Insight on Delivering Oral Presentation: Preparations, Problems, and Solutions

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Abstract—**The importance of being able to perform a good oral presentation is undeniably necessary for academician nowadays, including students of higher education. To show their capacity, the students need to be prepared in delivering their presentation. However, the current students' presentation skill is still far from the expectation. Therefore, this article aims at sharing several facts dealing with presentation skill in terms of preparations, problems faced during presentation, and the ways to cope with the problems. This study was conducted as a qualitative research with descriptive approach. Questionnaire and interview were distributed and performed to five respondents to gather the data needed. The findings show that preparation involving content mastery and practice are the keys to be successful in presentation. Meanwhile, the problems faced are highly related to the respondents' nervousness due to time limitation and audiences, which cause losing idea while performing. To overcome these, some strategies such as believing in their abilities, skipping less important points, and anticipating possible questions from the audiences were employed. Based on the research results, it is suggested that speaker should be trained to be more aware of the preparations and strategies needed for presentation since the main keys to the success of delivering good presentation are highly determined by knowing how to prepare well and being able to use the strategies more appropriately and frequently.**

Index Terms—**communication, presentation skill, speaking performance**

I. INTRODUCTION

Language is an important tool and a very beneficial means for human being to communicate with other people. Then, the mastery of communication skill is considered as the most important aspect in learning a second or foreign language. Large percentage of the world's language learners study English in order to develop proficiency in communicating; speaking (Richards and Renandya as quoted by Kawai in Griffiths [1]). Thus, it is obvious that the main goal of learning a second or foreign language is to be able to speak fluently. In addition, Thornbury in Burns & Richards [2] points out that speaking a language is often synonymous with knowing the language. Accordingly, the ability to speak is typically a priority for most leaners.

The ability to know a language can be determined when the learners speak in that language including performing extensive speaking like giving a presentation. Ellis and Johnson in Bereczky [3] define a presentation as a preplanned, prepared, and structured talk given in formal or informal circumstances to a small or large group of people. In a slightly different statement, Tkachenko [4] describes a presentation as a speech or talk in which a new product, idea, or piece of work is shown and explained to an audience. Presentation is usually given to more particular audiences (Mandel) [5]. Oral presentation, according to Levin and Topping in Al-Nouh, Abdul-Kareem & Taqil [6] is planned and practiced speech that is not memorized or read from notes but is introduced by a presenter to an audience. Interestingly, Leech [7] asserts presentation is not entirely speech. It differs from a formal speech in three main respects. (1) It might be given impromptu, prepared only in outline form and spoken from visual aids and notes rather than fully written and delivered word for word, as speeches may be. (2) It often involves visual aids, while many formal speeches do not. (3) A presentation is usually given to an audience which is highly participative - people rapidly ask questions and engage in dialog. For most speeches the audience listens, and possibly asks questions later.

Being able to communicate effectively in a presentation is one of the important factors that will lead us to achieve success in today's global, competitive, and rapidly changing world. Competence in giving effective oral communication can be a requisite for successful academic, personal, and professional students (Miles [8]; Tkachenko [4]; Živković [9]; Al-Nouh, Abdul-Kareem & Taqil [6]). Students, particularly in higher education, are required to do a lot of presentations on wide range of topics using relevant means of verbal communication. Besides, presentation skills also help the students to inform their findings in a public forum more efficiently.

The necessity of being able to present is not just limited to the classroom. This skill is very important in getting and keeping a job. Živković [9] supposes that learning presentation skill makes learners participate fully

in their learning, demonstrate their ability to communicate, and help them develop competencies in ways that can be beneficial for their future working places. According to Kenkel [10] and Tkachenko [4], effective presentation and public speaking skills are central to success in business, sales, training, teaching, and lecturing. Furthermore, Singh [11] asserts that in order to secure one place in companies that offer good salary, attractive perks, incentives along with prospect for career growth, one should have an ability to use effective communication, in particular to deliver successful presentation. Hence, it becomes apparent that employers either in business, in education, or in government sector surely highlight oral communication skills as the essential criteria for potential recruit.

Presentation skills or public speaking abilities are not only possessed by special persons. In fact, anyone can deliver a good presentation if he/she learns how to do it. Tkachenko [4] explains presentation skills as the set of techniques and skills required to successfully present oral information to others which cover a variety of areas such as the structure of the presentation, the design of the slides, the tone of the voice, the body language, etc. Thornbury [12] also highlights some main features of presentation. First, presenter should provide a concise summary, a thoughtful and well-balanced critique, and list of relevant implications in delivering a presentation. Second, he is required to engage and evoke audiences' interest. Third, he should have an effective delivery style and be able to manage the time. Therefore, before doing a presentation, one is highly suggested to have a good comprehension about the presentation itself. As Bradbury [13] states, it is impossible to create effective presentations – unless you have the opportunity to find out how to do it right. We are talking about a skill, and like any other skills, it can be learned.

In order to be a communicatively competent speaker, one is supposed to acquire knowledge about communicative competence. According to Gebhard [14], communicative competence consists of four interrelated components – grammatical, discourse, socio-cultural, and strategic competence. Grammatical competency belongs to the ability to recognize sentence-level grammatically forms, such as lexical items (vocabulary / words), morphological items (the smallest units of meaning like re- meaning again), syntactic features (words order), and phonological features (consonant and vowel sound, intonation patterns, and other aspects of the sound system). Discourse competency is categorized as the ability to interconnect a series of utterances to form a meaningful text (telephone conversation, speech, or joke). It includes the combination of ideas to achieve cohesion in form and coherence in thought. The ability to use English appropriately in various social contexts refers to socio-cultural competency. Strategic competency is defined as the ability to use certain strategies such as gesture or talking around an unknown word in order to overcome limitation in language knowledge.

Apart from that, Rai [15] points out some elements which make up the process of communication and those elements should be well realized by every speaker. The elements comprise of (1) source/sender; the one who starts the communication; (2) audience/receiver; the person whom the speaker communicates with; (3) goal/purpose; the reason of the speaker to communicate, and the result that speaker expects from the communication; (4) message/content; the idea, thought, and information that the speaker intends to convey; (5) medium; the means used for delivering the content; (6) response; receiver's reaction toward the communication observed by the sender; and (7) context; the background in which the communication takes place.

Bradbury [13] also sets out five essential strategies most frequently used by good presenters. The first is fine-tuning. A skilled presenter constantly hones and refines his material to make it as appropriate as possible for the audience. This process continues until the very end of the event, and the presenter will repeatedly check that the presentation is headed in the right direction, using his skill and flexibiland focus of the presentation in order to achieve his original objectives. The second is outcome-oriented. Top presenters work to answer two basic questions right from the start of the planning stage: (1) What do I want the presentation to achieve? (2) How will the audience behave if I am achieving my outcome? The third is chunking. Chunking is an essential strategy which might be described as the process of presenting information in manageable segments. Skilled presenters most frequently chunk downwards. That is to say, they start with an overview and work down to the details. They also watch for audience reactions which will tell them if they are working in the right direction and at the right pace. The fourth is unlimited points of view. Many top speakers give their presentations from three different positions: Position 1 is their own viewpoint, Position 2 is the audience's viewpoint, and Position 3 is the 'neutral observer' or 'fly on the wall' position. The last is success assurance. They have an unshakeable belief that each presentation is bound to be successful, no matter what happens.

Owing to the fact that the ability to perform oral presentation of many EFL learners is still far from satisfaction, then this concern should be put into account. Through the observations conducted in schools, universities, and seminar events, when foreign language students had to talk in front of the class, it was found that most of them felt extremely anxious, could become highly stressed and almost sick because it was very difficult for them to control their nervousness; this fact undoubtedly affected their oral performance and the results were very often unsatisfying. Moreover, on seminar events and presentation classes, some speakers still could not connect the idea clearly, meaning that they cannot include the combination of ideas to achieve cohesion in form and coherence in thought. As a consequence, the audience could not fully get the information. Besides, there were some speakers who still spoke from a script rather than notes.

It seems normal that speaking performance including doing presentation may be affected by some factors.

Thornbury [12] divides the factors that influence speaking performance into three categories. The first is cognitive factors which include familiarity with the topic, the genre, and the interlocutors. The second is affective factors which refer to the feeling toward the topic and/or the participant and self-consciousness. The third is performance factors such as planning and rehearsal time, time pressure, and environmental condition.

Some previous studies were concerned with listing the difficulties that students usually face in oral presentation. Joughin in Al-Nouh, Abdul-Kareem & Taqi1 [6] claim that oral presentation can lead students to experience some stress when the audiences are actively judging their performances and they should reply to audiences' questions. A study by Tuan & Mai [16] revealed the problems mostly occurred while doing presentation were students spoke very little; they could not think of anything to say; they often used first language instead of English; they did not have motivation to express something; and they were fearful of criticism or losing face. Meanwhile, Brooks and Wilson [17] add lack of familiarity with oral presentations caused students to feel uncomfortable and shy when they were asked to use English to speak. Another problem figured out by Rockland [18]; Bower, Moloney, Cavanagh & Sweller [19]; and Al-Nouh, Abdul-Kareem & Taqi1 [6] was being anxious during oral presentations. Their studies showed that students still experienced a number of difficulties that were mostly related to personal traits including the fear of failure, causing them to forget something important.

Despite the problems in present, some speakers have overcome their obstacles and get involved in various kinds of public speaking activities, either international or national seminars. Regarding these concerns in mind, the current study is undertaken to answer the following questions. (1) How do the presenters prepare their presentation? (2) What difficulties do the presenters encounter during their presentation? How do they cope with them? This study is expected to provide insights which can become useful tips on the efforts to prepare, perform, and overcome occurring problems in the presentation.

II. METHODOLOGY

The research design used in this study was a qualitative research design with descriptive approach due to the fact that the present study was focused on finding the description of the efforts to prepare, perform, and overcome occurring problems when doing presentation by high English proficiency level students of English department at a university in Bandung, Indonesia. The subjects of this study were five master degree students with high level of English proficiency. It was proved by having TOEFL scores above 550. The respondents were chosen because of several reasons. First, they had good English proficiency. Second, they were from English Education. It meant that they have been facing the process of teaching and learning English for a long period of time and have lot of experiences dealing with speaking. Third, they have presented in various kinds of speaking events including international seminars. Fourth, they were categorized as good speakers based on the result of assessment in presentation skill questionnaire. Therefore, they were expected to have a lot of concepts of the ways to improve presentation skill.

To collect the data, this study used questionnaire and interview as the main instruments. The use of questionnaire was intended to gain the information about current respondents' presentation skill in order to determine the subjects of the study. The questionnaire was adopted from Mandel [5]. It consisted of 19 items using 5-point scale ranged from "never" to "always". The score of the questionnaire indicated what kind of speakers they are. The score 90-95 belonged to excellent presenter. The score 70-89 indicated good speaker. Bad speaker got score below 69. Meanwhile, the main data about the presenters' preparation, problems and their efforts to solve the problems were collected through interview. The interview was done in a more probing and open ended and less structured way. Each respondent was addressed with three questions, namely: (1) What would you do to prepare your presentation? (2) What difficulties would you foresee during the presentation? (3) What would you do to overcome these difficulties?

III. FINDING

Based on the result of questionnaire, all respondents were classified as good presenters which matched the criteria for becoming subjects of the study. Accordingly, the present research had contributed on the finding of various good speakers' preparations, problems faced during presentation, and efforts to solve the problems. Table I below illustrates the results of current speakers' presentation skill.

TABLE I. ASSESSING PRESENTATION SKILL RESULTS

Items	LU	AR	WN	WH	FT
I thoroughly analyze my audience.	5	4	5	4	3
I determine some basic objectives before planning a presentation.	5	4	5	4	4
I write down some main ideas first, in order to build a presentation around them.	5	5	5	5	3
I incorporate both a preview and review of the main ideas as my presentation is organized.	5	4	5	4	4
I develop an introduction that will catch the attention of my audience and still provide the necessary background information.	5	5	5	5	5
My conclusion refers back to the introduction and, if appropriate, contains a call-to-action statement.	5	5	4	4	5
The visual and graphics I use are carefully prepared, simple, easy to read, and have impact.	4	4	5	3	5

The number of visuals and graphics I use will enhance, not detract, from my presentation.	4	4	5	4	5
I use both energy and composure in delivering a presentation.	4	4	5	5	4
I ensure the benefits suggested to my audience are clear and compelling.	4	5	4	4	4
I communicate ideas with enthusiasm.	5	5	5	4	5
I rehearse so there is a minimum focus on notes and maximum attention paid to my audience.	4	4	5	4	4
My notes contain only "key words" so I avoid reading from a manuscript or technical paper.	4	5	4	4	5
My presentations are rehearsed standing up and using my visual.	4	4	5	5	5
I prepare answers to anticipated questions, and practice responding to them.	4	4	4	4	4
I arrange seating (if appropriate) and check audio-visual equipment in advance of the presentation.	5	4	3	5	4
I maintain good eye contact with the audience at all times.	5	5	5	4	5
My gestures are natural and not constrained by anxiety.	5	5	5	3	3
My voice is strong and clear and is not monotone.	5	5	5	5	5
Score	87	85	89	80	82

Through the data gathered from interview, it could be clearly noted that all the respondents agreed that mastering the contents of the presentation is the number one key to be successful. Some of them even gathered as many resources as possible, including from books, journals, articles, and other related references to make sure they master their topics well. To prevent reading from the script, the respondents made small notes showing some key words that would help them deliver their topics in the presentations. Furthermore, getting information about the audiences also helped the presenters to determine the proper language which can be easily understood by the audiences.

Apart from that, practicing is also needed either to help them in elaborating ideas and finding out their weaknesses, or to boost their confidence. By practicing, the presenters would be able to use the appropriate grammar and dictions. Furthermore, they could familiarize themselves with good forms of body language and gestures. However, not all of them practice in the same way. Some of the respondents preferred to practice by themselves in front of the mirror while some others tended to do it in front of their friends or family members. One respondent also mentioned that her goal of practicing was to get feedback that would help her in perfecting her presentation.

Among all the problems elaborated by the respondents, there were four major problems found; time limitation, nervousness, audiences, and mispronunciation. The fact that each person only had several minutes to deliver their speech was seen as one of the biggest problems one might face during his or her presentation. A presenter should be able to perform well, making sure to deliver what she or he needed to tell the audience, while keeping the speech within the allowed time. Somehow, this is rather difficult to achieve because the vast topic and materials had to be delivered in such limited time. The presenter would be too focused about the time and ended up losing his or her focus about the topic being presented.

Nervousness was also one thing that was taken into account when dealing with presentation. Several factors that triggered nervousness revealed by the respondents were highly related to the audiences. For example, most respondents got nervous when they were asked difficult

and tricky questions by the audiences, followed by the fear of not being able to answer the questions and the fact that their time limit in the presentation was short. In addition, facing audiences with high-educational background could also make the presenters feel anxious in delivering the presentation. Another problem relating to audiences included focusing too much on the presentation materials that the presenters ended up not paying attention to the audiences, which made the audiences bored. One of the presenters even tried to avoid making eye contact with the audiences. Furthermore, facing audiences with no interest in the topic being presented also led to nervousness and even confidence destruction.

Meanwhile, the problem concerning mispronounced words mostly occurred when the respondents tried to use the newly-learned words. The unfamiliarity with the words sometimes led to poor pronunciation which could damage the presenters' performance. Some other problems noted were related to the respondents' readiness and content mastery. Losing ideas during presentation was inevitable when someone did not have sufficient information and understanding about the topic being presented. Therefore, one might find it hard to connect the ideas relating to the materials. Furthermore, concerning too much about grammar could also affect one's performance.

Despite of the problems experienced during the presentation, the respondents proposed several ideas to cope with the difficult situations. For instance, to make sure all the presentation contents were delivered to the audience, some less important points were skipped and would be delivered later when there was remaining time left.

To reduce nervousness, the respondents tried to be relaxed by building up self-confidence, using various gestures, and even having a good relaxation time before the presentation day. Finding out more information about the audience and anticipating possible questions were also ways to reduce nervousness. When the presenters were addressed difficult questions, they could ask the audiences' opinions and make it into one conclusion to answer the questions. To keep the interaction between them and the audience, they tended to confirm the

audiences' understanding after providing answers for the questions. Moreover, they could use jokes or games for ice breaking so that the audiences would be entertained and stayed focused on the presentation.

In order to deal with the mispronunciation, the presenters would either consult the correct pronunciations to the dictionary or ask feedback from their teachers or friends. The small notes prepared before presentation would also be helpful in case the presenters could not

relate the ideas they should be delivering to the audiences. Other than these solutions, the respondents also mentioned that observing other people's presentations and learning from their own past mistakes would help them in delivering good presentation.

In summary, the data about the speakers' perceptions on the preparation, problems faced, and efforts to solve the problems in the presentation could be grouped as shown in the Table II.

TABLE II. PREPARATION, PROBLEMS, AND SOLUTIONS

Preparations	Problems	Solutions
- Ensuring to master the content	- Focusing on slides without paying attention to audiences	Creating something different like ice breaking to attract audiences' attention
- Writing down some key words for each slide	- Losing audience's attention	Skipping less important point
- Using mind mapping ideas to avoid reading from script	- Time limitation	Observing his friends' presentation
- Ensuring to use appropriate grammar and dictions	- Being nervous	Asking for feedback
- Learning to use effective eye contact	- Mispronunciation	Checking mispronounced words in dictionary
- Seeking information about the audiences	- Determining appropriate words to use in certain condition	Trusting himself (thinking that what he says was the best one)
- Building confidence through practicing in front of mirror, friends, and families	- Losing idea due to lack of information	Addressing difficult questions to audiences
- Designing nice power point	- Avoiding direct eye contact with more knowledgeable audiences	Learning from mistakes for next presentation
- Observing her friends' presentations to get better idea of doing presentation	- Facing unattractive audiences which lead to confidence destruction	Using small notes that had been prepared
	- Concerning too much about grammar	Anticipating possible questions
	- Connecting idea	Trying to be relaxed
		Confirming audiences' understanding
		Avoiding excessive practice
		Using gesture
		Doing code switching

IV. DISCUSSION

From the findings, it was noted that all presenters seemed to consider content mastery and practicing to elaborate idea as the key to a good presentation. They prepared the materials and tried to master the content that would be delivered in presentation by reading many relevant books, journals, or others resources related to the topic. The more information they gain, the better their content will be. Rai [15] asserts that the basic preparation that needs to be done for making a presentation is collecting the information since no one makes presentation on a subject on one has absolutely no knowledge about. Živković [9] believes that the mastery of the subject topic will allow the presenters to actually enjoy sharing their knowledge in a constructive way both for their audience and themselves. Aside from that, Laws [20] claims that knowing the subject extremely well can encourage self-confidence of the presenter. As a result, their performances will be much better.

Meanwhile, doing rehearsal helped the presenters to improve both fluency and accuracy of their speaking. In terms of fluency, practicing can lead them to speak naturally and smoothly on the stage. When it comes to accuracy, presenter' pronunciation, intonation, and grammar will be improved. The ways of practicing are

varied. Some speakers tended to talk to themselves; while others work with friends to get some feedbacks. Regarding to this, Rubin and Thompson [21] state that successful language learners always find their own way, take charge of their learning, organize information about language, and make their own opportunities to practice in using the language.

Moreover, organizing information by creating some key words; words or phrases, is the preparation that commonly done by the presenters. It is done in order to avoid reading from the script and the speakers can focus on the idea and did not talk out of the topic. One of the rules for presentation is staying on topic (McCullough) [22]. According to Levin and Topping in Al-Nouh, Abdul-Kareem & Taqi1 [6] presentation is planned and practiced speech that is not memorized or read from notes but is introduced by a presenter to an audience. Harmer [23] also adds that speaker should speak from notes rather than from script. Bower, Moloney, Cavanagh & Sweller [19] figured out that poor performance speaker appears lack of authority or connection inflexible – fixed script.

Seeking information about the audiences is also the preparation that speakers took into account. Some presenters used the information to make sure that they used appropriate materials, grammars, and dictions that were easy to be comprehended. The better you know the people you are talking to and the more shared knowledge

you can assume, the more relevant and interesting your presentation will be (Thornbury [12]; Siddons, [24]). McCullough [22] suggest a presenter should not use vocabulary that is difficult to be understood or hard to be pronounced.

The result also indicated that speakers also prepared their improvisation while delivering the presentation such as gesture and eye contact. Thornbury [12] points out that non-linguistic elements such as gestures and body language/posture, facial expression, eye contact, and so on, may accompany speech to convey messages directly. Apart from that, it was also found that good speaker also designed a nice power point show in order to make his presentation easy to be comprehended. However, it was discovered that a speaker had problem with it. He sometimes got distracted to focus on slides without paying attention to audiences. For that reason, in using slides, a presenter should be really careful since the audience's focus might be divided. Then, he should know how to direct their focus (Mandel) [5].

Furthermore, through the data gathered, it became apparent that even though the preparations had been done well, the problems still emerge due to some conditions. Most of the presenters experience a number of difficulties that are mostly related to "personal traits" like becoming nervous and losing confidence which are mostly caused by particular audiences and questions from them. Facing expert audiences and being addressed some tricky questions to test their understanding could lead them to become nervous. The result of this study is in line with studies carried out by Rockland [18]; Bower, Moloney, Cavanagh & Sweller [19]; and Al-Nouh, Abdul-Kareem & Taqi1 [6] that found people were usually being anxious during oral presentations. Mandel [5] & McEntire [25], however, believe anxiety as a natural state that exists any time we are placed under stress like doing a presentation. A study conducted by Brooks & Wilson [17] revealed that lack of familiarity with oral presentations cause the students to feel uncomfortable when they are asked to perform in front of their peers.

The findings confirmed that speakers did some efforts to cope with those kinds of circumstances. Some speakers tried to be relaxed and believed in their ability. Encouraging yourself to be relaxed is an effective way of reducing anxiety and increase confidence (Mandel) [5]. Rockland [18] says that if presenters become more confident, they can be effective in creating a great presentation. Trusting our own ability gives a great contribution as well. Skillful presenters always have unshakeable belief that each presentation is bound to be successful, no matter what happens (Bradbury) [13]. There were also speakers who anticipated possible questions, and addressed difficult questions to audiences. According to Mandel [5], anticipating questions is commonly used by good presenter. Interestingly, it was also found that jokes were also used to gain more confidence by a speaker. Mandel [5] points out that humor is a great way of breaking ice. It is still important to note that the humor used must be linked to the speaker, topic, audiences, or the occasion.

Another problem that affect presenters' performance in delivering presentation was losing the idea while talking. They had nothing in their mind. They experienced that due to the fact they were nervous or they had lack of information about the topic. Studies done by Gani, Fajriana, & Hanifa [26] and Heriansyiah [27] also revealed the same thing. They noted that the most common problem faced by EFL learners in performing speaking task is they lose some idea to talk about due to lack of the capability to arrange their thoughts. Dealing with the problem, presenters employed different strategies. Some presenters used small notes that have been prepared before. Harmer [23] asserts in doing prepared talk like presentation, speakers should speak from notes rather than from script. It means notes should be guidelines for the presenters to rely on. It helps them to recall the idea they intended to deliver. On the other hand, other speakers tended to use some communication strategies such as using code switching and inviting more people to give opinion. Good speakers have the ability to use certain strategies in order to overcome limitation in language and continue to communicate (Gebhard) [14]. It is supported by Harmer [23] who claims that in order to be able to speak fluently, speaker should be able to use survival and repair strategies; for instance, being able to appeal for help.

This study also indicated that time limitation can influence the presenters' performance and bothers them a lot. This result is in correspond with Tuan & Mai's study [16] that found performance condition including time pressure can be the factor that affects one's speaking performance. Time is an important matter that every presenter should pay more attention to. According to Rai [15] the length of time taken by a communication event (how long the presentation goes on) influences the quality of the communication. Too long can be tiring and boring; too short may be inadequate. Therefore, good speaker is expected to have the ability to manage the time. It was found there was one way done by the speakers to cope with the problem; skipping less important point. Accordingly, presenters must seek more idea of how to cope with time allocation problem.

In terms of sentence-level grammatical forms, being unable to recognize phonological feature was also the problem appeared while doing a presentation. Pronouncing the words correctly was quite difficult particularly for new words that they had never heard before. As a consequence, the audiences could not get the exact meaning of it. Brown [28] strongly suggests speakers should be able to pronounce words accurately in order to avoid potential breakdown in communication. Most presenters learned from mistakes that they made by checking mispronounced words in dictionary for making next presentation be better. Successful language learners make errors work for them and not against them (Rubin and Thompson) [21].

The last problem that was figured out from the finding was related to audiences. Audiences were likely to get bored which has bad impact toward the presenters. Besides, some audiences did not get the idea of what was

being delivered. It was assumed that the respondents found it difficult to handle audiences' interest, especially when it came to larger number. In this regard, Bradbury [13] mentions that the failure of gaining audiences' interest may simply be due to the fact that you were saying something that nobody wanted to hear. Girard & Trapp in Živković [9] observed some students display boredom while sitting through others' presentations if they are not engaged with the experience. Accordingly, such students may have generally negative beliefs about giving classroom presentations. The solutions noted by the researcher were something rarely-found, like creating ice breaking and using gesture to attract audiences' attention. This idea worked well. The nonverbal clues, according to Singh [11] such as eye contact, body movement, gestures, and facial expression speak louder than words which can reflect one's confidence, cooperation, positive attitude, openness of mind and sincerity. Furthermore, Bradbury [13] even states that it is not good to place too much dependence upon the power of words and logic and pay little attention to other aspects of your very personal contribution to the presentation such as body language and gesture. To ensure whether the idea of the presenter was understandable, the presenter asked for clarification from the audiences because the purpose of doing presentation was to share information and idea to audiences. Rai [15] along with Zareie, Gorjian, & Pazhakh [29] claim that the process of communication will be successful when the receiver understands the message as the speaker intended.

V. Conclusions and Recommendations

The findings and discussions in this study indicate that there are several important aspects relating to preparations, problems, and solutions in terms of presentation. Preparation for delivering a presentation to the audience requires the presenters to master the contents well. This was supported by making small notes for the slides that will support the presenters for not losing track of the ideas they are delivering, but preventing them to read from the script. Practicing also holds a key in a good preparation of presentation. By practicing, the presenters will be able to find their weaknesses and learn to speak smoothly and naturally, allowing them to train the proper pronunciation for difficult words. Seeking more information about the audience will also help them in determining the proper communication style.

Meanwhile, some problems that are tended to occur in the presentation usually involve nervousness due to audiences and time limitation problems. Facing audiences with no interest in the presentation topic can cause confidence destruction which also results in losing idea while talking. Tricky questions by the audiences also lead the presenters into difficulty. Besides, the presenters mostly focus on the time limit that they become nervous when they almost reach the maximum period allowed. Mispronunciation is noted as a problem as the respondents find it hard to pronounce the newly-learned words.

To deal with the problems, some strategies are employed by the respondents. In terms of reducing nervousness, they need to trust their own ability. Being able to anticipate the questions also brings advantage to build the presenter's confidence. Thus, when faced with difficult questions, they can handle it by addressing the questions to the floor. Meanwhile, losing idea can be solved by using the notes prepared and some communication strategies such as using gestures and code-switching. To keep up with the time allocation, the presenters skip less important points. Through the data analysis on the strategies used, it is obvious that good speakers appear to be frequent strategies users and know how to deal with various kinds of problems occurred.

Based on the conclusion above, some important recommendations are proposed. Speaker should be trained to be more aware of the preparations and strategies needed for presentation since the main keys to the success of delivering good presentation are highly determined by knowing how to prepare well and being able to use the strategies more appropriately and frequently. Furthermore, this research focuses on good speakers' perceptions of their preparations, problems faced, and solutions for the problems. It would be meaningful to gain more information about the problems in delivering presentations from poor presenters.

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