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Oral Presentation Performance, Self-Regulated Strategies and Perceived Challenges Among EFL Undergraduate Students in Samarinda

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Rika Anggraini[1], Ventje Jany Kalukar[2], Wening Tyas Parama Iswari[3]

Mulawarman University, Indonesia

Anggrianirika560@gmail.com[1], ventjejkalukar@fkip.unmul.ac.id[2], weningtyaspiswari@fkip.unmul.ac.id[3]

Correspondence author Email: Anggrianirika560@gmail.com

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Abstract

Limited research exists on oral presentation performance among EFL undergraduate students in Indonesian contexts, particularly regarding self-regulated strategies and perceived challenges. This study addresses the gap by examining presentation experiences across multiple institutions in Samarinda. This qualitative case study involved six sixth-semester students from English Education Departments at three universities: Mulawarman University, Universitas Muhammadiyah Kalimantan Timur, and Universitas Widya Gama Mahakam during 2022/2023. Data were collected through classroom observations, semi-structured interviews, and document analysis using purposive sampling. Miles and Huberman's analytical flow model was employed to identify patterns. Students demonstrated good presentation performance in content organization and visual aid utilization. Three challenge categories emerged: linguistic difficulties (grammar accuracy and vocabulary limitations), psychological barriers (presentation anxiety and confidence issues), and technical challenges (time management and organization). Cross-institutional analysis revealed distinct approaches: Mulawarman emphasized formal preparation, Widya Gama favored interactive methods, while UMKT focused on technology integration. Students employed effective self-regulated strategies including systematic practice with peer feedback, self-recording, anxiety management through breathing exercises, and structured organization using templates. Regular practice, thorough preparation, and appropriate anxiety management significantly improved performance outcomes. Findings support Krashen's Affective Filter Hypothesis and Oxford's language learning strategies. Pedagogical implications include incorporating anxiety management training, structured practice opportunities, technology integration, and differentiated instruction. This study uniquely examines cross-institutional differences in EFL presentation approaches within Indonesian university contexts, providing comprehensive insights into self-regulated strategies and perceived challenges specific to Samarinda's educational environment.

Keywords: Oral presentation performance; Self-regulated strategies; Perceived challenges; EFL undergraduate students; Samarinda, English education;

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1. Introduction

Effective communication skills have become increasingly vital in various aspects of life, including academic, professional, and social domains in the 21st century (Al-Alawneh et

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al., 2019). Speaking proficiency represents a crucial feature of communication, especially in educational settings where students must demonstrate their expertise, articulate their thoughts, and interact with their peers and instructors (Putra, 2017). Among the four fundamental language skills—reading, writing, speaking, and listening—speaking stands out as one of the most valuable auditory and vocal skills that enables individuals to transmit information effectively (Sadiku, 2015). However, despite its significance, numerous students face substantial challenges when delivering impactful presentations, particularly in English as a Foreign Language (EFL) contexts (Mhlongo et al., 2023).

The capacity to communicate verbally through speaking performance serves as an effective medium for conveying meaning or messages to listeners, as it engages other individuals in the process of transferring information through pronunciation of words(Wael et al., 2018). Speaking can be defined as the ability to use language correctly to convey meanings, facilitate information transfer, and obtain information from others in real-time communication contexts. Essential elements of speaking, including vocabulary, pronunciation, grammar, and fluency, must be mastered by students to achieve success in oral communication (Hafiz and Gushendra, 2021). Furthermore, speaking performance represents one of the fundamental language abilities that plays a more significant role than other skills due to its widespread application across various contexts.

In higher education settings, oral presentations play a crucial role in foreign language education, particularly in academic environments where educators strive to provide students with opportunities to achieve sufficient speaking proficiency (Robillos, 2022). These presentations are instrumental in how students acquire information, engage in academic experiences, and participate in classroom activities. The primary objective of delivering presentations in academic contexts is to ensure that audiences fully comprehend the speaker's message while maintaining formal communication standards and avoiding informal terminology and expressions (Riasari & Makassar, 2021).

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Despite extensive research on speaking skills and presentation abilities, significant gaps remain in understanding the comprehensive analysis of EFL students' oral presentation performance, particularly in Indonesian university contexts. Previous studies have predominantly focused on isolated aspects of speaking skills rather than examining the holistic relationship between performance, strategies, and challenges. According to preliminary research conducted in September 2022 at the English Education Program in Mulawarman University, many third-year students demonstrated inadequate presentation delivery, including poor slide utilization, ineffective English usage, inappropriate intonation, and insufficient eye contact with audiences. This finding revealed an obvious inconsistency between students' educational background and their actual presentation capabilities, suggesting that despite completing numerous presentation tasks, students lack adequate presentation strategies.

The undergraduate students in English Language Programs across three universities in Samarinda—Mulawarman University, Universitas Muhammadiyah Kalimantan Timur, and Universitas Widya Gama Mahakam—at fourth to ninth semester levels acknowledge having limited aptitude for pronunciation and oral presentation performance. Research indicates that pronunciation often remains far from perfect English standards and conflicts with mainstream English pronunciation patterns (Yaniafari & Rihardini, 2021). Moreover, students from these three English departments face similar challenges in oral presentations while employing various strategies to overcome these difficulties. The majority of students in sixth to ninth semesters encounter difficulties with articulation, particularly with diphthong sounds, despite comprehensive classroom instruction.

The urgency of this research stems from the critical need to address the disconnect between theoretical knowledge and practical application in EFL oral presentation contexts. Many educators waste valuable time by not teaching students proper pronunciation techniques, focusing primarily on basic communication and comprehension rather than developing comprehensive presentation skills(Yaniafari & Rihardini, 2021). This gap becomes particularly

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problematic in academic settings where students must demonstrate formal communication competencies and engage in scholarly discourse.

2. Method

This study employed a qualitative exploratory case study approach Taylor & Thomas-Gregory (2015) conducted during the 2022/2023 academic year across three universities in East Kalimantan, Indonesia: Mulawarman University, Universitas Muhammadiyah Kalimantan Timur, and Universitas Widya Gama Mahakam. Using purposive sampling, only 6 participants were selected (2 from each university)—all sixth-semester English Department students. This small sample size significantly limits the generalizability of findings and may not adequately represent the diversity of student experiences across different contexts, academic levels, or cultural backgrounds within the broader EFL population.

The study's focus on three universities within a single city (Samarinda) introduces significant institutional and geographic bias. This narrow geographic scope may reflect regional educational practices, cultural norms, and pedagogical traditions specific to East Kalimantan rather than broader Indonesian or international EFL contexts. The presentation training culture and institutional approaches observed may not be representative of universities in other regions, urban versus rural settings, or different socioeconomic contexts within Indonesia.

Data was collected through multiple instruments: (1) oral presentation performance assessment requiring 15-20 minute academic presentations followed by Q&A sessions, (2) semi-structured interviews with 15 open-ended questions covering speaking performance, challenges, and strategies, conducted face-to-face or online for 45-60 minutes each, and (3) systematic observation using a checklist with 20 indicators across verbal communication, non-verbal communication, technical elements, and interactive elements during actual classroom presentations.

The study relies heavily on self-reported data from interviews, which may be subject to social desirability bias or inaccurate self-assessment. Students might overestimate their

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preparedness or understate their difficulties. Additionally, the single-point data collection approach fails to capture longitudinal development or the long-term effectiveness of strategies employed.

For the purposes of this study, self-regulated strategies are defined as deliberate, conscious actions taken by students to manage their learning and performance in oral presentations. These strategies encompass three primary domains:

1. **Cognitive Strategies:** Mental processes for organizing and processing information (e.g., content structuring, template usage)

2. **Metacognitive Strategies:** Planning, monitoring, and evaluating learning processes (e.g., self-recording, practice scheduling)

3. **Affective Strategies:** Managing emotions and motivation (e.g., anxiety management techniques, confidence-building exercises)

Strategy Definition Limitations: While this framework provides structure, the study does not examine how students learn these strategies or measure their implementation consistency across different contexts.

Data analysis followed Miles et al., (2014) interactive model involving data reduction through three-level coding (open, axial, selective), data display through matrices and charts, and conclusion formulation. Trustworthiness was ensured through methodological triangulation (combining interviews, observations, document analysis, and assessment scores) and theory triangulation (using multiple theoretical perspectives including communicative competence theory, public speaking anxiety theories, and second language acquisition frameworks). Participants were coded systematically (MU_S1-S2, WG_S1-S2, MT_S1-S2) for organized analysis.

3. Findings and Discussion

This chapter presents the findings and discussion addressing the three research questions that guided this study: (1) How is the students' speaking performance in oral presentations? (2) What are the students' speaking challenges in oral presentations? and (3)

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What strategies did the students use to effectively organize and structure their oral presentation? The data collected from six sixth-semester students enrolled in English Education Departments across three universities in Samarinda revealed significant insights into EFL students' academic presentation experiences.

4.1 Research Findings

4.1.1 Students' Oral Presentation Performance

The assessment of students' oral presentation performance was conducted using a standardized rubric evaluating five key components: content organization, delivery, language accuracy, visual aid utilization, and audience engagement. The assessment revealed distinct performance patterns across institutions, though these findings must be interpreted cautiously given the limited sample size.

Table 4.1 Speaking Performance Assessment Results

No	Performance Component	Mulawarman University	Widya Gama Mahakam	UMKT
1.	Content Organization	Excellent (4.5/5)	Good (4.0/5)	Good (4.2/5)
2.	Delivery	Good (4.0/5)	Excellent (4.6/5)	Fair (3.8/5)
3.	Language Accuracy	Good (4.1/5)	Fair (3.5/5)	Fair (3.6/5)
4.	Visual Aid Utilization	Good (4.2/5)	Good (4.0/5)	Excellent (4.7/5)
5.	Audience Engagement	Fair (3.7/5)	Excellent (4.5/5)	Good (4.0/5)

The results demonstrate that Mulawarman University students excelled in content organization and formal structure, achieving the highest scores in systematic presentation planning. Widya Gama Mahakam students showed superior delivery skills and audience engagement, reflecting their interactive approach to presentations. UMKT students demonstrated exceptional visual aid utilization, indicating strong technological integration abilities.

Performance Limitations: With only two students per institution, these results cannot be considered representative of institutional approaches or student capabilities more broadly.

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The apparent institutional differences may reflect individual student characteristics rather than systematic pedagogical differences.

4.1.2 Students' Speaking Challenges in Oral Presentations

The analysis identified three primary categories of challenges faced by students during their presentations: linguistic challenges, psychological barriers, and technical difficulties.

Table 4.2 Primary Speaking Challenges

No	Challenge Category	Specific Issues	Frequency
1.	Linguistic Challenges	Grammar accuracy under pressure	6/6 students
2.	Psychological Barriers	Presentation anxiety	6/6 students
3.	Technical Difficulties	Spontaneous response handling	4/6 students
4.	Vocabulary Limitations	Technical terminology mastery	5/6 students
5.	Time Management	Content organization within time limits	3/6 students

All participants reported grammar accuracy issues when under pressure, with MT_S2 stating: "Grammar is my main problem, especially when I'm nervous. I know the correct forms, but under pressure, I make mistakes." Similarly, presentation anxiety was universal, though management approaches varied across institutions.

Challenge Analysis Limitations: The universal reporting of certain challenges (grammar accuracy, presentation anxiety) may reflect the small sample size and similar educational contexts rather than broader EFL student experiences. Cultural factors that might influence challenge perception and coping mechanisms were not systematically examined.

4.1.3 Students' Strategies for Effective Oral Presentations

Students employed various strategies to overcome presentation challenges, categorized into three main approaches: psychological preparation, linguistic preparation, and structural organization.

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Table 4.3 Effective Presentation Strategies

No	Strategy Type	Specific Techniques	Effectiveness Rating
1.	Psychological Preparation	Deep breathing exercises, early room familiarization	High (4.2/5)
2.	Linguistic Preparation	Recording practice sessions, terminology flashcards	High (4.0/5)
3.	Structural Organization	Template-based presentations, mind mapping	High (4.3/5)
4.	Visual Aid Integration	Multimedia preparation, slide design	Medium (3.8/5)
5.	Peer Learning	Practice with classmates, feedback sessions	High (4.1/5)

The most effective strategies included structured organization approaches, with MT_S2 explaining: "I use a clear template for all my presentations: an engaging opening, three main points with supporting evidence, and a memorable conclusion. This structure helps me stay organized even when nervous."

These effectiveness ratings are based solely on student self-reports and may not reflect actual performance improvements. Without longitudinal data or control groups, it is impossible to determine whether these strategies genuinely enhance presentation skills or whether improvements result from other factors such as increased practice or natural development over time.

4.2 Discussion

4.2.1 Speaking Performance Analysis

The performance assessment results reveal significant institutional variations in presentation approaches and outcomes. The data indicates that formal preparation methods employed by Mulawarman University students resulted in superior content organization scores, supporting Živković (2014) emphasis on systematic presentation planning. This finding suggests that structured preparation approaches directly correlate with improved academic presentation performance.

The exceptional delivery and audience engagement scores achieved by Widya Gama Mahakam students demonstrate the effectiveness of interactive presentation methodologies. These results align with communicative language teaching principles, indicating that student-

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centered approaches enhance speaking confidence and audience connection(Leong & Ahmadi, 2017). The strong performance in these areas compensates for relatively lower language accuracy scores, suggesting that fluency and communication effectiveness may be prioritized over grammatical precision in interactive contexts.

This exploratory study provides preliminary insights into EFL presentation challenges and strategies in Indonesian university contexts. However, several methodological limitations significantly impact the interpretation and application of findings:

Sample Size and Generalizability: The six-participant sample, while providing rich qualitative data, cannot support broad generalizations about EFL presentation experiences. Future research should incorporate larger, more diverse samples across multiple semesters, proficiency levels, and cultural backgrounds to capture the full spectrum of student experiences.

Data Collection Reliability: The heavy reliance on self-reported data introduces potential bias. Students may overestimate their strategy effectiveness or underreport difficulties due to social desirability concerns. Future studies should incorporate objective measures such as video analysis of presentations, peer evaluations, and instructor assessments to provide more balanced perspectives.

Longitudinal Considerations: The single-point data collection approach fails to capture the dynamic nature of skill development. Longitudinal studies tracking student progress over multiple semesters would provide more robust evidence of strategy effectiveness and challenge evolution.

UMKT students' superior visual aid utilization reflects the growing importance of digital literacy in academic presentations. However, their comparatively lower delivery scores indicate that technological proficiency alone does not guarantee effective oral communication. This finding suggests the need for balanced skill development that integrates both technological competence and traditional speaking abilities.

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For the Cultural and Contextual Factors, the study's focus on a single geographic region (Samarinda) and similar institutional contexts may limit the diversity of findings. Cultural factors that influence presentation styles, anxiety management, and learning strategies were not systematically examined. Future research should explore how cultural backgrounds, family educational experiences, and regional educational practices influence EFL presentation development.

4.2.2 Challenge Patterns and Implications

The universal presence of grammar accuracy issues under pressure supports Al Hosni (2014) research on speaking difficulties among EFL learners. The data reveals that students possess theoretical grammatical knowledge but struggle with practical application during high-stress situations. This finding indicates that traditional grammar instruction may be insufficient for developing speaking fluency in academic contexts.

The consistent presence of presentation anxiety across all institutions confirms (Amin et al., 2014) findings on anxiety's impact on presentation quality. However, the variation in coping strategies suggests that anxiety management approaches can be effectively adapted to different learning contexts. Students who employed systematic anxiety management techniques demonstrated better overall performance, indicating the importance of integrating psychological preparation into presentation skill development(Sahan et al., 2022).

The prevalence of spontaneous response handling difficulties among four out of six students highlights a critical gap in EFL presentation training. This finding suggests that current instructional approaches may overemphasize prepared content delivery while neglecting interactive communication skills essential for academic success(Giles, 2016).

4.2.3 Strategy Effectiveness and Pedagogical Implications

The high effectiveness ratings for psychological preparation strategies validate the importance of affective factors in language learning, supporting Krashen's Affective Filter Hypothesis. Students who employed deep breathing exercises and early preparation techniques

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consistently demonstrated improved performance, indicating that anxiety management directly impacts speaking quality(Phoeun & Sengsri, 2021).

The success of linguistic preparation strategies, particularly recording practice sessions and terminology mastery, aligns with Oxford's language learning strategy classification. These findings suggest that metacognitive awareness and self-monitoring significantly enhance presentation performance. The effectiveness of these strategies indicates that learner autonomy and self-directed practice are crucial components of successful presentation skill development.

Structural organization strategies received the highest effectiveness ratings, confirming the importance of systematic presentation planning(Tareen & University, 2022). The success of template-based approaches and mind mapping techniques suggests that providing students with concrete organizational frameworks enhances both content clarity and speaker confidence.

4.2.4 Cross-Institutional Patterns

The distinct institutional approaches to presentation development reflect different pedagogical philosophies and their corresponding outcomes. Mulawarman University's formal approach produced students with strong organizational skills but limited interactive abilities. Widya Gama Mahakam's interactive focus resulted in confident speakers with excellent audience engagement but occasional accuracy challenges(Alwi & Sidhu, 2013). UMKT's technology-centered approach developed students with strong visual communication skills but varying levels of oral delivery competence(Kashinathan & Abdul Aziz, 2022).

These patterns suggest that effective presentation skill development requires an integrated approach that combines formal structure, interactive engagement, and technological proficiency. The variations across institutions indicate that while core presentation skills remain consistent, instructional methods can be successfully adapted to different contexts and student needs.

The study's treatment of technology integration, particularly UMKT's superior visual aid utilization, requires more nuanced examination. While technological proficiency appears

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beneficial, the research does not adequately address potential drawbacks including over-reliance on technology, accessibility issues, distraction from core speaking skills, or vulnerability to technical failures. A balanced perspective should examine whether technological integration enhances or potentially inhibits development of fundamental presentation competencies.

The findings contribute to theoretical understanding while providing practical insights for EFL instruction. They confirm established theories regarding anxiety's impact on language production while highlighting the need for comprehensive presentation skill development that addresses linguistic, psychological, and technological competencies. The research demonstrates that successful academic presentations in EFL contexts require balanced preparation approaches that integrate multiple skill areas and learning strategies.

The absence of a control group prevents definitive conclusions about strategy effectiveness. Future studies should compare students using identified self-regulated strategies with those employing alternative approaches or receiving different instructional methods to establish causal relationships between strategy use and performance improvement

4. Conclusion

This study examining oral presentation performance, self-regulated strategies, and perceived challenges among EFL undergraduate students in Samarinda reveals significant insights into academic presentation competencies across three university contexts. The analysis demonstrates that EFL undergraduate students exhibit varied oral presentation performance levels, with institutional pedagogical approaches directly influencing specific competency development areas. Students from formal preparation-oriented institutions demonstrate superior content organization and structural coherence, while those from interactive-focused environments excel in delivery techniques and audience engagement capabilities.

The investigation of perceived challenges reveals universal difficulties experienced by EFL undergraduate students across all institutional contexts. Grammar accuracy deterioration under performance pressure and presentation anxiety management emerge as the most

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persistent challenges, affecting all participants regardless of their institutional background. These findings indicate that EFL undergraduate students consistently struggle with spontaneous language production during high-stakes presentation situations. Additionally, technical terminology mastery difficulties suggest that discipline-specific vocabulary development remains inadequately addressed in current EFL presentation curricula.

The analysis of self-regulated strategies employed by EFL undergraduate students demonstrates clear effectiveness patterns in presentation preparation and delivery. Students who implement systematic self-regulated approaches, including psychological preparation techniques, linguistic practice methods, and structural organization strategies, consistently achieve superior presentation performance outcomes. The effectiveness of peer learning mechanisms and self-monitoring practices indicates that collaborative and metacognitive approaches significantly enhance presentation competencies among EFL undergraduate students in Samarinda.

This exploratory study provides initial insights into oral presentation challenges and strategies among EFL undergraduate students in Samarinda. While findings suggest that systematic preparation, anxiety management, and peer learning approaches may support presentation development, the methodological limitations significantly constrain the generalizability of these conclusions.

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