

EXPLORING KEY FACTORS ENHANCING EFL LEARNERS' COMPREHENSION IN ENGLISH PRESENTATION ASSIGNMENTS: A FOCUS ON MATERIAL UNDERSTANDING

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ABSTRACT

The purpose of this qualitative descriptive study is to determine the elements that contribute to English presentation tasks improving the material comprehension of EFL students. Despite being widely used in classrooms, presentation assignments often fail to lead to deep material understanding due to learners' poor preparation, dependence on pre-translated materials, and difficulty in processing content in English. This research investigates this problem by identifying the factors that support or hinder students' ability to comprehend material effectively through presentation assignments. Twelve students from Universitas Negeri Makassar's class 01 of the English Education Study Program, batch 2022/2023, participated in the study. In-depth interviews and classroom observations were used to gather data that shed light on students' experiences with presenting assignments. The results emphasize important elements that contribute to students' improved comprehension of the topic, such as meticulous planning, group projects, technology utilization, and lecturer help. All of these elements worked together to make presenting assignments more successful at enhancing comprehension of the subject matter. The results highlight how audience-centered techniques, cooperative planning, and culturally appropriate examples can enhance presentation results. By examining the relationship between understanding and material design in promoting learner success, this research adds to the expanding corpus of research on EFL instruction. The research concludes that presentation assignments are a valuable tool for promoting deeper comprehension in EFL learning, as they encourage students to prepare thoroughly, collaborate in groups, use digital resources, and engage with lecturer feedback.

Keywords: English presentation assignment, EFL learners, materials understanding

INTRODUCTION

In EFL classes, the primary objective for learners is to master English and use it effectively for global communication. This goal aligns with the concept of English as an international language, which serves as a medium for facilitating cross-border relations, trade, and information exchange. A critical component of effective communication is the ability to comprehend and accurately convey ideas. As Aeni et al. (2024) highlighted, a person's proficiency in a

language is significantly influenced by opportunities to actively use it.

Task-based language teaching (TBLT) has been recognized as an effective approach for fostering active learning and practical language use among EFL students. Cholifah and Herawati (2017) emphasized that TBLT encourages students to engage with language in real-life contexts, promoting a deeper understanding and application of linguistic skills. This method aligns closely with presentation assignments, in which students are required to organize, analyze, and

deliver material in structured English. By incorporating TBLT into such tasks, learners can develop both their language proficiency and their ability to use English effectively in authentic communication settings.

Effective presentation delivery requires thorough preparation and practice, focusing on structure, clarity, and audience engagement (Way With Words, 2023); In the context of EFL, careful preparation not only enhances learners' confidence but also ensures they can express their ideas clearly and logically. Presentation assignments provide students with valuable opportunities to practice English while refining their critical thinking and communication skills.

Regular speaking practice significantly improves learners' pronunciation and fluency, enabling them to structure their ideas coherently and communicate effectively in English. Ahyadi and Jabu (2021) emphasized that learners process language more deeply when producing it compared to merely receiving input. When learners are required to produce language, they must simultaneously focus on grammatical structures and meaning, which aids in consolidating their knowledge and improving their language proficiency (Nation & Newton, 2009, p. 52). This active use of language forces learners to engage with the material on a deeper level, making connections between language rules and the content they wish to communicate.

Factors such as motivation, instructional quality, and access to language practice opportunities significantly affect English proficiency (Putri, 2018). High motivation and quality teaching enable learners to gain confidence in using English, especially in tasks like presentations. The output hypothesis highlights that producing language helps learners consolidate their knowledge and fosters deeper learning (Swain, 2005). In presentation tasks, learners are encouraged to actively produce language, which improves their speaking skills while supporting a deeper understanding of the subject matter.

Adequate access to language practice opportunities also plays a vital role in enhancing students' language skills. This active engagement requires learners to go beyond rote memorization and actively apply what they have learned in real-time situations. It is a cognitive process that encourages them to make meaningful connections between language rules and the ideas they wish to communicate.

Therefore, lecturers should provide exercises or assignments that increase the frequency of English usage to enhance learners' material comprehension. One effective assignment is through presentations. Presentations allow learners to delve deeply into a topic, organize their thoughts, and convey their understanding of the material to others. This not only promotes active engagement with the content but also encourages learners to refine their language skills as they prepare to communicate their ideas clearly and confidently.

In an EFL classroom, it is not only about being

able to use English, but learners should also develop a deep understanding of the materials, which means grasping the content and context accurately. Effective language use goes hand-in-hand with the ability to comprehend complex ideas and present them in a way that others can understand. As such, the focus is not only on communication but also on a thorough understanding of the material being studied, (Aeni et al, 2025). This helps learners build a solid foundation in the use of English so that they can understand and engage with content confidently and effectively in various learning situations. The ability to explain material clearly demonstrates not only linguistic proficiency but also a deep comprehension of the subject matter itself, which is essential in academic and professional settings where English is the medium of communication.

Based on the researcher's personal experience and cross-checking in the class of English Education Study Program batch 2023 on September 4, 2024, it was found that learners' understanding of the material was inadequate because learners still struggled with grasping the content presented, did not fully comprehend the material discussed, and often relied on pre-translated text listed on the presentation slide. Although many studies have addressed presentation skills in EFL contexts, most of them tend to emphasize oral fluency, speaking anxiety, or technological tools, without sufficiently exploring students' actual understanding of the content they present. In particular, few studies have examined how EFL learners struggle with processing and internalizing subject material due to limited vocabulary, grammatical competence, or poor comprehension skills. For instance, recent findings show that many students rely on literal translations, memorization, or copying material without deeply grasping the concepts (Algouzi, et al. 2023). Moreover, students often experience anxiety and lack of confidence during presentations, which further hinders their ability to convey ideas clearly and meaningfully (Hadiati et al, 2024). These affective factors are frequently overlooked in discussions about content comprehension. Another underexplored issue is the students' low academic reading comprehension, which impairs their ability to extract key information from texts used for presentations (Kim, 2020). Additionally, the lack of metacognitive strategies and critical thinking during preparation prevents learners from effectively synthesizing and presenting their ideas. While existing research has acknowledged the benefits of oral presentations in improving speaking performance, the specific barriers to content comprehension during such assignments remain largely undocumented. Therefore, this study seeks to fill that gap by investigating the core problems that limit EFL learners' material understanding in presentation tasks, especially from the learners' point of view in a non-intervention classroom setting. This reliance on pre-translated materials suggests a gap in learners' ability to process and internalize English content independently. It happens because

English presentation assignments are often considered difficult tasks by learners. As experts have stated, speaking in English is regarded as one of the most difficult aspects (Leong & Ahmadi, 2017); (Ahyadi & Jabu, 2021). When learners view English as a challenging language, particularly in speaking, they may approach tasks like presentations with anxiety and hesitation. This mindset can lead to a lack of motivation to fully engage with the assignment. With this mindset, learners tend to become reluctant to work on assignments or eventually complete them hastily. This rushed approach to preparation often results in superficial engagement with the material, where learners focus more on getting through the task than on truly understanding the content. Due to inadequate preparations, when it's time to deliver the presentation, the problems mentioned above arise, including a lack of fluency, hesitation, and confusion when explaining the material. This underlines the importance of thorough preparation, consistent practice, and a shift in mindset towards viewing presentations as an opportunity for meaningful learning and skill enhancement.

Previous research has explored the effectiveness of English presentation assignments in enhancing EFL learners' material understanding. Pham et al. (2022); Azir et al (2024) assessed presentation skills among English majors at Van Lang University, revealing a lack of confidence due to vocabulary and grammar errors. This study aligns with the current research, which focuses on the impact of English presentations on understanding rather than broader speaking skills. Toghroli and Afraz (2021); Amelia (2022) examined the effects of class presentations on speaking development, highlighting similarities but differing objectives from the current research, which will not involve special treatment. Kim (2020) investigated the benefits of L2 oral presentations, but unlike this research, it did not focus specifically on material understanding.

Algouzi et al. (2023) emphasized that Blackboard-mediated intervention programs effectively strengthen EFL students' presentation skills, leading to significant improvements and fostering positive attitudes among learners. Their study investigated the impact of a Blackboard-based intervention program on EFL learners, revealing that the platform not only enhanced students' presentation skills but also promoted a more positive attitude toward learning English. This research highlights the potential of technology integration, such as Blackboard, to improve learning outcomes, create a more engaging educational environment, and support student motivation.

In addition to technological interventions, the use of authentic materials and effective teaching strategies has been shown to enhance EFL learners' understanding and engagement. Khalmurzayevna and Zairjanovich (2024) emphasized that authentic materials provide real-world language input, motivating students and accelerating language acquisition. Resources such as original news articles or videos make learning more engaging while offering learners deeper insights into

real-world language use. By connecting classroom learning to practical applications, authentic materials increase students' motivation and engagement. When combined with effective teaching strategies, these materials significantly improve learners' language proficiency and their ability to interact meaningfully with the content.

Integrating reading and writing tasks in assessments also provides valuable insights into learners' comprehension abilities. Rarasati and Zawawi (2024) demonstrated that incorporating synthesis writing into reading comprehension tests significantly improved Afghan EFL learners' understanding of text structure and content. This method of assessment not only evaluates learners' comprehension but also enhances their ability to process and articulate information. As a result, it fosters a deeper and more meaningful engagement with the material, contributing to overall academic growth.

Furthermore, awareness of text structures plays a crucial role in enhancing EFL learners' reading comprehension. Shemshadsara et al. (2019) highlighted that improving learners' understanding of text structures positively influences their ability to comprehend complex texts. By providing a framework for organizing and interpreting content, text structure awareness enables learners to approach reading tasks with greater confidence and effectiveness, ultimately improving their overall comprehension skills.

In addition to assessment strategies, training EFL learners in reading strategies plays a pivotal role in improving their comprehension skills. Habók and Magyar (2019) emphasized that targeted training in reading strategies enhances learners' ability to navigate and analyze texts effectively. This leads to improved comprehension and better retention of textual information, equipping learners with the tools necessary to succeed in various academic and real-world contexts. Several studies have explored the role of English presentation assignments in enhancing EFL learners' language proficiency and comprehension. These works have provided valuable insights but also reveal notable gaps and limitations.

Pham et al. (2022) and Azir et al. (2024) investigated students' presentation skills in relation to grammar and vocabulary accuracy. While their research highlighted common issues such as lack of confidence and linguistic errors, it focused more on language performance than on comprehension. The strength of these studies lies in their detailed examination of linguistic shortcomings during presentations, offering pedagogical insights into performance improvement. However, their weakness is a limited focus on how presentation tasks contribute to content understanding, which is the core of the current research.

Toghroli and Afraz (2021) and Amelia (2022) examined classroom presentations as tools for developing speaking fluency. Their strength is in addressing affective factors such as anxiety and confidence, which directly affect speaking performance. Nevertheless, their studies did not

explore how these assignments influence deeper material comprehension. Unlike them, the current study investigates how understanding the material is enhanced through multiple factors, not just oral practice. Kim (2020) provided evidence of the benefits of oral presentations for L2 learners but did not specifically target comprehension of subject matter. This broad focus weakens its direct applicability to curriculum planning aimed at boosting material understanding. In contrast, this study narrows its scope to comprehension as a measurable learning outcome.

Algouzi et al. (2023) offered valuable insights into the use of Blackboard as a digital platform to support EFL learners. The integration of technology was shown to improve students' attitudes and presentation performance. However, the intervention-based nature of their research might limit its generalizability in more traditional classroom settings. This study, by comparison, relies on naturalistic observations and learner experiences, making its findings more transferable to everyday EFL classrooms.

Khalmurzayevna and Zairjanovich (2024) emphasized the importance of authentic materials in enhancing learner motivation and engagement. Their strength lies in the focus on contextualized input, which aligns with real-world communication. However, the study lacked a detailed investigation into how these materials translate into improved content comprehension during presentations—a gap addressed by the current research.

Rarasati and Zawawi (2024) and Shemshadsara et al. (2019) contributed to the understanding of reading-writing integration and text structure awareness, respectively. These cognitive strategies are valuable in fostering comprehension, yet their application to oral presentation tasks remains underexplored. The current study extends their findings by situating comprehension within the framework of oral performance, linking cognitive and communicative skills.

In summary, previous studies have provided strong foundations in areas such as performance, confidence, and technology use. However, they often treat comprehension as a secondary outcome rather than a primary goal. The current study addresses this gap by explicitly investigating the specific factors such as preparation, collaboration, technology use, and lecturer support that directly enhance EFL learners' material understanding through English presentation assignments. This focus not only fills a critical gap in the literature but also offers practical implications for EFL instruction and curriculum development.

In addition to the previous studies, gaps remain in understanding the specific factors that support the successful implementation of English presentation assignments. While existing research emphasizes the challenges faced by learners, there is a lack of exploration into the supportive factors that enhance learners' material understanding. Addressing this gap is crucial for developing effective pedagogical strategies, as it can lead to enhanced learners' engagement and comprehension.

This research aims to investigate these supporting factors, focusing on how they contribute to enhancing EFL learners' understanding of the material. The core research problem centers on the relationship between the implementation of English presentation assignments and material comprehension among EFL learners. The primary research question is: What factors support the implementation of English presentation assignments to enhance EFL learners' material understanding? The objectives include identifying specific supportive factors, analyzing their impact on learners' understanding, and providing recommendations for educators. The context of this study involves the English Education Study Program at Universitas Negeri Makassar, with the units of analysis being the learners participating in English presentation assignments.

METHODS

This research employed descriptive qualitative methods to collect and analyze non-numerical data, aiming to understand concepts, opinions, and experiences related to the implementation of English presentation assignments, as well as the supporting and hindering factors associated with them. The focus was to gain insight into how these assignments affect EFL learners' material understanding. The study was conducted during the even semester of the 2023/2024 academic year at Universitas Negeri Makassar, located in Parangtambung, Makassar.

The subjects of this research consisted of 12 learners from the Anonymous English course of the English Education Study Program, batch 2023/2024 at Universitas Negeri Makassar. These participants were selected using a simple random sampling technique, which provides each member of the population an equal opportunity to be chosen as a sample (Amelia, 2022). The target sample size for this research was set at 20 participants; however, a realized sample of 12 learners was obtained. This choice was influenced by logistical constraints, as only a limited number of learners were available for participation during the semester, and the sampling method was deemed appropriate because nearly all classes within the 2023/2024 English Education Study Program employed presentation assignments across various programmed courses. The choice of a simple random sampling technique also minimized potential bias in participant selection, thus enhancing the reliability of the findings.

In this research, the variables were classified into independent and dependent variables. The independent variable was defined as the presentation itself, while the dependent variable referred to material understanding. Oral presentations were conceptualized as a means of effectively conveying information through various communication techniques to influence, inspire, and enhance an audience's understanding of specific topics. In contrast, material understanding was defined as the ability to interpret and process educational content by

connecting prior knowledge with new information, thereby enabling critical thinking and real-world application. This distinction between variables provided a clear framework for analyzing how the implementation of presentations could affect learners' comprehension of the material. To gather data, two primary instruments were utilized: observation and structured interviews. Each instrument was carefully designed to capture both observable classroom practices and students' personal reflections, thereby ensuring a rich and comprehensive dataset.

Classroom observations were conducted to gather real-time data on the implementation of presentation assignments and students' engagement throughout the process. An observation checklist guided this process, consisting of key indicators such as the level of learners' preparation, clarity and coherence of the content delivered, the use of visual and digital media during presentations, the level of confidence and fluency demonstrated, interaction with the audience, group collaboration dynamics, the application of technological tools, and the type and frequency of lecturer feedback. These observations allowed the researcher to identify how learners organized their material, communicated ideas, and interacted with peers and lecturers during the assignments. The observations were conducted twice during scheduled classroom sessions in the English Education Study Program, batch 2022/2023, and data were collected through detailed field notes that documented observable behaviors and presentation dynamics.

In addition to observations, structured interviews were carried out to gain in-depth insights into learners' experiences and perceptions regarding the presentation assignments. The interviews explored various aspects, including learners' preparation strategies, their understanding of the material being presented, the impact of group collaboration on their comprehension, the role of technology in enhancing their learning, the usefulness of lecturer support, and their overall reflections on the learning process. These interviews were conducted with twelve students selected through simple random sampling from the 2023/2024 cohort. Each interview took place after the learners completed their presentation assignments to ensure that their responses were grounded in fresh and relevant experiences. The interviews were audio-recorded, transcribed verbatim, and anonymized to maintain confidentiality and objectivity.

The data from both instruments were analyzed using thematic analysis procedures. For observation data, the researcher identified recurring patterns in classroom behavior, which were then categorized into broader themes such as presentation preparedness, content mastery, and interaction quality. Similarly, interview transcripts were coded manually to extract dominant themes that aligned with the research focus. Themes such as 'confidence through preparation', 'group-based learning support', and 'technology-assisted comprehension' emerged consistently

across participants. To ensure validity, the data from observations and interviews were cross-checked and triangulated, allowing for a comprehensive understanding of the factors that supported learners' comprehension during English presentation assignments. Through this combined approach, the study was able to present a well-rounded perspective on the pedagogical value of presentation tasks in EFL learning contexts. The observations were carried out over a period of two weeks, allowing for a comprehensive view of the presentation process and its impact. Specifically, the researcher intended to identify the various ways in which the assignments contributed to or detracted from learners' comprehension of the subject matter.

The techniques for data collection were grounded in qualitative methods designed to comprehend ideas, opinions, or experiences surrounding the phenomenon under investigation. Classroom observations were facilitated through the use of an observation checklist consisting of eight items. This checklist assisted the researcher in systematically collecting data on the implementation of English presentation assignments. This approach was instrumental in addressing the first research question regarding how these assignments enhanced EFL learners' material understanding during the learning process. The observations were conducted twice in accordance with the course schedule for class 01 of the English Education Study Program, batch 2022/2023, at Universitas Negeri Makassar.

The interviews aimed to gather information related to the supporting and inhibiting factors influencing the implementation of English presentation assignments and their impact on enhancing EFL learners' material understanding. The researcher conducted structured interviews with the 12 selected learners, utilizing open-ended questions that encouraged participants to elaborate on their thoughts and experiences. Data analysis was a critical component of the research process, aimed at interpreting the collected data in a meaningful and systematic way. To ensure replicability, a detailed coding scheme was developed prior to analysis, facilitating consistency in theme identification across different data sets. The data gathered from classroom observations and interview results were analysed systematically to address the research questions effectively.

The next step, data display, involved organizing and presenting the information in a way that enhanced clarity and facilitated understanding. Various formats, such as short descriptions, drafts, flowcharts, and other visual aids, were used to visually represent the data. The purpose of the data display was to help identify patterns and relationships within the dataset, enabling the researcher to draw informed conclusions and address the research objectives effectively.

Finally, drawing conclusions and verification were crucial steps in the data analysis process. After displaying the data, the researcher interpreted the findings and addressed the research questions. Verification was the process of ensuring that the

conclusions drawn were credible and well-supported by the data collected. To strengthen the validity of the findings, member checking was employed, allowing participants to review and confirm the accuracy of the interpretations made from the interview data.

Overall, this research utilized a systematic approach to explore the impact of English presentation assignments on EFL learners' material understanding. By employing a combination of observational and interview methodologies, the researcher aimed to gather comprehensive data that would provide insights into the effectiveness of these assignments in enhancing learners' comprehension of the material. Through this study, it is anticipated that a deeper understanding of the dynamics at play in English presentation assignments can be achieved, ultimately contributing to improved pedagogical practices in EFL contexts.

RESULTS AND DISCUSSIONS

Several learners who had evidently prepared thoroughly were observed delivering their presentations confidently and with minimal hesitation. They used outlines or structured notes to organize their content, explained concepts clearly, and showed strong familiarity with the material. For instance, learners who rehearsed before presenting were more fluent and could respond to impromptu questions with logical and accurate answers. In contrast, students with minimal preparation tended to read directly from slides, paused frequently, and struggled to explain key points, indicating a lack of deep understanding.

Group presentations revealed the benefits of collaborative learning. Students who had worked together were seen supporting each other during delivery, using consistent terminology, and demonstrating shared understanding of the material. Group discussion before presentation appeared to help clarify difficult concepts, and peer input during preparation stages allowed for correction of misconceptions, as evidenced by smoother delivery and unified argument flow during the presentations.

The integration of digital tools was prominently observed. Many students used Canva to design visually engaging slides, while others referred to YouTube videos or AI tools (such as Google or ChatGPT) to clarify and explain difficult content. These tools not only supported their understanding but also helped in delivering content more effectively. Technology-aided visuals were especially helpful when explaining abstract concepts, as observed in several groups.

Lecturer intervention was observed during both presentation and discussion sessions. The lecturer offered constructive feedback, clarified confusing points, and encouraged students to elaborate further. This feedback appeared to enhance learner comprehension in real time; some students were able to restate or correct their points after receiving clarification. Additionally, a clear lesson plan shared

early in the semester helped students understand the expectations and organize their work accordingly. In summary, the observations confirmed that the effectiveness of English presentation assignments in enhancing learners' comprehension was strongly influenced by their level of preparation, collaboration, use of digital tools, and instructional support from the lecturer.

The research findings cover the result of the interview to answer research questions in the first chapter about what factors support the implementation of English presentation assignment to enhance EFL learners' material understanding. The answers to the research questions are summarized objectively below. One of the keys supporting factors was careful preparation. Most learners mentioned that thorough preparation helped them feel more confident and significantly better understand the materials they were going to present. Learners often employ a structured approach, such as creating detailed outlines for their presentations to effectively organize the material logically and coherently. Many learners expressed that good comprehension of the material prepared well in advance ensured that the presentation would be delivered well, making it easier for the audience to understand and engage with the content. This method gave learners a clear roadmap for their presentations, greatly boosting their confidence in presenting the information accurately and effectively. Moreover, the learners highlighted that practicing before the presentation played an important role in ensuring a well-executed delivery, as indicated in the extract below and the summary of responses can be seen in Table 1.

Table 1 Distribution of responses on preparation

Respondent	Important Aspects of Preparation
Respondent 1	Practicing before the presentation
Respondent 2	Self-awareness and attention to assignments
Respondent 3	Careful preparation of material
Respondent 5	Reviewing challenging concepts
Respondent 4	Time needed for understanding and preparation
Respondent 6	Organization of presentation materials
Respondent 5	Understanding and researching material
Respondent 8	Making key points for easy explanation
Respondent 1	Consistent practice and comprehension

Extract 1 (DRRJ, 5/21, 2024)
“Practicing before the presentation ensures that the presentation is well executed, especially for me, as it helps make the explanations clearer and more structured.”

Extract 2 (K, 5/21, 2024)
“It is certainly careful preparation and self-

awareness that we are given assignment, so we, as learners, must prepare and pay attention to the assignments.”

Extract 3 (NP, 5/21, 2024)

“When preparing, and because we were divided into groups, we shared the material first with our groupmates. Then I made my material carefully so... like, that my sentences were correct, my translations, and so on. So that there would be no mistakes later.”

Extract 4 (ANH, 5/21, 2024)

“Before the presentation, I prepared myself to ensure that I clearly understood and the audience could understand what I was saying. I review the concepts and points that I find challenging to understand or explain so that I won't stammer later, I usually use Google or watch YouTube to find examples and enhance my understanding of the material.”

Extract 5 (RW, 5/21, 2024)

“I think the supporting factor is time, as I am not a typical person who immediately understands something. I need time to thoroughly understand and prepare the concept of my presentation. So, for me, the longer the time given, the more prepared I will be. This will help me feel confident during the presentation and enable me to answer any questions related to my material without difficulty.”

Extract 6 (J, 5/21, 2024)

“Definitely careful preparation. Time as well. The time is given to prepare the material, preparing the paper, and the outline for the PowerPoint slide.”

Extract 7 (MMS, 5/21, 2024)

“From the practices, keep trying, keep doing the backstage training. That's the most important factor in my opinion.”

Extract 8 (K, 5/21, 2024)

“It is certainly careful preparation and self-awareness that we are given assignments so we as learners must prepare and pay attention to the assignments.”

Extract 9 (AA, 5/21, 2024)

"Before the presentation, I reviewed the material thoroughly. This helped me interpret key concepts, use the appropriate terminology, and structure the information in a way that made the material easier to comprehend."

Extract 10 (AA, 5/21, 2024)

"For me, I usually organize the material that I want to present first. Then I make the points for the PowerPoint slides, and I practice explaining and reinforcing my understanding of the material that I have compiled."

Extract 11 (CAN, 5/21, 2024)

"The supporting factor is more about understanding the material first, and also always being willing to do research on the materials so that later when explaining in front of the audience, I can be more confident."

Extract 12 (NMP, 5/21, 2024)

"Make some points so that it will be easy to explain and my friends can understand what I'm saying."

Extract 13 (SAJ, 5/21, 2024)

"The factors include consistent practice and a good comprehension of the material that has been prepared beforehand, so that it can be conveyed effectively and clearly understood by the audience."

Table 1 illustrates the distribution of responses related to the importance of preparation among the participants.

Collaboration within groups was another important factor. Since learners were divided into groups, this arrangement facilitated a collaborative environment where each group member could contribute to the preparation process (Table 2). Working in a group allowed learners to share responsibilities, discuss their understanding of the material, and exchange ideas that helped to clarify and deepen their comprehension. Some learners emphasized how discussing and sharing material with groupmates before the presentation eased the preparation process, making it more efficient and reducing the chances of mistakes during the presentation as cited in the extract below.

Table 2 Benefits of Group Collaborations

Benefits of Group Collaborations
Shared responsibilities
Clarified understanding
Enhanced efficiency
Exposure to varied content

Table 3 Technology Used

Technology Used
Google
YouTube
AI Tools

Extract 14 (NP, 5/21, 2024)

“When preparing and because we were divided into groups, we shared the material first with our group mates. Then I made my material carefully

like making sure my sentences were correct, my translations, and so on. So that there would be no mistakes later.”

Extract 15 (K, 5/21, 2024)

“Since each group is assigned different topics, we are exposed to a variety of content.”

Additionally, the use of technology played a crucial role in supporting learners' presentations (Table 3). Learners made use of digital resources such as Google and YouTube to enhance their understanding of the material, allowing learners to quickly access a vast range of information, helping them to clarify challenging concepts, and fill in gaps in their knowledge. This use of technology was particularly beneficial when learners encountered complex topics or points that required further elaboration. The use of digital tools like Canva enhances students' creativity and engagement in scientific presentations (Aeni et al, 2024). By using tools like Canva, learners can design more appealing and informative presentation materials. This not only helps them convey their ideas more clearly but also increases audience engagement during presentations. Some of them also shared that they frequently turned to online resources to clarify difficult points before the presentation. This approach not only helped them understand the material better but also allowed them to practice and feel more confident about presenting without stammering as demonstrated in the extract below.

Extract 16 (ANH, 5/21, 2024)

“I usually use Google or watch YouTube to find examples and enhance my understanding of the material.”

Extract 17 (AA, 5/21, 2024)

“Learn to understand complex concepts, for example by reviewing them repeatedly and using AI to provide explanations or examples to deepen my comprehension.”

Support from the lecturer was a crucial factor in positively influencing learners' success in understanding materials and delivering effective presentations. The lecturer played a vital role by providing clear guidance and a detailed lesson plan at the beginning of the semester. This lesson plan not only outlined the schedule but also specified the expectations for each presentation, enabling learners to prepare thoroughly. CAN (May 21, 2024) highlighted that the clarity of this guidance helped learners understand the requirements and structure their work effectively to meet the course objectives. This organized and structured approach established by the lecturer provided a strong foundation, reducing confusion and ensuring that students remained on track throughout the assignment process.

Beyond offering a clear roadmap, the lecturer fostered a supportive learning environment. This

support was demonstrated through timely feedback (Table 4), consistent encouragement, and the creation of a collaborative and inclusive classroom atmosphere. The lecturer's role extended beyond instruction, acting as a mentor and guide to help learners navigate challenges, refine their skills, and build confidence in their abilities.

Table 4 Feedback Type

Feedback Type
Clarity of Lesson Plan
Availability for Questions
Feedback on Presentations

Furthermore, the integration of digital tools in EFL learning has proven to be highly effective in enhancing material comprehension. Lestari (2018) emphasized that the use of digital technology significantly improves students' understanding of complex concepts. Tools such as AI, infographics, and videos simplify intricate topics, making presentations more engaging and accessible for the audience. These technologies not only enhance learners' ability to grasp the material but also improve the overall quality of their presentations, fostering deeper engagement and understanding. The use of digital tools in EFL education has also demonstrated significant potential for enhancing comprehension. Amelia (2022) found that the use of e-books positively impacts EFL learners' reading comprehension and fosters a more positive attitude toward reading. E-books provide an interactive medium that engages learners with complex materials, making the content more accessible and engaging. This combination of lecturer support and technological integration highlights a holistic approach to fostering learner success in EFL education.

Extract 18 (CAN, 5/21, 2024)

"At the beginning of the lecture, the lecturer gave us the lesson plan. There is a schedule, such as the classes will be online or offline complete with the dates for one semester and the material for each group."

Extract 19 (ANF, 5/21, 2024)

"I think it's because of the feedback from the lecturer."

Extract 20 (SAJ, 5/21, 2024)

"I think presentation assignment is a nice learning method to enhance materials understanding because we can engage with the content directly and usually receive feedback, for example in the Q&A session. This allows us to reflect on and deepen our understanding of the material being presented."

Overall, this research utilized a systematic

approach to explore the factors that support English presentation assignments on EFL learners' material understanding. The findings indicate a strong connection between careful preparation, group collaboration, the use of technology, and support from the lecturer in enhancing learners' comprehension of the material.

Observation data revealed that oral presentations are an effective method for improving learners' English-speaking skills by integrating cognitive and linguistic practice (Brooks & Wilson, 2014). This approach enables students to develop their language skills holistically, combining cognitive understanding with linguistic abilities. Consequently, presentation assignments not only improve speaking skills but also enhance students' comprehension of the learning materials. This process involves creating detailed outlines and engaging in extensive practice sessions.

This finding aligns with previous research emphasizing the importance of preparation in academic presentations. Studies have shown that thorough preparation, particularly through rehearsal, results in more confident and polished delivery, as well as improved mastery of the material (Hadiati et al, 2024). However, this study expands on existing knowledge by highlighting how preparation equips presenters to handle spontaneous questions more effectively during Q&A sessions, an aspect often overlooked in prior research. Such preparation ensures that presentations are logically organized, comprehensive, and confidently delivered. This confidence is evident in clear explanations and effective handling of audience questions.

Careful preparation enables learners to refine their delivery, anticipate potential challenges, and deepen their understanding of the material. By confirming the centrality of thorough preparation in academic presentations, this study extends the literature by demonstrating its direct impact on real-time performance, particularly during interactive moments. In addition to preparation, gamification strategies have been shown to increase student motivation and foster better learning outcomes (Aeni et al, 2024). Integrating gamification elements into learning activities, such as presentations, motivates students to participate actively and achieve better results. This strategy is particularly beneficial for tasks requiring full learner engagement, like oral presentations.

Thorough preparation is not merely about memorizing content; it requires learners to engage deeply with the subject matter, anticipate potential difficulties, and structure information to enhance understanding. Learners who analyzed their material from various perspectives exhibited greater depth in their presentations, effectively integrating new ideas into their existing knowledge base. This process not only improved their presentation performance but also contributed to their overall academic growth.

Moreover, consistent practice significantly reduces the anxiety associated with public speaking. Repeated rehearsals help students become more

familiar with their content, allowing them to build confidence and respond adeptly to spontaneous questions during Q&A sessions. This increased comfort level enhances their ability to think critically and interact effectively, fostering a more engaging and insightful learning experience for both presenters and their audience.

Azir et al. (2024) emphasized the importance of integrating local values and contextual relevance into teaching materials to support the achievement of UNESCO's four pillars of education. Well-designed teaching materials, including relevant and supportive presentation resources, play a significant role in enhancing students' understanding of the topics being discussed. These materials not only bridge the gap between new concepts and learners' prior knowledge but also promote deeper engagement with the subject matter.

This research contributes to the field by highlighting the importance of using visual aids and supplementary materials not merely as aesthetic enhancements but as essential tools for effectively conveying complex information. Visual aids, such as infographics, slides, and diagrams, simplify intricate ideas, making them more accessible to learners (Rizqi & Haryanto, 2024; Bakri et al., 2021). Furthermore, the thoughtful integration of such resources enhances both the teaching and learning experience, fostering a more interactive and meaningful engagement with educational content.

Building on the importance of preparation, group collaboration also played a crucial role in supporting learners' presentations. Zou et al. (2023) emphasized that thorough preparation significantly enhances learners' ability to present material effectively. Learners who engaged in meticulous preparation demonstrated a deeper understanding of their content and were better equipped to handle spontaneous questions with confidence. This research highlights that thorough preparation not only allows students to grasp material in depth and organize information systematically but also equips them to approach spontaneous challenges with composure. The process reduces anxiety, enhances material mastery, and fosters active learning, enabling students to think critically and communicate effectively.

However, speaking anxiety remains one of the main barriers' students face during presentation tasks. Kim (2020) identified effective strategies for mitigating this anxiety, including thorough preparation and constructive feedback from lecturers. These approaches help students build confidence and alleviate the fear of public speaking, allowing them to deliver presentations more effectively. By combining thorough preparation with supportive feedback, educators can create an environment where students feel empowered to overcome anxiety and achieve better presentation outcomes.

Research by Sofyan and Aeni (2024) revealed that group collaboration significantly helps learners refine their understanding of complex assignments

through discussions and peer explanations. This collaborative approach proved particularly effective in presentations, as it allowed learners to engage with diverse perspectives, enriching their comprehension (Hadiati, Muttaqin, & Yulianita, 2024). Group work facilitated the sharing of insights and knowledge, enabling students to learn from others' interpretations of the material. Kim (2020) highlighted that collaboration within groups not only divides responsibilities but also strengthens students' understanding of materials through collective discussions. This effort deepened subject comprehension and prepared learners to deliver polished and comprehensive final presentations (Khalmurzayevna & Zairjanovich, 2024). Group collaboration is not merely about task distribution; it serves as a powerful mechanism for mutual learning. Interactions within groups help clarify doubts, sharpen critical thinking skills, and address knowledge gaps. Explaining concepts to peers acts as an effective reinforcement tool, helping students solidify their understanding (Rarasati & Zawawi, 2024). Additionally, peer support during preparation and presentations reduces individual workloads, alleviates anxiety, and fosters confidence while minimizing feelings of isolation.

The group dynamic promotes a sense of accountability, motivating students to contribute effectively to shared goals. This collective responsibility encourages higher engagement and a deeper commitment to the material, leading to more comprehensive learning outcomes. Ultimately, collaborative efforts create a supportive environment where students can learn from and with each other, enhancing both individual and group academic performance.

Collaborative methods, such as the jigsaw technique, have also been shown to foster comprehension effectively. Ghaith and El-Malak (2020) found that pre-intermediate EFL learners achieved significantly better comprehension outcomes using the jigsaw technique compared to traditional instructional methods. This finding underscores the value of structured collaborative strategies in improving learners' understanding and overall academic success.

Second language acquisition is also influenced by psychological factors, such as motivation, anxiety, and exposure to authentic language input (Long, 2017). These factors shape how learners process and internalize new language structures. Reducing anxiety through supportive learning environments and providing real-world language input significantly enhances learners' engagement and proficiency.

In addition to preparation and collaboration, the use of technology emerged as a critical factor in supporting learners. With the proliferation of digital resources, learners accessed a wealth of information to enrich their presentations and deepen understanding. Observation data and interviews revealed frequent use of online search engines, educational videos, and AI tools for clarifying complex concepts (Nazarov, 2024; Ulinuha & Parnawati, 2024). Technology not

only made information accessible but also provided diverse ways to engage with the material. For instance, watching tutorial videos or accessing interactive simulations helped students visualize abstract concepts better than traditional textbooks alone.

AI tools, such as language models and educational apps, offer personalized learning experiences, allowing students to explore material at their own pace (Aeni et al., 2024). These tools were particularly helpful when dealing with complex terminology or theories, as students could input specific questions and receive tailored explanations. Multimedia resources, such as videos, slides, and infographics, further enhanced presentations by breaking down complex information into digestible formats. Visual aids clarified points that might have been difficult to explain verbally, improving both the presenter's and audience's understanding.

Technology also facilitated the rehearsal process. Recording and reviewing practice presentations allowed students to refine delivery and self-evaluate, identifying areas for improvement. Overall, technology empowered students by providing tools to enhance preparation, deepen comprehension, and deliver more engaging presentations.

Finally, lecturer support played a key role in ensuring learners' success. Observational data and interviews highlighted the importance of clear guidance and constructive feedback from lecturers.

In the context of EFL learning, collaboration between lecturers and students is essential for creating a supportive and engaging learning environment. A study by Bawono and Yugopuspito (2024) demonstrated that lecturers' technical expertise, active participation in online learning, and collaboration with students significantly influence learners' satisfaction. This finding is particularly relevant for presentation assignments, where lecturer guidance plays a vital role in enhancing students' understanding of the material and improving their delivery.

Additionally, the integration of technology in collaborative learning has proven effective in enhancing student engagement and participation. Mahsus and Latipah (2021) revealed that technology-based collaborative learning methods improve student interaction and activeness during the learning process. These methods can be successfully applied to presentation tasks, fostering better material comprehension and promoting well-organized group collaboration. By leveraging technology, students not only engage more actively but also develop a deeper understanding of the subject matter, making presentations more impactful and meaningful.

Feedback from lecturers during and after presentations was crucial for skill refinement and material comprehension. Real-time feedback during Q&A sessions allowed learners to address knowledge gaps and correct mistakes on the spot, deepening understanding and boosting confidence. Constructive feedback post-presentation encouraged reflection and improvement for future assignments. This ongoing support from lecturers helped students navigate

challenges, build resilience, and develop stronger communication and presentation skills, critical for academic and professional success.

CONCLUSIONS

The research conducted at Universitas Negeri Makassar identified four key factors that supported the successful implementation of English presentation assignments, which in turn enhanced learners' understanding of the material. Specifically, the research clarified that careful preparation, where learners thoroughly organized and rehearsed their presentations; group collaboration, which fostered peer learning and mutual feedback; use of technology, such as digital tools and multimedia to improve clarity and engagement; and lecturer support, in the form of guidance and constructive feedback, were all essential in facilitating deeper comprehension. Together, these factors directly addressed the research question concerning the elements that support effective presentation assignments, demonstrating how each contributes to learners' success.

This research contributes to the field of EFL instruction by offering deeper insight into the pedagogical value of presentation assignments not merely as a speaking activity, but as a means to enhance content comprehension. It bridges the gap between language performance and material understanding by showing how multi-dimensional support cognitive, collaborative, technological, and instructional can reinforce each other. However, the study has its limitations. The sample size was limited to 12 students from one university and one course, which may affect the generalizability of the findings to broader populations. In addition, the research relied solely on qualitative instruments (interviews and observations) without triangulating with quantitative measures such as pre- and post-tests to measure comprehension levels more precisely.

For future research, it is recommended to expand the participant pool across different institutions and include diverse demographic backgrounds. Additionally, incorporating mixed-method approaches could provide richer data and measurable outcomes. Future studies may also examine the long-term impact of presentation-based assignments on other academic skills, such as critical thinking, academic writing, and digital literacy, to further explore how presentation tasks contribute holistically to EFL learners' development.

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confirm that the data supporting the findings of the research are available within the article [and/or] its supplementary materials.

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