

## **ABSTRACT**

This study delves into the multifaceted challenges faced by vocational senior high school students during English oral presentations and examines their self-directed improvement strategies. Employing a narrative inquiry approach, the research identifies key obstacles encompassing preparation in presentation, linguistic and non-linguistic factors. The study highlights the critical role of self-directed learning (SDL) in addressing these challenges, demonstrating how SDL empowers students to take initiative, set personal learning goals, and utilize various resources to enhance their presentation skills. Findings indicate that students who engage in SDL show marked improvement in both linguistic proficiency and confidence levels, leading to more effective and coherent presentations. This study contributes to the existing literature on language learning by offering new insights into the application of SDL in the context of oral presentations. It provides practical recommendations for educators, suggesting the integration of SDL practices into curricula to support students in overcoming their presentation challenges. Additionally, the study emphasizes the need for educators to foster an environment that encourages autonomy and self-regulation among students. The findings underscore the importance of comprehensive preparation and SDL in enhancing the efficacy of English oral presentations, offering valuable implications for both teaching practices and future research in the field.