

DETERMINING THE BARRIERS IN ESTABLISHING PROFICIENCY PRESENTATION: ANXIETY AND LANGUAGE INTEGRATION AMONG MANAGEMENT STUDENTS

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Abstract: *The purpose of this study is to gain insight into the challenges or barriers that a management student encounters when delivering English for Business Management subject matter. The study employed qualitative method. it is reasonable to explicate that the challenge is related to vocabulary mastery, pronunciation, and grammatically correct sentence formation. Nevertheless, his presentation's difficulty is a lack of confidence, as well as missing key critical aspects, such as allowing the audience to ask questions at the end. The use of ordinary English language is deemed more useful than the use of English in business management. This is related to the practice of listening, discovering, learning, and applying it in everyday academic life*

PENDAHULUAN

In the current globalization era, English has emerged as a primary language for cross cultural and professional communication for a couple of core reasons, for instance, international communication, access to global resources, global labour market. For the international communication, English rises to the top of the list of languages spoken by people worldwide. It is revealed by (Crystal 2003a; Crystal 2003b) who argued About 325 million people speak English as their first language, 425 million speak it as a second language, and 750 million more people are learning it as a foreign language. The reason English is well recognized as international communication is due to the fact that it is encountered in various spheres such as business, technology, and academic communication. The interrelation between business and academic communication can be practiced in the presentation of the subject matter by either the lecturers or the students. In both business and academic spheres, there are preparations required for giving presentations of information; one of these preparations is a thorough comprehension of the subject matter. It's related to having access to resources around the world. People looking for information can discover an assortment of materials for reference with greater ease when they're granted a connection to global resources, even when most of the content is written in English. Therefore, proficiency with the English language is required, as is expertise with the reference material. Cross- and cross-national exchanges are growing more sophisticated. In this case, English has occupied its position as a *lingua franca* which is used as a means of communication used by both

speakers and non speakers in various parts of the country. In this regard, in the business world, the ability to communicate to use English is frequently considered as the prime prerequisite for occupying a job position. as for the academic world, profound mastery of English would provide opportunities for students to participate in international conferences, to take part in practical work in multinational companies, and so Forth.

In this light, English skills are not only fundamental to acquiring a job position in the business world, but also offer students the possibility of taking part in international conferences and experiencing practical work in multinational companies. Yet, utilizing as well as comprehending English in a meaningful way while presenting information to non-English speakers can be quite a challenge, due to the need to deliver a myriad of ideas, analysis results, and project results.

The student must consequently adjust to an abundance of components in the presentation, including word choice, non-verbal communication, percentage structure, cultural appropriateness, speaking and listening abilities, and body language when communicating to foreign or cross-cultural audiences. This explanation could assist students enhance their skills and boost their confidence in the global job market.

The act of demonstrating and elucidating a topic's information to an audience or student is known as a presentation. A well-organized speech promotes better comprehension for the audience. If presentation skills are taught and there are more possibilities for presentations, then it is only natural for presenting skills to get better. Swathi (2015) stated that presentation is the talent of concisely and successfully demonstrating facts in order to convey a message or opinion, and it has recently become required in practically every sector. Conducting a presentation is challenging; it demands self-confidence, implementation, and expertise. Devina (2016) explicated most of the students felt nervous in delivering presentation project. Yulian and Ruhama (2020) explored the affective elements encountered by students while delivering presentations in English in front of the class. Survey findings demonstrated that learners experience an extremely high level of dread and nervousness about question-and-answer sessions, and have poor reviews of the technique of presentation along with an understanding of the subject matter emanating from lecturers and peers. Regardless of growing awareness of the necessity of presentation skills in management classes, there exists an abundance of exhaustive knowledge concerning the particular obstacles that prohibit management students from accomplishing competent presentation skills in English, such as the consequences associated with dread of public speaking, inadequate trust phases, and inadequate opportunity to receive positive reinforcement from peers and lecturers. Naser, N. A. M., & Isa, I. A. M. (2021) according to the results, the majority of respondents reported feeling moderately anxious. Even with strong academic records, the majority of respondents frequently experienced speaking anxiety when giving public speeches. Alexa (2023) public speaking is regarded as the source major of anxiety, and integrating a foreign language will undoubtedly make even the most self-assured presenter uncomfortable. (Rajprasit, 2023) Anxiety was caused by inadequate English competence, which had an impact on presentation organization, preparation, and delivery. Whilst there is a widespread recognition of the important role of presentation skills in management education, the vast majority of the study data that is accessible right now highlights how nervous and uncomfortable students hold a position, particularly when

dealing with delivering presentations in English. Studies already conducted highlight the important influence anxiety has on the quality of presentations, however further research remains required to pinpoint the precise barriers management students have in developing their English presenting abilities. The challenges encompass low trustworthiness, restricted chances for helpful criticism from classmates and teachers, and the extra strain brought on by giving a presentation in an unfamiliar language. To further understand these issues and suggest workable solutions, more study is required. This will improve students' presentation skills and overall educational experience.

Notwithstanding its value throughout the academic and professional domains, learners who are not English majors frequently confront significant barriers while presenting. With its broad use and relevance, students in management classes commonly encounter considerable problems when it comes to properly communicating information in English. These issues include overcoming language limitations, dealing with public speaking nervousness, and tailoring communication tactics to different cultural situations. While there is increasing recognition of the critical role presentation skills play in academic and professional success, there is still an insufficient of knowledge regarding the specific barriers that restrict management students from developing competent English demonstrating abilities.

An additional investigation required to completely recognize these barriers along with offering successful ways to boost students' confidence and competency in presenting in English, thereby developing their educational results and aptitude for the global workforce.

LITERATURE REVIEW

The essence of presentation

Presentation as well as public speaking ability is not restricted to a privileged set of individuals. In the real world, everyone is capable of providing a decent presentation if they acquire knowledge what to do. The process of providing information to an audience is commonly referred to by the term presentation. Furthermore, (Ihsan, 2020) points out that presenting as another way of conveying information that concentrates on speaking skills by means of such phases. Speaking is an essential element of learning and teaching English. It came to light that students communicated scarcely in class. (Wardoyo, 2018) proposed that this might have occurred due to students' opportunities to speak are restricted. A wide range of speaking methods are employed in the classroom for a variety of purposes; likewise, (Burhanuddin, 2021) discovered that employing an individual presentation task bumped students' spoken communication skills. Budiyanto, Utomo, and Supriyanto (2020) mention ten important thing in doing presentation. There are preparation, objective, audience, venue, time and length, method, content, structure, notes, and rehearsal. Preparation refers to the presenter confidence and it will give the presenter a chance to control the audience and presentation. Objective means the purpose of delivering the information, whether the presentation is to persuade, to train, or to sell?. Audience is the listener or the people who participate in our presentation. The main points in term of audience are recognizing who are our audience, how many people, who are they (business people?, professional people?, political people?, experts or non-experts?, and so forth. Venue describes the where are we making presentation? What facilities and equipment are available?, and so forth. Time and

length related to how long will it be?, please avoid to make the content out of the topic hence the presentation is wasting time. Method determines the accurate our presentation. The appropriate method would make the audience be happy and more interested in our presentation. Content refers to a material or what kind of the information should be conveyed. Structure of the material for presentation must be well organized so the audience can follow the information. Note is very important in doing presentation. The presentation must avoid to read a text because it would make the audience being boring. And the last is rehearsal. It refers to the practice before the time of presentation comes.

METHOD

The present research utilizes a qualitative technique to explore the barriers and challenges that management students encounter when developing proficient English presentation abilities. Qualitative approaches have been considered relevant due to the facilitate an in-depth analysis of individual experiences, perceptions, and behaviors regarding presentation skills in the context of globalization and English competence. The data collection involves observation, interview, and documentation. The sample of this study is the students management program study which consist of 30 to 40 students.

FINDING AND DISCUSSION

This chapter presented the finding and the discussion of this study to answer the research question of How can the barriers that prevent management students from developing proficient English presentation skills be fully understood, and what effective strategies can be identified to boost students' confidence and competency in presenting in English, thus improving their educational outcomes and readiness for the global workforce?.

Here, the researchers described the result form the implementation of presentation technique to teach speaking in English for business management. Observation of this research conducted in five meeting. The lecturer did not directly and suddenly employ the presentation technique during the teaching and learning process. To lead the students to the classroom presentation, the lecturer did several steps in presenting the first material. The lecturer did any kind of activities to build students' knowledge about the material would be delivered along one semester. The lecturer asked the students about *what do you know about general English? What are the difference between general English and English for specific purposes? What is your major in this university? What is the correlation between English and your program study? How is important English in business world?*, and so fort. Indirectly, the lecturer gives an example how to build students' knowledge and it is very crucial in opening the presentation. The role of English as a foreign language in Indonesia is an intriguing subject to research. It can be rather unfamiliar for students majoring in anything other than English, especially management students. During first observations, lecturers frequently figure out themselves and ask a range of questions to increase students' understanding of the topics they will be studying this semester. In the first meeting, the lecturer frequently employs English to recognize how far students' comprehension in grasping the information in English. The data find that almost the students get difficulties in comprehending the topic delivering. Thus, the lecturer almost make transferring the code, English into Indonesia and vice versa, mixing code -English and Indonesia, and switching the code. The lecturer

undertakes such in order to assist learners acquire business-related terminology in English, as well as to get acquainted them with English expressions and the knowledge with which that exchange information. As a result, it's envisaged that these exercises will encourage students to use business English consistently in the future. There was a Q&A session with the lecturer and a number of students at the first lecture meeting. While some students used English and a combination of codes, others obtained permission to ask questions in Indonesian. Researchers are interested in learning more about the common barriers management students in the English for Business Management classes confront when speaking English. Interviews with multiple students—both active and passive in the classroom—were used to collect the data. The majority of issues encountered by management students are related to an abundance of knowledge and comprehension of English terminology, both general and purpose-specific. General solution to overcome this barrier, the lecturer directs the students to find out at least ten English vocabulary for business then practice it orally by constructing a sentence in front of class. Another solution, the lecturer shows the conversation text, then some of the students come forward to read the text by paying attention to pronunciation, intonation, and mimic. Those points would be part of element in delivering presentation.

Coming in the second observation, students started presenting their work based on the provided material in the second observation. The content takes the appearance of business English when making calls. Before giving a presentation, students go through a number of steps. One of these is the opening, in which presenters introduce themselves, the group, and their roles in the presentation, including to describe the guidelines and procedure that the audience needs to adhere to during the presentation in English. Based on observations, the students in the first section demonstrated mastery of the General English terms. An interview reports users can encounter, recognize, understand, and utilize English in general in everyday situations add support to this information. Students feel secure when they adopt this behavior. Based on the facts, it can be concluded that learning English calls for quite intense instruction, since EFL students will frequently grow accustomed to hearing, finding, comprehending, and using it in both academic and professional contexts.

A different thing was found on the content of the presentation. On the content, the presenters brainstormed by involving their classmates who were audiences on the telephoning material. Some of the members of the presentation group read a conversation script while holding their own cell phones. The script was presented at the beginning of the material. As soon as they're done having a conversation whose reality is reading the text, the presenters provide some questions to be answered by the audience. The question is being translated using mixing code and switching code, English and Indonesian. The use of both codes brings the atmosphere of the presentation to life. It means the importance of understanding a meaning in communication is essential for the message to be conveyed to be well understood. The results of the interviews showed that mixing code and switching code helped the audience to get the information presented by the presenter. Both the presenters and audiences acknowledged that the use of mixing code and switching code was an advantage for them in conveying or understanding the content of a presentation in English. The other advantage they gained was knowledge of English vocabulary related to business continued to grow. One of the audiences said that there are actually some

vocabularies that are often heard in business, such as the terms *HRD*, *HRM*, *finance*, *meeting*, *profit*, *salary*, *employer*, *company*, and so forth. However, the audience submitted its knowledge that some of the vocabulary of the word did not originate in English, he argued that the wording was included in the business wording of the Indonesian language. From the statement it can be acknowledged that the use of mixing code or switching code when making a presentation in English can enhance the knowledge of EFL learners in recognizing and understanding business vocabulary in English. But the disadvantage of using switching code and mixing code is that it spends a lot of time on the presentation while an effective presentation must take into account how much time is spent in each session so that the submitted material and the question-and-answer session are completed on time. Besides, there are some things that students have expressed about the use of mixing code or switching code in presenting materials in English. First, he found it difficult to find vocabulary related to the business he wanted to be taught. Second, the challenge of how to pronounce business words in English. Third, the error of pronunciation triggered the emergence of mistrust. Fourth, his lack of understanding how to make sentences in English grammatically. Fifth, the concern will get a negative view from both lecturers and audiences. Sixth, the information delivered to the lecturer and the audience is well accepted so that it does not raise many questions beyond the control of the presenter. English vocabulary is very important, because it is only through the use of a vocabulary that a communication can take place. This communication must be acceptable to the speaker, so that context involvement in the selection and use of the vocable can not be separated. So there are some elements that are needed to build English for business management vocabulary efficiently, namely student motivation, constant exposure to authentic material, emphasis on consolidation, and the implementation of good techniques that make this activity enjoyable and encourage sustainable learning. In this effort, old techniques can be adapted to new needs, while new technologies and devices, as well as online environments, offer new perspectives for teaching and learning English for Business Management dictionaries, such as English for phones, English for successful presentations, and much more. Chirobocea (2018) agreed that motivation and giving genuine material can be considered a way to improve vocabulary in learning ESP.

After brainstorming, the other data found on the content part of the presentation is that the presenters provide the material in full text using English. Well, the presenter presents the material only point-by-point, so that the explanation per point can be improvised with the help of a preparedness note. The audience was tired of listening to it. It was seen at the time of data collection through observation, some audiences were busy reading reference sources related to the material presented and discussing with their classmates. This was supported by the data of interviews conducted with the audience. Audiences stated that presenting the material in full text rather than using English was considered boring. In terms of content delivery, presenters face many challenges, including the vocabulary of English for Telephoning in Business that is unusual to be found specifically in everyday habits, the lack of mastery of the material that requires presenters to stick to the text they present in a prepared power point slide, many errors in the way of pronouncing both in terms of spelling, intonation, and reading marks, incompatibility of gestures with the sentences taught, lack of eye contact with the audience, less structured presentation of material, less loud use of voice,

less time management, too hasty reading of the text so much confusion in the pronunciation.

Such challenges often occur to students at the beginner level when presenting a material in English. It was revealed from the interview that it would feel weird if the materials presented were in Indonesian while the courses studied were English for business management, therefore the text presented should be in English as a whole. Regarding all the things that a presenter needs to pay attention to when presenting material in English. First, we need to know the term what should the body do. The term will guide the presenter in presenting the material, i.e. the subject matter should be well structured. well structured means that the subject points should be in order so that the presentation of the material is well-structured, for example starting the material presenting from *definite, purpose, benefits, functions, concrete examples*, and so on. Other challenges can be overcome by increasing the practice of speaking in public, as presentations are part of public speaking. As for the English language, then the English teacher in the first semester with general English courses should apply the presentation method to the students so that the students are accustomed to using the vocabulary and expression-expressions used in English language. So that the preparation of students to know, understand, and practice English for business management materials in a percentage can be directed and realized well. On the content section starting from the middle to the end of this presentation, the presenter does not use mixing code and switching code, so the presentation atmosphere is not as lively as on the opening part.

Switching to a closing session in a presentation, the presenter submits a conclusion from the material presented and does not give a questioning session to the audience. The data indicate that the available time is exhausted. Therefore, the time setting for each part of the presentation needs to be recalculated. The questioning session at the end of the presentation of the material in a material is very important. It makes the atmosphere of presentation alive because of the communication between the presenter and the audience. Such communication can be an expression of the idea of the audience, clarification of the understanding of the audiences of the presented material, adding knowledge to the audience on the material presented, discovery of solutions to the problems that generally occur in the reality related to the material. of some of these points, then the presenter is very required to master the material so that it can deal with the various statements that need to be clarified as well as the questions to be answered. Mastering the material will increase the level of self-confidence in a presentation, but the way the material is delivered using English, the mastery of the vocabulary, the way of pronunciation becomes a crucial thing to increase the degree of confidence in the presentation.

CONCLUSION

This research investigates the challenges or difficulties encountered by a student of a management study program when presenting English for Business Management material. From the available data, it can be concluded that the challenge refers to the mastery of vocabulary, the way of pronunciation, making sentences grammatically. But the challenge of his presentation is a decrease in confidence, missing some very important points in a presentation, like inviting the audience to ask questions at the end of the presentation. The use of general English vocabulary is considered more practical than the use of English for business management. This is due to the habit of listening, discovering, understanding, and

using it in everyday life in the academic world.

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