the limitation of time in doing oral presentation and how long the suitable time to do the oral presentation.

The finding was also supported by Chivers and Shoolbred (2007), who claimed that in order to prepare and delivery the oral presentation, the presenters should have good time management. Manage the points that should delivered and manage the appropriate time to deliver all of it. The most important thing was that the time should be enough to deliver all the points of the topic. Therefore, the audiences will be easy to understand the topic. If the presenters feel the limitation of time was challenging part while doing oral presentation, they will try to manage the their time very well.

Challenges in gaining audience's attention. The researcher found that some participants said about the challenge in classroom oral presentation was challenges in gaining audience's attention. The finding is supported by Bharata who said, "... the way to invite audience, for attract the attention to the material that we explained" (P1.14). Shinta also said, "the other friends in the classroom are busy to learn the topic, prepare their own presentation, or prepare the question, so they are not pay attention to the presenter" (P2.24).

From the participants' responses it can be concluded that challenges in gaining audience's attention was uneasy to do by the presenter in classroom oral presentation. Audience expression is the most important for the presenter. This is similar to Ziddons (2008), as cited in Ana (2016), who mentioned some poor reasons why students feel difficult on doing presentation. The first reason is the audience is not interested in what you are going to say, or does not need to hear it. When audience showed their flat face and unclear with the presentation. The presenter should explain more their material in interesting presentation. Bharata also said, "mostly the audience just silent and shows flat face, there are only few audiences who respon" (P1.24).

The second reason is if the audience does not know why they are there, or the presenters are not sure why they are presenting. Not all the students are serious in their learning. It is caused by their self-motivation on

learning. The less self-motivation on learning would make the students not pay attention to the presentation.

Students' Strategies to Face the Challenges in Classroom Oral Presentation

In this section, the researcher presented and discussed the findings about students' strategies to face the challenges in doing classroom oral presentation. There are ten findings. They are being confident, self-convincing, reading and understanding the material, talking and asking to friend, developing good communication skill, planning the presentation, attracting visual aid, practice and simulation, making note, and managing time.

Being confident. There were two participants agreed that the students' strategy to face the challenges in classroom oral presentation was being confident. The students' self – confident was strenght motivation to do the oral presentation better. The finding is supported by Bharata who stated, "My solution is still confident about what will I do" (P1.16).

Also Shinta mentioned, "We become confident, because later we become teacher so we need to be really confident" (P2.23).

The students' strategies to face the challenges in classroom oral presentation was that students tried to have self – confident. It is in line with King (2002) who has mentioned that presentation provides a rewarding and stimulating experience both for teacher in developing facilitating skills and

for students in training themselves to have confident presentation in public. It was one of the benefits doing oral presentation in many times.

Self-convincing. One out of three participants showed that self – convincing as the strategy to face the challenges in classroom oral presentation. The students who have high self - convincing to enhance their speaking skill would easily do the oral presentation later. Bharata mentioned, “That’s very helpful, because it’s from my own willingness and I don’t need to feel underpressure with others who are clever than me” (P1.18).

Based on the statement above, the strategies to face the challenges in classroom oral presentation was self – convincing in classroom oral presentation. The feeling underpressure in doing oral presentation should be decreased by their willingness or their self – convincing to learn more. Having willingness to learn more would make the knowledge easily to catch up. The biggest motivation comes from our willingness and self – convincing. The finding is in line to Bradbury (2006) said that many people feel panic and stressed before they have to give a presentation. When the presenter feel stressful or underpressure, the presenter can not performed well. Hence, the presenters should relax and believe to themselves.

Reading and understanding the material. There were two participants who said that the strategies to face the challenges in the classroom oral presentation were reading and understanding the material. The students should study more the material which will be explained. It is

supported by the first and Abimanyu. Bharata stated “I try to understand the material so I know what will be delivered” (P1.17). Abimanyu also stated “The solution are maybe reading and understanding the material more” (P3.13).

Based on the statements above, the participants showed that reading and understanding the material were the students’ strategies to face the challenges in classroom oral presentation. The same result was revealed by Patel (2010) as cited at Kusmawati (2016) who stated that presenters must understand their topic thoroughly so that they can make it simple enough for the audience. They must read and identify the relevant information and align it to the audience’s interests.

Talking and asking to friend. All participants agreed that the challenges in doing oral presentation can be decreased by talking and asking friends about the topic. It is supported by statement from all participants. Bharata said “The solution is we try to talk with member of group, so we can study together...” (P1.20). Shinta also said “Sharing with friends about the material, so we can know from other perspective people who are not learn too” (P2.16). Abimanyu highlighted “Try to speaking in English with friend can help the students to be fluent speaking English” (P3.17).

It is clear that all of participants perceived that talking and asking friend as one of the strategies to face the challenges in classroom oral presentation. Knowing the others’ perspective about the topic will help the

presenters to understand the topic very well. When sharing with others, the presenter can summarize the topic from many perspective. This strategy was also found in a research conducted by Maulana (2016) that the strategy to encounter anxiety in classroom presentation is talking and asking to friends when they do not understand. The students also can get various information and knowledge while sharing with other friends. It will help the students prepare the classroom oral presentation better. Thus, this is a common strategy that the students did to face the challenges in classroom oral presentation.

Developing a good communication skill. The participant showed that developing good communication skill can be the strategies to face the challenges in classroom oral presentation. Good communication skill was the basic skill in doing oral presentation. The statement was revealed by Shinta who said, “The preparation are increase good communication skill and strucktural presentation planning” (P2.25).

Based on the statement above, the strategies to face the challenges in classroom oral presentation was developing good communication skill. Students also had chance to improve their speaking skill with the implementation of presentation. It is line with Zivkovic (2014) as cited at Kusmawati (2016) who argued that presentation is designed to help students increase their communication skills. In addition, Chivers and Schoolbred (2007) also stated that one of the strategies to conduct a good presentation is

good communication skill. It is because the most explored skill in oral presentation is speaking skill. Good communication skill makes the message delivered well and the audience will give attention to the presenters. Thus, the presenters can persuade and make the audience believe that the topic is important.

Planning the presentation. The next strategy that researcher found after interview done was planning the presentation. Planning the presentation was a strategy to face the challenges in classroom oral presentation. Good planning before do the real oral presentation was pretending unstructural explanation in the classroom oral presentation. It is supported by the first and Shinta. Bharata said "... we automatically plan what will we say orderly to deliver in the class and choosing the content that related to the topic" (P1.26). Abimanyu also said "The preparation are increase good communication skill and strucktural presentation planning" (P2.25).

The participants' statements above indicate that the strategies to face the challenges in classroom oral presentation was planning the presentation. The presenters should plan what they will do. The same result with Chivers and Shoolbred (2007) claimed that in order to prepare and delivery the presentation, the presenter should carefully plan and prepare. After planning the activity that can make the presentation good, the presenters prepare the things which support their planning. The great choice of it will make the oral presentation effective.

Attracting with visual aid. From the interview result, two participants argued that attracting with visual aid was also the strategy to face the challenges in classroom oral presentation. The use of visual aid in oral presentation helps the audience easily understand the topic. This is stated by the first and Shinta. Bharata mentioned "... we use power point as the visual aid to gain audiences' attention and help the audience to understand the topic" (P1.27). Abimanyu highlighted "other strategy is making visual aid, usually at EED of UMY, if doing oral presentation using power point, to gain audience attention" (P2.17).

From those results above, making visual aid is also one of the strategies to face the challenges in classroom oral presentation. A good visual aid makes the presentation looks professional and interesting. The visual aid can be performed by slides, handout, charts, and pictures. The visual aid only supports the oral presentation, so the presenter can not depend on the visual aid. The finding is supported by Zivkovic (2014) as cited at Kusmawati (2016) who said that a presenter needs to make the visual aids clear and easy to understand. Further, technologies are good in supporting oral presentation. As mentioned by Chivers and Shoolbred (2007), that one of the strategies to conduct a good presentation is appropriate use of technologies. The appropriate technologies in oral presentation, such as Power point and Prezi. It can attract students' attention to focus on the presentation.

Doing practice and simulation. Based on the interview done with three participants, two participants agreed that the strategies to face the challenges in classroom oral presentation were doing practice and simulation of oral presentation. The more practice before the oral presentation makes the oral presentation run very well. The finding is supported by the first and Abimanyu. Bharata said “Doing practice or simulation oral presentation at home can help our performance better” (P1.25). In addition, Abimanyu also said “For the limitation time of doing oral presentation, the presenter should practice and do simulation the oral presentation” (P3.14).

It is clear that two participants perceived that doing practice and simulation for oral presentation as the strategies faced the challenges in classroom oral presentation. Students can practice oral presentation with their family or friend before doing real oral presentation in front of audience. It is in line with Hamm and Dunbar (2005), as cited at Kusmawati (2016), that practicing in front of friend, roommate or family is a strategy to prepare presentation in order to get feedback on both the organization of the material and the delivery.

This is also in line with Chivers and Schoolbred (2007), claimed that one of the strategies to conduct a good presentation is careful planning and preparation. It means that the presenters should plan and prepare what they will do in oral presentation. They should practice the oral presentation continuously in order to succeed in their oral presentation. The good

planning and preparation to succeed the oral presentation is doing practice and simulation.

Making note. The researcher found that two participants stated that making note was one of the strategies to face the challenges in classroom oral presentation. It was used to help the presenters if they forget about the point of material. Here are the statements from the participants, "... a palmnote which contains point which will be delivered during oral presentation" (P2.15). Abimanyu also said "Sometimes I make a small note for guide during the presentation, the note contains point that will be delivered" (P3.16).

From those results above, making a note before the real oral presentation is also one of the strategies to face the challenges in classroom oral presentation. It indicates that students brought note when presenting. The note was effective to help the presenter during the oral presentation in the classroom. The finding is supported by Shinta, "Palmnote is really helpfull when we suddenly blank and confuse what want to say" (P2.18). The finding also same with Hafis (2015) who advised that students make note clear, thick in the script so that it is easy to follow. Hence, it was used to help the presenters if they forget about the point of topic.

Managing time. The last findings about the strategies to face the challenges in classroom oral presentation was managing time. The limitation time for explaining the topic in front of the class should be considered by the

presenter. The important point of the topic should be delivered to the audiences, so the presenters should make sure that the time was enough. Abimanyu said, “Before doing the oral presentation, the presenter should managing the time presentation and make sure that the limitation time is enough” (P3.15).

From Abimanyu statements’, it revealed that one of the strategies to face the challenges in oral presentation was managing time. So the students do not overload when doing presentation. The finding is supported by Chivers and Shoolbred (2007), stated that one of the strategies to conduct a good oral presentation is good time management. The presenters can put more time in some points which are more important or difficult to understand by the audiences. In addition, the finding is in line with Zickovic (2014), as cited at Kusmawati (2016), said that students must gain the mastery of organizing and selecting their arguments or pieces of information so as to respect the time allocated. The most important things was that the time were enough to deliver all the points of the topic. Thus, the audiences are easy to understand the topic.