

# PSYCHOLOGICAL FACTORS AFFECTING STUDENT'S IN ORAL PRESENTATION AT THE ENGLISH EDUCATION OF UNIVERSITAS ISLAM MAKASSAR

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**Abstract:** The purpose of this research is to find out the psychological factors in students' in conducting oral presentations using English in Universitas Islam Makassar. The research method used is the researcher will use a descriptive research design. Descriptive research is a type of research that systematically describes the situation and facts of a particular population factually and accurately. This design will be used to find out the psychological problems faced by English Department students in making oral presentations. The research sample for this researcher is English language education student's class 2023 at Universitas Islam Makassar consisting of 1 class with a total of 9 students consisting of 7 female students and 2 male students. Factors affecting students in speaking may vary considerably, depending on the research context. The present study therefore attempts to find out the inhibited psychological factors faced by English Language Department Students and find ways to minimize these factors so that they do not happen to students. Researchers used a qualitative descriptive approach and applies the purposive sampling technique, In this research, research chose subjects according to the needs and objectives of the research. Researcher conducted research on English education students, especially the class of 2023 at the Universitas Islam Makassar. Data collected through observation checklists and interview. The results showed that fear of mistakes, shyness, anxiety, and lack of confidence were the four physiological factors found on students. Meanwhile, other factors that may or may not affect the students well be critically examined. The ways to solve the psychological factors faced by the students in doing presentation are giving motivation the students and stimulation to practice in doing presentation.

**Keywords:** Psychological factors, Oral presentation, Speaking

## 1. INTRODUCTION

Failure in English classes is not only caused by one or two aspects. The teacher's progress in speaking competence does not guarantee that he or she can develop his students' speaking skills. Some teachers sometimes evaluate problems in the development of students' speaking from the attention of the students, and the lack of supporting media. It is rare for teachers to know the problems related to speech failure in a deeper aspect involving student psychology, however, psychological problems often affect students' ability, willingness and motivation to achieve speaking competence. Lack of confidence, shyness, and fear are often the psychological problems we encounter in speaking classes and students' anxiety about speaking English in class is the result.

Speaking is considered the most challenging skill because most students usually have some difficulties and need help expressing their ideas, even in a simple form of conversation. It requires great courage and preparation to speak the new language well. Learning to speak became the most difficult for most people when they learned a foreign language. They have to learn about grammar, pronunciation, and vocabulary at the same time. Nevertheless, it is not easy to master speaking, especially for low self-confidence students. The most important part of learning a second or foreign language is speaking since it is a skill that allows us to communicate and is measured by our capacity to have a conversation in that language (Imran & Sulviana 2022).

Zainuddin and Selamat (2012) mentioned that many employers who employ polytechnic graduates have voiced their concerns that these graduates have great difficulties in communicating effectively in the workplace despite having excellent technical knowledge in their field". In other words, they cannot create effective communication. That is why students often feel stressed and depressed whenever they give an oral presentation, especially when they are faced with a speech or seminar assignment. In addition, it also stresses students who are not fluent in English and are expected to speak in the target language, especially during their English lessons (Khairi & Nurul Lina, 2010).

According to Baker (2000), oral presentations are like formal conversations, speaking to groups as a natural activity. Oral activities in English subjects are always carried out in the form of assignments that can be modified in the form of individual work or cooperative learning. Oral presentations make students work on the question-and-answer section, so that it can increase student participation in class. Oral presentations also provide advantages for students such as integrating language skills, practicing speaking, making decisions, preparing for real life, acquiring knowledge through English, and so on (Al-Isaa and Al-Qubtan, 2010).

The psychological factor that affects students is the most influential on the success or failure of language learning, perhaps the affective side of students (Oxford, 1990). Krashen (1982) stated that various affective variables have been confirmed to be associated with success in second language acquisition in research over the past decade but most of the studies examined three categories: Motivation, confidence and anxiety.

## **2. LITERATURE REVIEW**

### **2.1. Oral Presentation**

Haris (1974) mentioned that there are five components which are generally recognized in analyzing speaking ability such fluency, pronunciation, Grammar, Vocabulary, and Comprehension.

1. Fluency. Fluency is probably best achieved by allowing the air stream of speech to follow then as some of this speech spill over beyond comprehensibility. This component is what the writer intended to study on students speaking fluency problem occur during their oral communication

in English. Fluency may be defined as the ability to speak accurately. Jill (2009) states that fluency is communicating a message. Besides, Richards et al. (1985) also defined fluency as a speech close to a native speaker's pausing, rhythm, stress and intonations, and in EFL class, fluency is about the level of communication competence.

2. Pronunciation. Pronunciation includes the segmental features of vowels, consonants, stress, and intonation patterns. Pronunciation is the ways of certain sounds are produced. In communication process, one need to pronounce and to produce the words uttered clearly and correctly in order to miscommunication. Jill (2009:66) states that an understanding of the features of pronunciation helps learners understand when they listen to the language.
3. Grammar. Grammar is needed for students to arrange a correct sentence in conversation. According to Jill (2009:24), grammar is a description of the language system. It shows us how we order words in sentences, how we combine them and how we change the form of words to change their meaning.
4. Vocabulary. Vocabulary is the acquisition of an adequate, vocabulary as essential for successful second language use, because without an extensive vocabulary we will be unable to use the structures and the function that we have learned fir comprehensible communication. Jill (2009) said that vocabulary can be presented in dialogues and reading passages where the new words appear in context and in combination with other words.

## **2.2. Types of Oral Presentation**

According to Chivers and Shoolbred (2007), understanding the presentation style will help you explore the main purpose of giving this presentation. Therefore, according to the purpose of the presentation, the speakers can decide on the type of their presentation. Al-Issa and Al-Qubtan (2010) divide oral presentations into two types: guided and free. They state that guided oral presentations are used with the language proficiency level of lower-middle or intermediate students. In guided oral presentations, students should not be guided in the proper use of grammar, lexical items, and time allocation. And also, students are expected to prepare flyers for listeners in class to follow.

## **2.3. Psychological Factors of Oral Presentations**

There are many problems in presentation, one of which is the psychology of the problem. In psychological problems there are several factors that influence. Burns and Joyce in Nunan (1999); Schwartz (2005); and Thornbury (2005) as quoted in Juhana stated that there are several things that can make students inhibit psychological problems such as fear mistakes, anxiety, shyness, lack of confidence, lack of motivation.

1. Fear of Mistakes. As many theorists have argued, the fear of mistakes is one of the main factors in students' reluctance to speak in English in class (Tsui in Nunan, 1999; Yi Htwe, 2007; Robby, 2010). With regard to the fear of making mistakes problem, Aftat, (2008) adds that this fear is related to the problem of correction and negative evaluation.

2. Shyness. Shyness is an emotional thing that many students suffer from at some time when they are asked to speak in English class. This shows that shyness can be a source of problems in students' learning activities in the classroom, especially in the speaking class.
3. Anxiety. Anxiety is the main factor that affects student performance in making presentations, causing students to feel nervous. When anxiety is limited to a language learning situation, it falls into the category of special anxiety reactions. Psychologists use the term specific anxiety reaction to distinguish people who are generally anxious in various situations from those who are anxious only in certain situations.
4. Lack of Confidence. A teacher may be experienced to find his students unwilling and isolated among their peers. This symptom is generally influenced by a lack of confidence in individual students. Later, Tsui quoted Nunan (1999) saying that students who lack confidence in themselves and their English should suffer from communication anxiety.
5. Lack Of Motivation. Motivation is the key to student learning success (Songsiri, 2007). When it comes to the issue of motivation in learning, Nunan (1999) emphasizes that motivation is important to pay attention to because it can affect students' reluctance to speak in English. In this sense, motivation is the main consideration in determining the readiness of students to communicate.

### **3. METHODS**

This research uses method descriptive research qualitative approach. According to Mukhtar (2013:10) qualitative descriptive research method is a method used by researchers to find knowledge or theory on research at a certain time. The method applied in this study is a qualitative descriptive method. The qualitative research focuses on understanding how participants experience phenomena at a given time, with a particular context and different meanings for research (Tenny et al., 2022). Some data collection techniques include observations and interviews. In this study, researchers made observations to find out the psychological factors of students in conducting oral presentations. In addition, researchers also conducted interviews to validate the data collected in this study regarding the psychological factors of students when doing oral presentations in using English in class. This activity was carried out at the Universitas Islam Makassar.

### **4. RESULTS**

#### **4.1. The Result of Observation Process.**

The types of psychological factors that had been categorized into 5 types of factors, Fear of mistake, Shyness, Anxiety, Lack of Confidence, and Lack of Motivation. Regarding the conclusion there are 5 classifications of types of psychological factors of students with different students as follows:

1. Fear of Mistake. Based on the results of the study, fear of making mistakes is the first factor that researchers found in this observation, fear of making

mistakes was found by 6 students where researchers saw when students were presenting using English, because they were afraid of mistakes, they finally brought notes or cheats to the front of the class. and do not care whether it is seen directly by the lecturer or their friends at the same time, they look normal when carrying cheats and students are more afraid of pronunciation errors than being watched by their friends they think as long as their presentation goes smoothly. from this statement the researcher concluded that the 6 students who were afraid of being wrong were afraid that the content of the material they would convey later did not match what the audience or the lecturer wanted.

2. Shyness. The observation results show that shyness is the second most common factor found. In this observation, shyness was found by 7 students where the researchers saw the 7 students were embarrassed when they were doing presentations using English. Researchers observed from the movements of students who when they were presenting there were those who when they felt embarrassed always bowed their heads without looking at the audience or lecturers in the class, the faces of students also immediately turned red because they felt embarrassed and tried to turn their faces away so as not to face the audience directly. Researchers also found that when students were asked questions by lecturers or classmates, these students were reluctant to look at the interlocutor.
3. Anxiety. From the observation that anxiety is the third most common factor found, in this observation the researcher found that 7 students experienced English anxiety while presenting in class. As a result of anxiety, the researcher saw the 7 students who when presenting looked very tense and looked very uncomfortable when standing in front of the class, students looked very restless unable to sit or stand calmly always playing their bodies or hands and folding their legs, playing with their clothes. Researchers also observed that when these students were presenting using English or foreign languages they always spoke excessively, very quickly and found it difficult to concentrate. From this the researcher concluded that the psychological factor of oral presentation using a foreign language always makes people feel anxious and always becomes common, this is also known as stage fright.
4. Lack of confidence. Based on the results of observations that lack of confidence is the fourth factor found, in this observation researchers found 9 students experiencing lack of confidence while presenting using English. When researchers come into the classroom and observe students who are presenting, they have their own language, researchers see students using incorrect pronunciations such as "Call me to Kall me" this is also reinforced by observations made by researchers when they present assignments some students look unprepared, sometimes students pretend to read books or write notes rather than being appointed first to present because they feel less confident.
5. Lack of motivation. As for the observation that lack of motivation is the fifth factor found during the observation, researchers found 3 students who experienced a lack of motivation when doing presentations using English in

class. When researchers entered the class and made direct observations, researchers saw these students when the presentation was running minimal eye contact, more often looking down or at the screen, and when asked by lecturers or friends he answered briefly and showed no effort to re-explain or emphasize important points.

**Table 4.1 The Result of Interview Process**

NO.	Types of Psychological Factors	Statement	Frequency	Percentage
1.	Fear of Mistakes	<ol style="list-style-type: none"> <li>1. I am afraid of making mistakes during the speaking</li> <li>2. I never feel quite sure of myself when I am speaking my English in front of the class.</li> <li>3. am afraid that the other students will laugh at me when I speak in English.</li> </ol>	6	60%
2.	Shyness	<ol style="list-style-type: none"> <li>1. I am shy when speaking English in front of my friends and teacher</li> <li>2. I am shy when I do an oral presentation in English.</li> <li>3. I feel more shy when I have to speaking front of the class.</li> </ol>	7	60%
3.	Anxiety	<ol style="list-style-type: none"> <li>1. I start to panic when I have to speaking English without preparation before.</li> <li>2. I feel more pressure and nervous when I was doing an English language presentation</li> </ol>	7	60%
4	Lack of confidence	<ol style="list-style-type: none"> <li>1. I have a lack of confidence and always nervous when speaking English in the class.</li> </ol>	9	70%

		2. When I start my oral presentation, I forget everything I want to say.		
5	Lack of Motivation	1. I always feel that other students speak English better than I do when we make presentations 2. I prefer to see someone's presentation before starting my own.	3	30%

Table above Indicates that all statements about the types of psychological factors in students. The first most dominant statement is Lack of confidence 70%, followed by the second, third and fourth factors namely Shyness, anxiety, fear of mistake 20% and the last is lack of motivation 30%.

#### 4.2. The Result of Interview Process.

The interview guideline consists of 5 items whose problems are analyzed based on the answers. Based on the results of the interview, most of the English education students, especially the 2023 batch, that the psychological problems they experience in doing oral presentations in English are fear, feeling embarrassed, nervous and making mistakes and are also followed by a lack of vocabulary in pronunciation which is sometimes incorrect when they are doing oral presentations.

**Table 4.2 The Result of Interview Process**

No	Interview
1	Fear of Mistake
2	Shyness
3	Anxiety
4	Lack of Confidence
5	Lack of Motivation

## 5. DISCUSSION

The purpose of this presentation is to find out what factors affect students' psychological performance in presenting and the leading among the five factors are fear of mistakes, shyness, anxiety, lack of confidence and lack of motivation. Data were obtained using observations and interviews of students who were conducting oral presentations. In this study the sample used was English language education students at Makassar Islamic University, especially class 2023. Based on the results of observations and interviews, researchers

get 4 factors that influence students in doing oral presentations, namely fear of mistakes, feeling embarrassed, feeling anxious, and also lack of confidence.

The first aspect which influenced the students to have an oral presentation was fear of mistakes. The result in Nunan (1999) which states that fear of mistakes becomes one of the main factors of students' reluctance to speak in English in the Classroom. This might be because the students did not have enough capability in speaking. Speaking English needs a lot of supporting elements such as good grammar, good listening to support the way of speaking, and the others. However, curriculum which is applied in Indonesia emphasize the students to only learn grammar without practice to speak. These things cause the students rigid in speaking, they too much think about the grammar which makes them fear to do mistakes.

The second aspect that influences students to do oral presentations is shyness. The results of research in Nunan 1999 state that shyness is one of the main factors of students' reluctance to speak English in class, especially during presentations. This is also possible because students feel embarrassed because of their inability to show their presentation in speaking English, they are also afraid of being laughed at by their classmates because of their low ability to speak English.

The third aspect which influenced the students to have an oral presentation was Anxiety. Horwitz (1991) claim that in fact that anxiety plays an important role in students' learning. This might because the performance of students who have excessive anxiety and could affect the quality and production of oral students in the language and make the individual looked less fluent in delivering the material besides that anxiety made students think that they are potentially more likely to think that they would embarrass themselves in doing that presentation. In another factor is teachers who lack a more comfortable learning atmosphere students in their learning situation activities.

The last aspect which influenced the students to have an oral presentation was Lack of Confidence. It is commonly understood that students' lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers. In these situations, they prefer to remain silent while others speak indicating that the students lack the confidence to communicate. Nunan (1999) says that students who lack confidence about themselves and their English certainly suffer from communication fear. This suggests that building students' confidence is an important part of the focus of teachers' attention. This means that teachers should also learn from theory and practical experience on how to build students' confidence.

In previous studies, it also explained that a psychological factor took the role of main in oral speaking it was explained in the research of Tsui in Nunan (1999), Yi Htwe (2007) Robby (2010). As argued by many theorists claim that fear of mistake becomes one of the main factors of students' reluctance to

speak in English in the classroom. In other words, Horwitz (1991) in Juhana (2012:102). He believes that anxiety about speaking a certain language can affect students' performance. Nunan (1999) further adds that stresses that motivation is important to notice in that it can affect students' reluctance to speak in English. In this sense, motivation is a key consideration in determining the preparedness of learners to communicate.

From the results of observations and interviews, there are many ways to solve the psychological factors faced by students. In this study, researchers found one solution to motivate and stimulate students to practice when doing oral presentations. According to Juhana (2012:101), one solution to solve the psychological problem is providing students with positive reinforcement besides, Keramida (2009) in Juhana (2012: 102), state that motivating students and creating an ease environment in class are important to be noticed by the teacher since it can lower students' anxiety, increase their confidence, and encourage their willingness to communicate. Finally, Zua (2008) in Juhana (2012: 101) suggests that the teacher should create a harmonious atmosphere that can reduce students' nervousness. In this context, how to deal with errors in conversational English of students is worth discussing and emphasizes that mistakes in communication are keys to carry out a communication.

## **6. CONCLUSION**

Psychological factors are factors affecting the students psychologically in doing oral presentation. They were fear of mistakes, anxiety as well, shyness and lack of confidence. In this research as can be concluded, there are one of the factors that had no correlation to students in doing oral presentation. The ways to solve the psychological problems faced by the students in doing presentation are giving motivation the students and stimulation to practice in doing presentation.

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