

# **PROBLEMS FACED BY EFL STUDENTS IN CARRYING OUT ONLINE PRESENTATION**

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## **ABSTRACT**

This study aims at finding out the problems faced by the students of English Education Department in carrying out online presentations. The subject of this research were 6 students of English Education Department of UIN Alauddin Makassar who enrolled in Speaking for Academic Purpose course. The samples were selected purposively. This study uses qualitative descriptive and the data were taken from observations through the Google Meet application and interview. The findings showed that there are some problems encountered by the students in carrying online presentations which are classified into two categories, they are linguistic and non-linguistic problems. Linguistic problems deal with lack of vocabulary, poor in grammar and poor in pronunciation; while, non-linguistic problems include fear of making mistake, shyness, lack of confidence, internet connection and environment destruction. The implication of this research is to elaborate the problems so the lecturers can assist the students in improving their speaking skills, especially when carrying out online presentations so that the ideas and messages of the presenters can be conveyed properly.

**Keywords:** Problems, Online Presentation, Linguistic Problems, Non-Linguistic Problems

## **INTRODUCTION**

Today the necessity of learning English increases in accordance with the growth of this language as a medium to communicate internationally. English is a language which is very popular and has been spoken and learnt by almost all people in the world. It is used by many people either as first, second or foreign language (Crystal, 2003).

Speaking is one of the ways of communication that is mostly used by people to interact with others in their daily basis. Richard (2002) states that speaking is one of the central

elements of communication. Speaking is a way to share our ideas, feeling, thoughts and opinion, to give information would not happen in only one way, but it must happen in two ways. There must be speaker and listener to get an interactive communication. According to Shaw (2002), speaking is a skill that directly assesses a person. It means that people often judge one's language competence by the speaking ability rather than other language skills.

In learning English, speaking is the most important skill, because it is one of the abilities to carry out conversation using language. According to Oxford dictionary, speak means say things, make a speech, express ideas, feelings, etc. Speaking is the verbal use of language to communicate with others. It is one of the major skills of language. Speaking is an interactive process of constructing meaning, receiving and processing information.

As a matter of fact, there are many students who had learnt English from Junior High School until high school even university still find difficulties to express their idea in oral form. Speaking in foreign language becomes a challenge for the learners, because to speak as a foreigner such as English requires more than knowing grammar but also the use of English in a real context as well as the function and form. Speaking problems are some problems that make someone lack of speaking ability.

Horwitz in Susilawati (2017) explained six factors that contribute to speaking problems. They are classified into linguistic and nonlinguistic problems. Linguistic problems include all of the difficulties found in the target language itself encountered by student who is studying the language. This difficulty consists of three problems, they are:

a. Lack of vocabulary

According to Hatch (1995), vocabulary is a list or set of words for a particular language or a list or set of words that individual speaker of language might be used. Vocabulary is an individual word or a set of words which have specific meaning. Hiebert (2005) state that generally vocabulary is the knowledge of word meaning. The problems of vocabularies occur when someone has limited number of vocabulary and the students do not know how to combine the vocabularies into a good sentence.

b. Poor in grammar

Swan (1995) defines grammar as the rules that show how words are combined, arranged, or changed to show certain kinds of meaning. Grammar is a study in which sentences are structured and formatted. If the learners do not know the rules of grammar, they will never be able to communicate using English effectively. The problem with grammar is the students construct sentences using incorrect rules.

c. Poor in pronunciation.

According to Hinkel (2005) a second language learner needs to master the individual characteristic of the sound of a new language. Furthermore, it will be good for the students to be able to speak naturally like the native-speaker. Pronunciation is as important as any other aspects of foreign language learning like syntax or vocabulary. Correct pronunciation is very necessary to develop speaking skill. Pronunciation also has close connection to the other fields such as listening and even grammar. Once a person can pronounce correctly the endings of the words, for example, he can give grammatical information at the same time.

Non-linguistic problems, in contrast, are difficulties in relation to psychological factors that faced by the students in speaking English (Juhana, 2012), they are:

a. Fear of making mistake

According to Juhana (2012) adds this fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by the students fear of being laughed at by other students or being criticized by the teacher. As a result, students commonly stopped participating in the speaking activity. Therefore, it was important for teachers to convince their students that make mistakes are not a wrong or bad thing because students can learn from their mistakes.

b. Shyness

Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English. This indicated that shyness could be a source of problem in students learning activities in the classroom especially in the class of speaking. Actually, the students feel of shyness makes their mind go blank or that they will forget what to say.

c. Lack of Confidence

It is commonly understood that students' lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers. In this situation, they would rather keep silent while others do talk showing that the students are lack of confidence to communicate.

Based on the explanation above, it was important to conduct research about speaking problems faced by the students in carrying out online presentation. This study aims at investigating the difficulties encountered by students of English Education Department at UIN Alauddin Makassar in carrying out online presentation in term of linguistic and non-linguistic problems. The implication of this research is to elaborate the problems so the lecturers can assist the students in improving their speaking skills, especially when carrying out online presentations so that the ideas and messages of the presenters can be conveyed properly.

## **METHOD**

This research was descriptive qualitative. According to Sugiyono (2010) qualitative research is descriptive which means that collected data were in the form of words rather than number. This study aims at investigating the students' problems and the alternative solutions in carrying out online presentation.

The subjects of this research were 6 students of English Education Department of UIN Alauddin Makassar who were enrolled in Speaking for Academic Purposes course. They were in the third semester and selected purposively.

The instruments of this research were observation and interview. Since the study was conducted in online mode, the observation and interview were done using Google Meet. The problems were noted in observation checklist and later clarified in interview.

The data were then analyzed based on Miles and Huberman's theory (2014), they are data condensation, data display and conclusion drawing. Data condensation refers to the process of selecting, focusing, simplifying, abstracting and transforming the data. In this step researcher may take focus on analyzing the needed data. The next step after data condensation was data display. In qualitative writing, data display could be done in the form of brief descriptions, charts, relationships between categories and its kind, but the most frequently used was descriptive text (Sugiyono, 2015). The last step drawing conclusions and verification.

## **FINDINGS AND DISCUSSION**

Based on the observation analysis, the problems faced by students of English Education Department at UIN Alauddin Makassar in carrying out online presentation were uncovered. They were further classified into two categories, namely linguistic and non-linguistic problems. The detailed explanation is elaborated as follows:

### **Linguistic Problems**

The researcher observed the teaching and learning process of speaking, especially in doing online presentation. Furthermore, the researcher found the linguistic problems such as lack of vocabulary, poor in grammar and poor in pronunciation. The following is the explanation of the linguistic problem:

#### ***Lack of Vocabulary***

According to Hatch and Brown (1995: 1) vocabulary is a list or set of words for a particular language or a list or set of word that individual speaker of language might be used. Vocabulary is an individual word or a set of words which have specific meaning.

The student has problems with vocabulary mastery, this can be seen from the way students explain the material in the presentation process in online classes. From the results of the observation, it was found that students have difficulty in producing words to become a sentence. This finding is also supported by the results of interview as follows:

*“My problem is mastery vocabulary; a lot of vocabulary is still mispronounced” (Student 1)*

*“I have lack of vocabulary that makes me not confident in carrying out presentation” (Student 6)*

*“The lack of vocabulary mastery makes me insecure” (Student 4)*

### **Poor in Grammar**

Swan (1995: xix) defines grammar as the rules that show how words are combined, arranged, or changed to show certain kinds of meaning. Grammar is a study in which sentences are structured and formatted, so that it may be considered a bit boring to study correct grammar since it really is worth the time and effort. If learners do not know the rules of grammar, they will never be able to communicate using English effectively.

In the presentation process, students still often make grammatical error. For instance, when one of the students say the sentence "I am forgetting"; while, based on English grammar, verb 1 cannot coexist directly with to be in one sentence. So, the correct one is "I forget". From the results of the observation the students do not use the correct tenses and do not composed sentence properly. This finding is also supported by the results of interview as follows:

*“My grammar is still not arranged so sometime there are a lot of correction from the lecturer”(student 1)*

*“I am afraid the language does not conform to the grammar rules so I am afraid to pronounced it wrong” (Student 2)*

### **Poor in Pronunciation**

The students often make mistakes in mentioning some English words. It can be seen when the students were doing online presentations. Pronunciation errors are not only done by one student, but also the others.

This observation finding is also supported from the results of interview as follows:

*“It is very difficult to do pronunciation because I rarely practice” (student 4)*

*“Actually, pronunciation is the thing I do most often, I often practice pronunciation because speaking like a native is my desire, but I still often get it wrong in pronouncing words that are difficult or I rarely hear” (Student 1)*

*“I find it difficult to pronounce the word with the correct pronunciation” (Student 6)*

### **Non-Linguistic Problems**

Non-linguistic problem of doing online presentation faced by the students are fear of making mistake, shyness and lack of confidence. These problems occur when the students have to speak in front of the class. Since this research was conducted online, the students also encounter problems related to the internet connection and environment distraction. The explanation is as follows:

#### ***Fear of Making Mistake***

Learners are often inhibited from trying to say something in a foreign language in class, worry about making mistakes, fear criticism or losing face, or are simply embarrassed to be noticed that their speech is interesting. Fear of making mistakes is one of the reasons why students are unable to communicate in English. They also feel anxious. Students' fear of making mistakes increases especially when they speak to a critical audience. This observation also supported from the results of interview as follows:

*“The problem I face when presenting online is that I am afraid to speak because I know my English is not fluent so, I am afraid to making mistake”*  
(student 2)

*“I am afraid of being reprimanded so if I don't speak English correctly, therefore I am very afraid of making mistakes.”* (Student 4)

*“If I speak English, I'm still very afraid if I make a mistake”* (student 5)

#### ***Shyness***

In doing observation, some of the students still feel shy. This can be seen when The students were observed. They sometimes turn off their camera. Thus, they got a warning by the lecturer to immediately turn on the camera. This observation is also supported from the results of interview as follows:

*“Appearing in front of the camera sometimes makes me a little embarrassed, that is why I often turn off the camera when the presentation is in progress”*  
(student 3)

*The other students also stated that,*

*“I have been reprimanded several times because I rarely talk and activate the camera, it is because I am embarrassed to be seen by many people”* (Student 5)

#### ***Lack of Confidence***

The next factor is lack of self-confidence. Lack of self-confidence causes them to feel anxious to avoid mistakes and shame. As a result, it clearly shows that one of the factors that make students feel anxious while doing presentations is low self-confidence. It is commonly understood that students' lack of confidence usually occurs when they realize that their interlocutor do not understand what they are saying or when they do not understand other

speakers. This can be seen when the students explain the material, some of them are still nervous. This observation also supported from the results of interview as follows;

*“The thing that often makes me nervous when explaining is that I have not really mastered the material I am going to bring” (student 3)*

*“I lack confidence because I am afraid of being reprimanded by the lecturer if the material, I bring contains errors” (student 1)*

### **Internet Connection**

Due to this research was conducted, it is also found other problems faced by the students when carrying out online presentations, namely problems with the internet network.

*“I live in a remote area and the internet connection in my village is sometimes not stable” (Student 1)*

*“In my village, it’s hard to find internet access” (Student 5)*

*“Sometimes my internet connection is lost when I learn online” (R.8).*

### **Environment Distraction**

Another problem occurs due to online presentation is environment distraction. This happens because the lesson takes place anywhere and mostly at home, not in traditional classroom, so the students were disturbed by the condition of surroundings, such as the noise of vehicles passing by around in students’ house, that makes students less focused in carrying out online presentation.

To clarify the results of the data analysis, the table below summarizes the findings above:

**Table 1. Summary of Students’ Problems in Carrying Out Online Presentation**

No.	Problems	Sub. Problems	Remarks
1	Linguistic Problems	Lack of vocabulary	They have difficulty in producing words to become a sentence.
		Poor in grammar	They do not use the correct tenses and don’t compose sentence properly.
		Poor in pronunciation	Some of the students often makes mistakes in pronouncing some English words.
2	Non-linguistic Problems	Fear of making mistake	They are still afraid to speak in English so they stumble in delivering presentations.
		Shyness	They do not appear in front of camera. The lecturer several times reprimanded them to be active in front of the camera.
		Lack of Confidence	They look nervous when explaining the material.
		Internet connection	Some of the students live in remote area in which the internet connection is unstable
		Environment distraction	the students were disturbed by the condition of surrounding

This research aims at finding out the problems faced by students when presenting in the speaking for academic purpose course. The subjects of this research were students of English Education Department in UIN Alauddin Makassar in the third semesters, totaling 6 students. The result of this research is there are two kinds of difficulties encountered by the students,

namely linguistic problem and nonlinguistic problem. The linguistic problems are lack of vocabulary, poor in grammar and poor in pronunciation; while, non-linguistic problems found include fear of making mistake, shyness, lack of confidence, internet connection and environment destruction. The result of this study supports the findings by Ilmaniah (2018) that the discovery of psychological or non-linguistic problems in the student studied.

Since this research was conducted in online context, it was found two additional problems, beside psychological problems, they are internet connection and environment destruction. These two problems are not mentioned in the theory explained in the background but later they are categorized in non-linguistic problems since they are not related to the language competence owned by the students. Thus, the category of non-linguistic problems does not only refer to the psychological factors but also to any other problems beside language competence. The findings of this study may be different if it is conducted in traditional classroom since some problems do not occur, such as internet connection and environment destruction. Besides, additional problems are also predicted can occur, such as anxiety and others.

Students are worried about their linguistic competences such as vocabulary, grammar and pronunciation. In conducting a presentation where English is used as a foreign language, a speaker or presenter must look for an appropriate lexis, must build an appropriate syntactic structure and need to use an understandable accent. They also need tasks that require thinking, organizing ideas and expressing them at the same time. These are the problems that students have to face in connection with linguistic competence.

## **CONCLUSION**

There are some problems encountered by the students in carrying online presentations which are classified into two categories, they are linguistic and non-linguistic problems. Linguistic problems deal with lack of vocabulary, poor in grammar and poor in pronunciation; while, non-linguistic problems include fear of making mistake, shyness, lack of confidence, internet connection and environment destruction. The implication of this research is to elaborate the problems so the lecturers can assist the students in improving their speaking skills, especially when carrying out online presentations so that the ideas and messages of the presenters can be conveyed properly.

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