

**ANALYSIS OF SPEAKING PROBLEMS IN ONLINE  
ENGLISH PRESENTATION DURING COVID-19 PANDEMIC**

**THESIS**



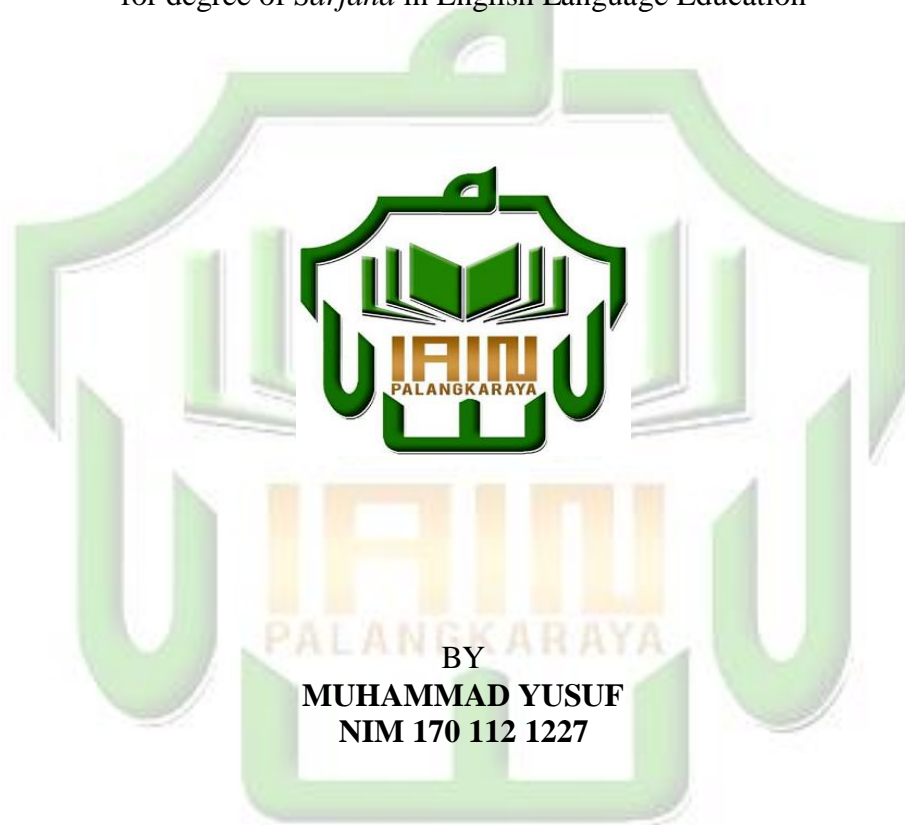
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THE FACULTY OF TEACHER TRAINING AND EDUCATION  
DEPARTMENT OF LANGUAGE EDUCATION  
THE STUDY PROGRAM OF ENGLISH EDUCATION  
2022 CE/1443 H**

**ANALYSIS OF SPEAKING PROBLEMS IN ONLINE  
ENGLISH PRESENTATION DURING COVID-19 PANDEMIC**

**THESIS**

Presented to  
State Islamic Institute of Palangka Raya  
In partial fulfilment of the requirements  
for degree of *Sarjana* in English Language Education



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THE STUDY PROGRAM OF ENGLISH EDUCATION  
2022 CE/1443 H**

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ONLINE ENGLISH PRESENTATION DURING  
COVID-19 PANDEMIC

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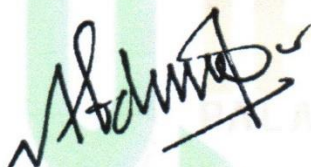
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Palangka Raya, February 08<sup>th</sup> 2022

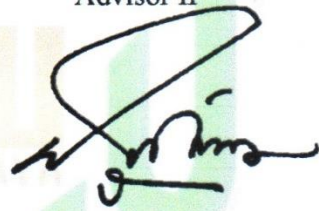
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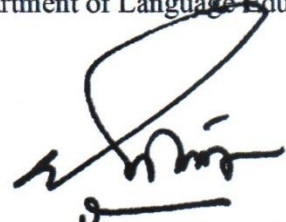
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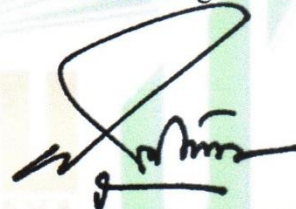
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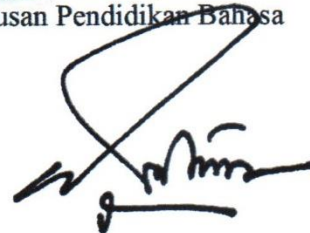
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To  
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In –  
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*Assalamu'alaikum Warahmatullaahi Wabarakaatuh*

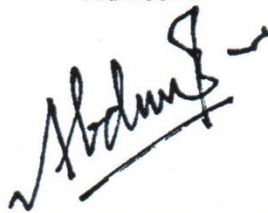
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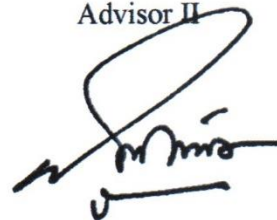
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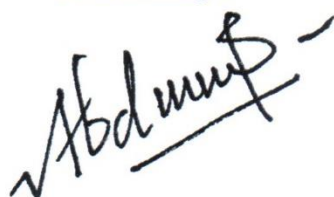
Setelah membaca, memeriksa dan mengadakan perbaikan seperlunya, maka kami berpendapat bahwa Skripsi saudara:

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Sudah dapat diujikan untuk memperoleh Gelar Sarjana Pendidikan pada Jurusan Pendidikan Bahasa Program Studi Tadris Bahasa Inggris IAIN Palangka Raya. Demikian atas perhatiannya diucapkan terima kasih.

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Day : Monday

Date : February 21<sup>st</sup> ,2022 CE / Rajab, 20<sup>th</sup> 1443 H

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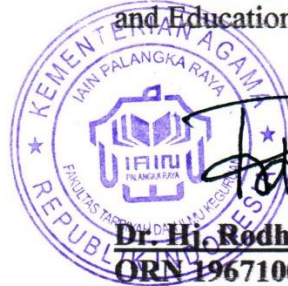
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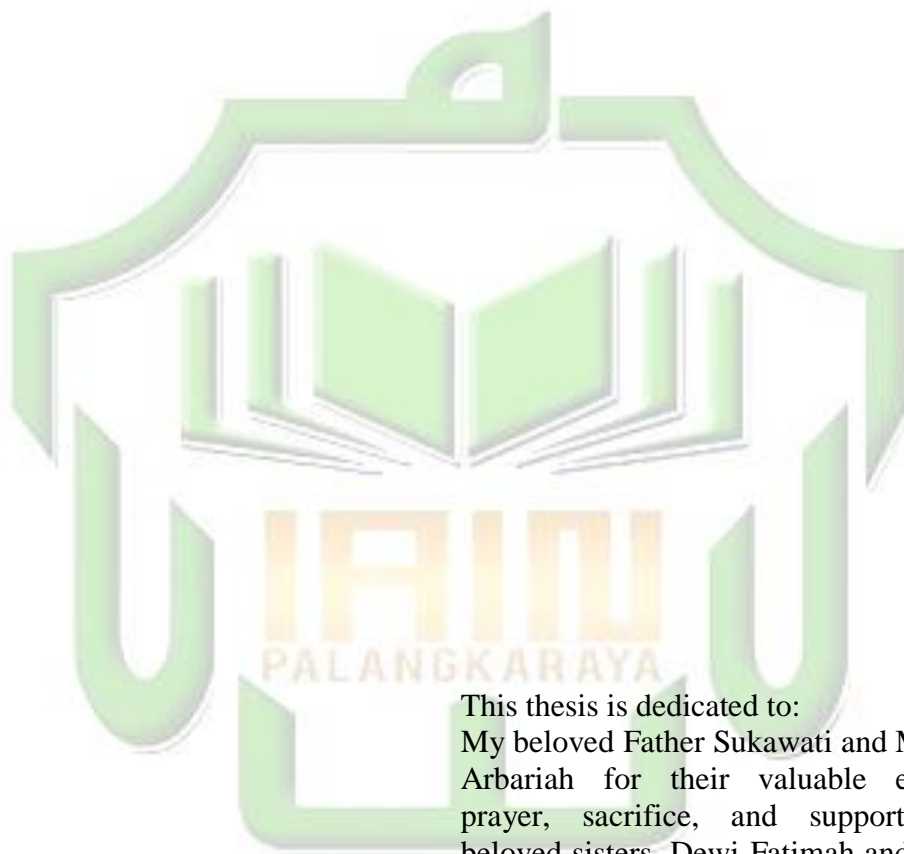


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## MOTTO AND DEDICATION

يُسْرًا أَلْتَمَسُ مَعَ إِنَّ (٦) فَأَنْصَبُ فَرَعْتَ فَإِذَا (٧)

*“Sesungguhnya beserta kesulitan itu ada kemudahan. Maka apabila engkau telah selesai (dari sesuatu urusan), tetaplah bekerja keras (untuk urusan yang lain)”*  
(Q.S Al Insyirah: 6-7)



This thesis is dedicated to:  
My beloved Father Sukawati and Mother Arbariah for their valuable endless prayer, sacrifice, and support. My beloved sisters, Dewi Fatimah and Dewi Furwanti and also my young brother, Rahmat Ghazali.



## DECLARATION OF AUTHORSHIP

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah Herewith, I:

Name : Muhammad Yusuf  
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Faculty : Faculty of Education and Teacher Training  
Department : Language Education  
Study Program : English Education

Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any person.
3. If a later time it found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, February 08<sup>th</sup> 2022

Youth Faithfully



**MUHAMMAD YUSUF**

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## ABSTRACT

Yusuf, Muhammad. 2022. *Analysis of Speaking Problems in Online English Presentation During Covid-19 Pandemic*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisor (I) Dr. Abdul Syahid, M.Pd (II) Akhmad Ali Mirza, M.Pd

Keywords : Speaking Skills, Speaking Problems, Causes of Speaking Problems and Online Presentation.

Speaking is one way to convey information to others, for those speaking skills are the main skills that need to be learned in English. To master English speaking skills, it is necessary to have sufficient habituation and practice to use English actively. A class presentation is one way to provide speaking training to students so that they are accustomed to using English in their daily lives. However, due to Covid-19 all learning activities are online through the platform, including the presentation class. Because teaching and learning processes is done online the researcher interesting to analysis students speaking problems in online presentations during covid-19 pandemic.

The present research aims to investigate students' English-speaking problems in online English presentations during the covid-19 pandemic. In addition to finding problems with speaking English, this research also investigated the causes of students' speaking problems.

This research used qualitative case study research, data taken from checklist observations, questionnaires and semi-structured interviews obtained from eight participants. Data were analyzed using Nvivo 12 software to process data effectively and efficiently. Based on the observations made, it was found that 8 participants were suitable and agreed to participate in this research.

The findings of this study indicate that the participants experienced two types of problems, namely linguistic problems and psychological problems. Linguistic problems faced by the participants were lack of vocabulary, pronunciation errors, and lack of grammar when speaking in online English presentations during the covid-19 pandemic. Then the psychological problems faced by students are shyness, anxiety, and nervousness which also make it difficult to speak English in online presentations. Then the causes of the problems that the participants face are lack of practice, an unsupportive environment, and mother tongue.

## ABSTRAK (Indonesia)

Yusuf, Muhammad. 2022. *Analysis of Speaking Problems in Online English Presentation During Covid-19 Pandemic*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing (I) Dr. Abdul Syahid, M.Pd (II) Akhmad Ali Mirza, M.Pd

Kata Kunci : Keterampilan Berbicara, Masalah Berbicara, Penyebab Masalah Berbicara dan Presentasi Online.

Berbicara merupakan salah satu cara untuk menyampaikan informasi kepada orang lain, untuk itu keterampilan berbicara merupakan keterampilan utama yang perlu dipelajari dalam bahasa Inggris. Untuk menguasai keterampilan berbicara bahasa Inggris, diperlukan pembiasaan dan latihan yang cukup untuk menggunakan bahasa Inggris secara aktif. Presentasi kelas adalah salah satu cara untuk memberikan pelatihan berbicara kepada siswa agar mereka terbiasa menggunakan bahasa Inggris dalam kehidupan sehari-hari. Namun, karena Covid-19 semua kegiatan pembelajaran dilakukan secara online melalui platform, termasuk kelas presentasi. Dikarenakan proses belajar mengajar dilakukan secara online, peneliti tertarik untuk menganalisis masalah berbicara siswa dalam presentasi online saat pandemic covid-19

Penelitian ini bertujuan untuk menyelidiki masalah berbicara inggris siswa dalam presentasi bahasa inggris online saat covid-19 pandemic. Selain menemukan masalah dalam berbicara bahasa Inggris, penelitian ini juga menyelidiki penyebab masalah berbicara siswa.

Penelitian ini menggunakan penelitian kualitative study kasus, data diambil dari observasi checklist, angket dan juga wawancara semi struktur yang diperoleh dari delapan peserta. Data dianalisis menggunakan Nvivo 12 software untuk mengolahan data dengan efektif dan efisien.

Temuan penelitian ini menunjukkan bahwa partisipan mengalami dua jenis masalah, yaitu masalah linguistik dan masalah psikologis. Masalah linguistik yang dihadapi peserta adalah kurangnya kosakata, kesalahan pengucapan, dan kurangnya tata bahasa saat berbicara dalam presentasi bahasa Inggris online selama pandemi covid-19. Kemudian masalah psikologis yang dihadapi siswa adalah rasa malu, cemas, dan gugup yang juga membuat sulit berbicara bahasa Inggris dalam presentasi online. Kemudian penyebab kendala yang dihadapi peserta adalah kurangnya latihan, lingkungan yang tidak mendukung, dan bahasa ibu.



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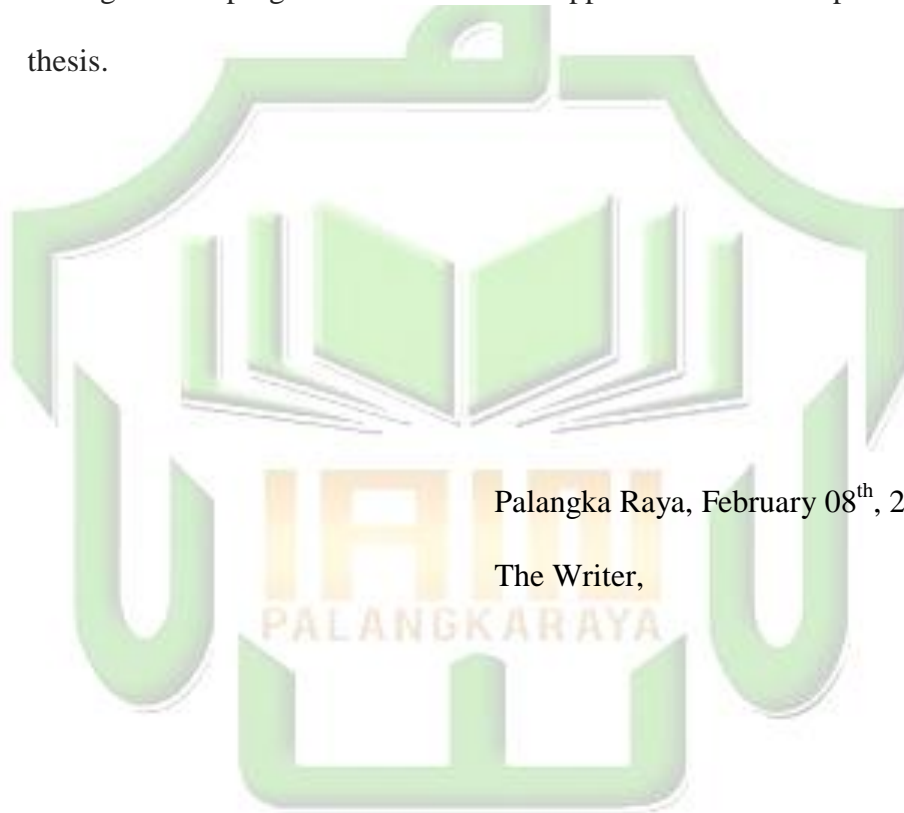
The writer would like to express his sincere gratitude to Allah SWT., for the blessing bestowed in his whole life particularly during the thesis writing without which this thesis would not have come to its final form. Sholawat and salam always be bestowed to the last prophet Muhammad SAW., having shown us the role of life to make our life true.

His appreciation is addressed to:

1. Dean of Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya, Dr.Hj. Rodhatul Jennah, M.Pd., for her invaluable assistance both in academic and administrative matters.
2. Vice Dean in Academic Affairs, Dr. Nurul Wahdah, M.Pd., for her invaluable assistance both in academic and administrative matters.
3. Chair of Department of Language Education, Akhmad Ali Mirza, M.Pd. for his invaluable assistance both in academic and administrative matters.
4. Chair of Study Program of Language Education, Hesty Widiastuty, M.Pd., for her invaluable assistance both in academic and administrative matter
5. His thesis advisors, Dr. Abdul Syahid, M.Pd., and Akhmad Ali Mirza, M.Pd., for their generous advice, valuable guidance, and elaborated correction during their busy time to the completion of his thesis.
6. The members of the board of examiners, for their corrections, comments and suggestions which are profitable to the accomplishing of this thesis.
7. all lecturers of Study Program of English Education from whom he got in-depth knowledge of English and English teaching.



8. His beloved parents, Sukawati and Arbariah, his sisters, Dewi Fatimah and Furwanti, his young brother Rahmat Ghazali too and all of Family for their moral support and endless prayer so that he is able to finish his study. May Allah SWT bless them all. Aamiin,
9. all of his friends of English Education Study Program, especially the 2017 period for the support in sadness and happiness during the study in undergraduate program and for their support to the accomplishing his thesis.



Palangka Raya, February 08<sup>th</sup>, 2022

The Writer,

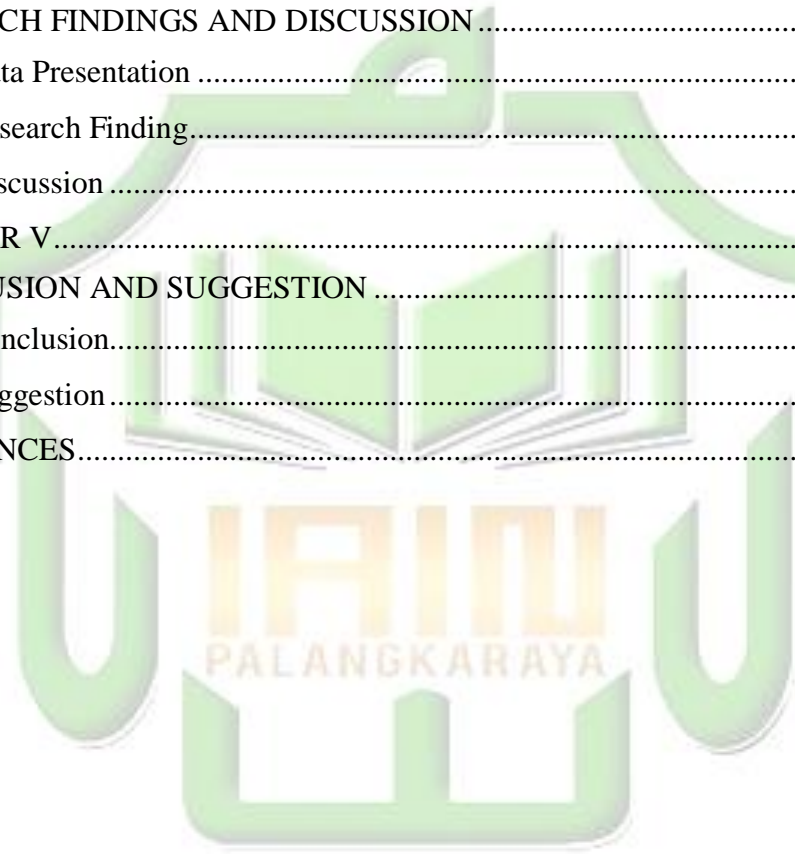
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## TABLE OF CONTENTS

ADVISOR APPROVAL.....	<b>Error! Bookmark not defined.</b>
PERSETUJUAN PEMBIMBING.....	<b>Error! Bookmark not defined.</b>
OFFICIAL NOTE.....	<b>Error! Bookmark not defined.</b>
NOTA DINAS .....	<b>Error! Bookmark not defined.</b>
THESIS APPROVAL .....	vii
MOTTO AND DEDICATION .....	vii
DECLARATION OF AUTHORSHIP.....	<b>Error! Bookmark not defined.</b>
ABSTRACT.....	x
ABSTRAK (Indonesia).....	xi
ACKNOWLEDGEMENT .....	xii
TABLE OF CONTENTS.....	xiv
LIST OF TABLES .....	xvi
LIST OF FIGURES.....	xvii
LIST OF APPENDICES .....	xviii
LIST OF ABBREVIATIONS .....	xix
CHAPTER I.....	1
INTRODUCTION.....	1
A. Background of the Study.....	1
B. Research Problem.....	5
C. Objective of the Study.....	5
D. Scope and Limitation .....	6
E. Significance of the Study .....	6
F. Definition of Key Terms .....	7
CHAPTER II.....	9
REVIEW OF RELATED LITERATURE .....	9
A. Related Studied .....	9
B. The Importance of Speaking .....	11
C. Online English Presentation.....	14
D. Speaking Problems in Presentations .....	16
CHAPTER III.....	23
RESEARCH METHOD.....	23

A. Research Design.....	23
B. Subject of the Study .....	24
C. Source of Data.....	25
D. Research Instrument.....	26
E. Data Collection Procedure .....	31
F. Data Analysis Procedure .....	33
G. Data Endorsement .....	35
CHAPTER IV .....	37
RESEARCH FINDINGS AND DISCUSSION .....	37
A. Data Presentation .....	37
B. Research Finding.....	43
C. Discussion .....	62
CHAPTER V.....	83
CONCLUSION AND SUGGESTION .....	83
A. Conclusion.....	83
B. Suggestion.....	84
REFERENCES.....	86



## LIST OF TABLES

Tables:

Table 3.1 Participants of the Research

Table 3.2 Observation Checklist

Table 3.3 Range Score of Statement

Table 3.4 Questionnaire Items

Table 3.5 The Interview Protocol

Table 4.1 Observation Checklist Result

Table 4.2 Questionnaires Results

Table 4.3 Students' Speaking Psychological Problems in the Online English Presentations

Table 4.4 Factors Cause Speaking Problems in English Presentations

Table 4.5 Students' Speaking Linguistics Problems in The Online English Presentations



## LIST OF FIGURES

Figures:

Figure 1 Class Observation

Figure 2 Visualization of Linguistics Problems

Figure 3 Visualization of Psychological Problems

Figure 4 The Cause of Problems



## **LIST OF APPENDICES**

Appendix 1 Consent Form to be a Participant

Appendix 2a Interview Transcript

Appendix 2b The Results of Coding Interview Data with Nvivo 12

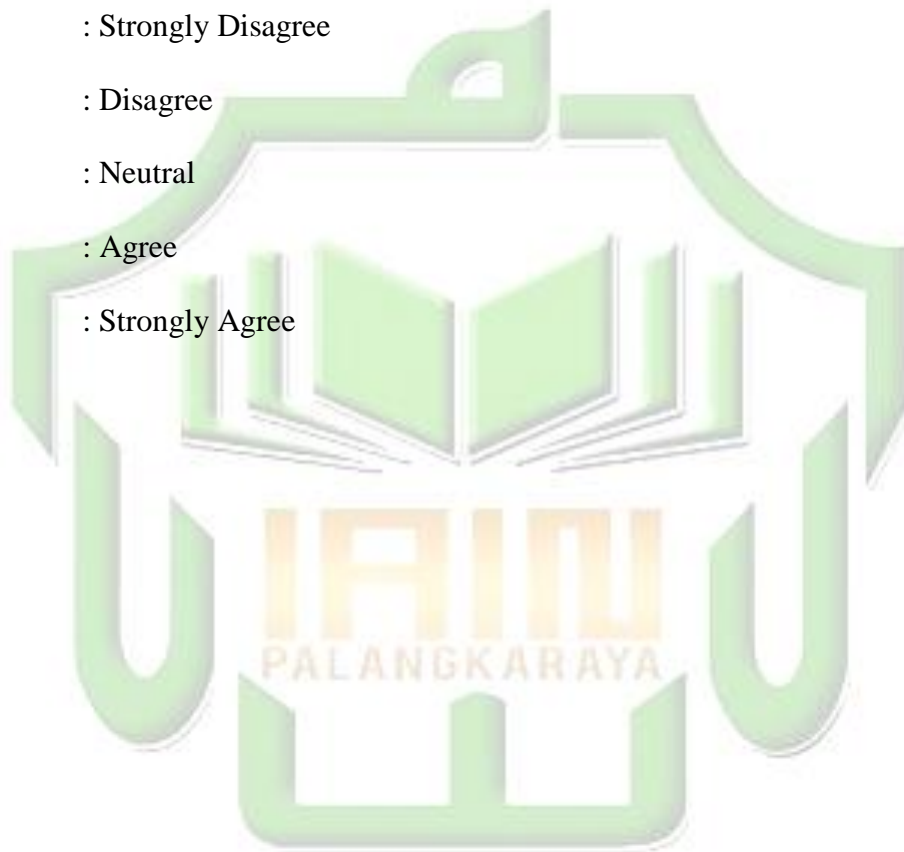
Appendix 3 Documentations

Appendix 4 Permission letter



## LIST OF ABBREVIATIONS

Covid	: Corona Virus Disease
WHO	: World Health Organization
IPA	: International Phonetic Alphabet
IAIN	: Institute Agama Islam Negeri
EFL	: English as a Foreign Language
DS	: Strongly Disagree
D	: Disagree
N	: Neutral
A	: Agree
SA	: Strongly Agree



# CHAPTER I

## INTRODUCTION

In this chapter, the researcher discusses the problems that form the basis of this research through the background of the study, research the problem, study objectives, scope and limitations, study significance, definitions of key terms.

### **A. Background of the Study**

In this era mastering English as a means of international communication is a must. Abrar et al. (2018) state that English is an international language used in many countries as a second language as an additional skill. This shows that English has become one of the skills needed to find a job in the present era. This is why students must master English, especially English-speaking skills or communicate using English. Speaking skills are needed by students, both to continue learning at a higher level and to prepare additional skills when looking for work.

Ganesh (2019) states that speaking is a process of conveying information verbally. Based on this statement speaking is one way to convey information to others, for those speaking skills are the main skills that need to be learned. To master speaking skills, students must first learn the components of speaking themselves to make it easier for them to master speaking skills. Al-Nouh et al. (2015) said that the components of speaking skills were pronunciation, grammar, and vocabulary. Knowing these components will make it easier for someone to master



their speaking skills. As we know that learning a language skill, especially speaking skills is not easy, we certainly need a lot of practice so that speaking skills can be mastered well.

A class presentation is one way to provide speaking training to students so that they are accustomed to using English in their daily lives. Al-Issa & Al-Qubtan (2010) state that oral presentations or class presentations are an efficient way to encourage the presenting students to practice. Meaningful oral English class presentation activities aim to make students more active in learning and make them accustomed to using English. So that most English lecturers use this teaching and learning method to provide practice speaking skills to their students. When delivering the material in the student presentation, they are allowed to speak more and the lecturer only provides input to complement the presentation given by the students.

In speaking to deliver presentation material, students are required to use English so that this makes them confused and not confident so, that it makes them difficult to speak in front of many people using English, and not only those who gave presentations, but also a few participants in the discussion group not dared to speak in response to the presentation in English.

As it is well known speaking English is not easy. Just as said by Suwartono (2020) that speaking skills must master several important components, such as pronunciation, grammar, vocabulary, and

intelligibility to determine communication success. What's more, during the Covid-19 pandemic, learning was carried out online as well as speaking skills taught online as well, of course, it will be more difficult and many problems occur, especially in the elements of language itself. Elements or components of language are used in using language. As said by Tokoz-Goktepe (2014) that the language elements in question such as vocabulary, grammar, and pronunciation.

Although the presentation is done as a habit to improve speaking skills as stated by As Al-Issa & Al-Qubtan (2010) that oral presentations or class presentations are an efficient way to encourage students present to practice the objectives of spoken English. This shows that the class presentation activities in English are carried out so that students are more active in learning and are accustomed to using English. However, the problem of the linguistic component still occurs, as stated by Fitriani (2019) that students are still faced with linguistic problems such as lack of vocabulary, pronunciation error, poor grammar, and lack of self-confidence. Abrar et al. (2018) also said that the same thing that language barriers such as lack of vocabulary, poor pronunciation, and lack of grammar). This shows that there are still problems with the language component. Besides language problems, there are also psychological problems that occur while speaking. According to Suwartono (2020), when EFL students try to speak English, they face five basic oral communication problems related to psychological factors. The problems

included lack of confidence, lack of motivation, shyness, anxiety, and fear of making mistakes. This shows that in addition to the linguistic problem are still other problems that occur when speaking, these problems are problems that are influenced by psychological factors.

Moreover, due to covid-19, the learning process was carried out online. According to Onyema (2020), Coronavirus or coronavirus is a virus that causes mild to moderate upper respiratory tract infections. This virus first appeared in Wuhan China and spread very quickly and has spread to almost all countries. Onyema (2020) also said that due to the Covid-19 pandemic, all learning processes are carried out online. This causes presentations to also be made online. Onyema (2020) states that online learning or online education could be a common concept for online teaching and learning with the help of technological tools and platforms.

The Covid-19 pandemic has made the teaching and learning process carried out online through several platforms including English learning too. Onyema (2020) also said that there were many wide ranges of online education tools/platforms that encourage online education especially in times of flare-ups just like the Coronavirus pandemic. Some of these technology tools/platforms are Google Classroom, zoom, WhatsApp, Edmodo, Skype, YouTube, etc. English learning is also carried out with these platforms, and of course there will also be problems to be faced, such as offline learning.

Even though during the Covid-19 pandemic, all learning is still done online, including English which is taught using the presentation method which is used as a method of habituation in speaking is also done online. As Akhter (2020) said that all teaching and learning processes that were previously carried out face-to-face in the classroom have now shifted to electronic learning platforms. Although many previous studies have examined speaking problems, as is known now due to the covid-19 pandemic, learning is done online. This study specifically explores students' speaking problems in presentations made online through the platform.

Therefore, based on the above phenomenon, the researcher is interested in analyzing the problem of speaking in online English presentations during the Covid-19 pandemic.

## **B. Research Problem**

The research is conducted to answer the following questions:

1. What are the problems of students speaking in an online English presentation?
2. What are the factors that cause students' speaking problems during the online English presentation?

## **C. Objective of the Study**

Based on the problem statements, the objectives of this study are as follows:

1. To find out students' speaking problems in online English presentations.
2. To find out what factors cause speaking problems during an online English presentation.

#### **D. Scope and Limitation**

To simplify the research, the authors limit the research to the analysis of speaking problems in online English presentations. The study belongs to qualitative research, this research was conducted on 5<sup>th</sup>-semester students of English at IAIN Palangka Raya.

#### **E. Significance of the Study**

The results of this study are expected to be useful as follows:

1. The results of this study are expected to be useful for lecturers, teachers, and students to pay more attention to speaking problems in presentations and can anticipate or reduce problems that occur in speaking in presentations, either presenting material or responding to a presentation.
2. For teachers or lecturers, the results of this study can be used to help teachers or lecturers to more easily reduce students' speaking problems in English presentations and future speaking problems in English presentations.
3. For students, this can also be used to help them solve speaking problems they will face during an English presentation so that they



can overcome or reduce speaking problems in an English presentation.

## **F. Definition of Key Terms**

To avoid misunderstanding in this research, there are several terminologies that the writer feels necessary to explain. The terminologies are as follow:

### **1. Speaking Skill**

Speaking Skill is a communication tool that must be mastered well in a language so that the information conveyed can run well.

### **2. Speaking Problems**

Problems are things that happen outside the plan and desire of a person when they do something that needs to be done. The problem of speaking is the problem faced by students when speaking English. Abrar et al. (2020) state that the problems faced by students are language barriers (vocabulary, pronunciation, grammar, and fluency) dan psychological factors (anxiety, attitude, and lack of motivation).

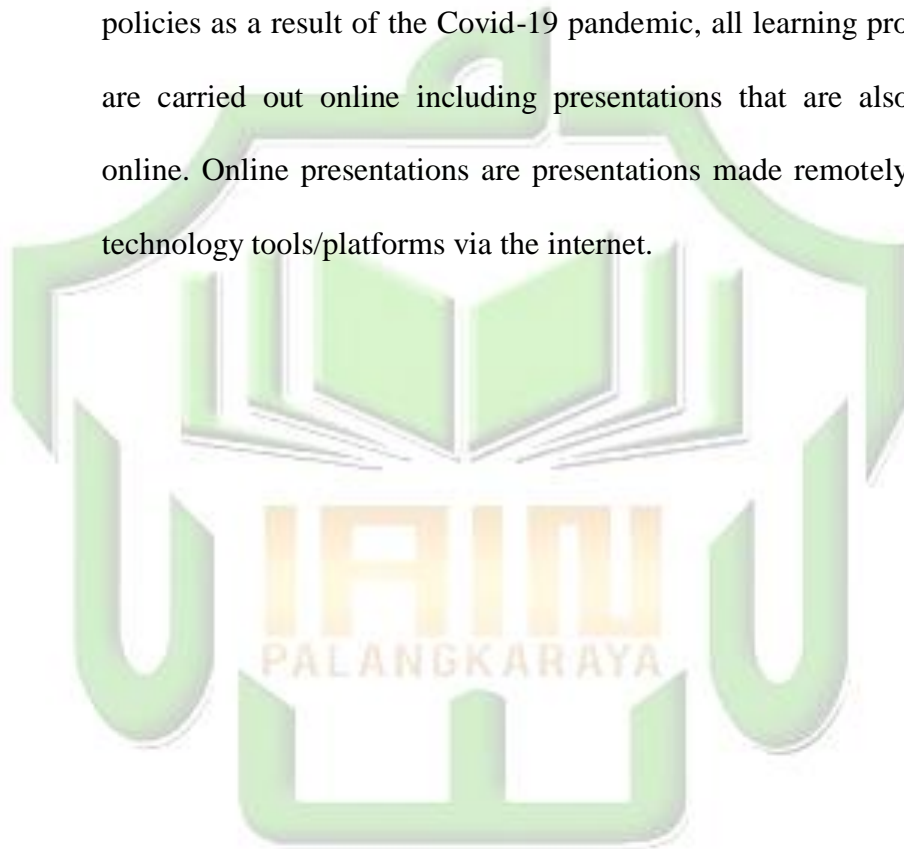
### **3. Causes of Problems**

Cause is thing that makes something happen. Something must have a cause including speaking problems. Speaking problems faced by students certainly have a root or factor in the occurrence of the problem. So, to reduce speaking problems, students certainly need to know the factors causing the problems that students experience.

making it easier for students to find strategies or ways to overcome their problems when speaking English.

#### 4. Online Presentation

The Presentation is one of the learning methods that are very often used in a lecture, this gives students more opportunities to develop their speaking skills. However, due to school closure policies as a result of the Covid-19 pandemic, all learning processes are carried out online including presentations that are also done online. Online presentations are presentations made remotely using technology tools/platforms via the internet.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

In this chapter, the researcher describes previous studies related to speaking, speaking problems, and English online presentations as the theoretical basis of the research.

#### A. Related Studied

In this study, the researcher contains several related studies that help to get good results, as follows:

First, research that has been done by Abrar, et al. (2018) result of this research show language-related barriers (vocabulary, pronunciation, grammar, and fluency) seemed to be the main obstacle for the participants to speak in English. And psychological factors (lack of motivation, anxiety, shyness and lack of confidence.

The second is Asakereh and Afshar (2016), result of this study revealed that one of the common problems that occurred EFL Iranian freshmen and seniors on speaking skills is difficulty in finding the opportunity to practice English outside the classroom, inefficient speaking classes, lack of team-teaching in teaching speaking, lack of efficient and sufficient facilities in language laboratories, insufficient speaking courses in the BA program, and inefficient educational system of the country.

The third one is Fitriani (2019), this study states that there were two common types of speaking problems, namely pronunciation and grammar

errors and the main factor affecting students' speaking skills is their lack of self-confidence.

The fourth one is Suwartono (2020), this research shows that the main problems of EFL university students in oral communication from a linguistic point of view are lack of vocabulary and poor grammar and the problems in speaking English in psychological terms are low motivation, fear of creating mistakes, higher anxiety, and less self-confidence. Some of the strategies that can be used to overcome oral communication problems are affective strategy, memory strategy, compensation strategy, cognitive strategy, social strategy, and metacognitive strategy.

The fifth one is Wahyuningsih. (2020), the result of this study was found that the problems encountered by the students in English language education department in speaking English cover the lack of appropriate vocabulary, the lack of grammar mastery, the lack of correct pronunciation, the lack of input of English outside the class, the lack of confidence and the lack of English speaking curriculum development.

The sixth Tokoz-Goktepe (2014), this research states student speaking problems and why this problem from the perspective of the teacher and student, it was revealed that most of the students complained that their language was limited to vocabulary and grammar structures. The main reason for these problems was knowledge of learning content, learning methods, affective and personal factors are quite large.

The seventh one is Mooneeb et al. (2020) result of this research is the elements that affect speaking skills in terms of linguistics are the lack of vocabulary, grammar and wrong pronunciation, and from a psychological point of view is the lack of self-confidence. The factors that influence this problem are environmental conditions that are less supportive.

### **B. The Importance of Speaking**

Speaking is one of the four basic skills that must be mastered in learning English, habituation is needed to master speaking skills. According to Asakereh & Afshar (2016), inadequate opportunities within the EFL classrooms compared to the multitude of varieties to improve speaking skills are very different from real-life situations. This shows that the opportunity to improve English speaking skills is more obtained outside the classroom than in class, but these two situations are equally important in practising speaking skills through habituation, so there needs to be encouragement or motivation from both inside and outside the classroom to master speaking skills.

The many opportunities given to students to hone their speaking skills can make them more accustomed to speaking English and this allows them to improve their speaking skills. Opportunities to improve speaking skills can also be obtained from the social environment where a person is like what Al-Issa & Al-Qubtan (2010) said that the social environment affects a person's process of mastering speaking skills. This shows that the social environment can help someone to get the opportunity to master speaking skills. In addition to the environment to master speaking skills, of course, one must also know



the main components of a language. Al-Nouh et al. (2015) state that the components of linguistics skills are pronunciation, grammar, and vocabulary. Knowing these components will make it easier for someone to master their speaking skills.

Suwartono (2020) states that students should master some components of speaking skills, namely pronunciation, grammar, vocabulary, and fluency. The depiction is as this takes:

a. Pronunciation

According to Abrar et al. (2018), pronunciation is the way a word is pronounced according to the rules of the language. This means that proper pronunciation according to native speakers can make it easier to convey information to others. If the pronunciation is wrong, it can make other people misunderstand the meaning of our conversation and this makes the communication go bad.

b. Vocabulary

Vocabulary is words for building sentences. To speak fluently someone needs a lot of vocabulary, vocabulary can help someone to build good communication, especially in English presentations. Someone needs a large and varied vocabulary to make it easier to convey information or material to others. Abrar et al. (2018) state that when students speak English vocabulary is the main thing that must be owned. The more vocabulary students have, the easier it is for them to master speaking skills.

c. Grammar

Grammar is the grammar or rules of how a sentence is structured. As said by Abrar et al. (2018) that grammar is a sentence structure that builds a language. Speakers and writers can communicate and pass on their messages clearly and definitively because of their capacity and understanding of grammar use in the language. It means that in learning a language a person must master the grammar or rules of wording to form a sentence, this is done so that what he wants to convey is clear and following the rules in that language.

d. Fluency

According to Dincer (2017), fluency is the ability to speak spontaneously and quickly with a few errors which is the benchmark in mastering the ability to speak English. This is needed in speaking so that a person's speaking skill looks like a native speaker. Fluency can give the impression that speaking skills are at a good level and above average. fluent speakers must be able to talk coherently and utilize the proper words with great pronunciation. Fluency is utilized to degree the abilities of somebody in utilizing that language. Fluency is also usually used as a benchmark for someone to master speaking skills.

In speaking, of course, several things make students difficult or something that hinders one's desire to master these skills. According to Suwartono (2020), Students have difficulty using English since they do not speak it in their regular activities. There are two categories of problems:

language problems and psychological problems. It should be noted that the problem of a situation that the individual must overcome or the difficulty that needs consideration at the time must be addressed or unravelled.

Linguistic problems that are often faced when speaking are pronunciation error, lack of vocabulary, lack of grammar, and fluency. This is in line with what convey by Abrar 2018 which stated that the biggest problems of students speaking in English appear in vocabulary, pronunciation, grammar, and fluency. In addition to linguistic problems, there are also psychological problems that occur when students speak English, namely lack of confidence, anxiety, shyness, nervousness, and fear of making mistakes. The same thing is also expressed by Haidara (2016) which state that Most of the problems in psychology are (1) Fear of making mistakes (2) Shyness (3) Anxiety (4) lack of confidence when speaking English

### **C. Online English Presentation**

To gain the ability to speak, one must practice frequently. One of the efforts of the lecturer or teacher to improve the speaking skills of students is the presentation method. With this method students can also play a more active role in the teaching and learning process, according to Al-Issa & Al-Qubtan (2010), oral presentations are an efficient way to encourage the presenting students to practice meaningful oral English and the rest of the class to practice listening. Based on this, it shows that presentations can provide more opportunities to practice speaking skills.

Presentation is one of the learning methods that are very often used in a lecture. This gives students more opportunities to develop their speaking skills. In the presentation, students are given a material theme that is developed in groups and then presented in front of the class. Lecturers or teachers only serve as facilitators who provide opportunities for students to be more active in learning. At the end of the assignment presentation, the lecturer usually provides comments, suggestions or opinions regarding the material discussed as a supporting argument.

Presentations are usually carried out in class face-to-face class, but this is because at the end of 2019 there was an outbreak of covid-19. According to Onyema (2020), Coronavirus disease may be an infectious disease that, to begin with, developed in Wuhan, China in 2019. It was afterwards coded "covid-19" by the WHO which stands for Coronavirus Disease 2019. The Coronavirus outbreak remains one of the worst global pandemics for decades. this causes many schools to close so that learning is carried out online, this is in line with what was said by Onyema (2020) efforts to prevent covid-19 encourage unscheduled school closings in more than 100 countries in the world. Therefore, the education sector in Indonesia is also affected so that learning is carried out online based on a circular issued by the Minister of Education and Culture of the Republic of Indonesia. This causes presentations to also be made online. Onyema (2020) said that there are many wide ranges of online education tools/platforms that encourage online education especially in times of flare-ups just like the Coronavirus pandemic.

Some of these technology tools/platforms are google classroom, zoom, WhatsApp, Edmodo, Skype, YouTube, etc.

#### **D. Speaking Problems in Presentations**

As we know there is Covid-19 which makes presentations to be made online, including English presentations. Even though they are done online, English presentations can still provide opportunities for students to develop their speaking skills. Speaking English is not easy according to Suwartono (2020), to master speaking skills and achieve the target language that students must master language elements namely vocabulary, pronunciation, and grammar. To master these things, students of course have to practice often inside and outside the field. Therefore, using the presentation method in students can provide students with opportunities to practice speaking in class.

In speaking, of course several things make students difficult or something that hinders one's desire to master these skills his also happens in English presentations. According to Suwartono (2020), Students have difficulty using English since they do not speak it in their regular activities. There are two categories of problems that occur when speaking English in presentations: language problems and psychological problems.

There are several linguistic problems that affect a person speaking in a presentation, such as lack of understanding of grammar, the need for vocabulary, and pronunciation. It is the same as what Abrar et al (2018), Huwari (2018) and Fitriani (2019) said problems faced by students were:

a. Pronunciation Error

Pronunciation is a problem most English learners face. According to Asakereh & Afshar (2016), students don't realize their bad pronunciation mistakes. Pronunciation errors can cause misunderstanding of the interlocutor or even make them not understand what is being said or said, this makes the goal of speaking cannot be achieved properly. The poor pronunciation will also have fatal consequences when someone speaks in a presentation, the material or information that is delivered cannot be understood by the audience and makes the presentation delivered to be useless.

What's more in the current pandemic covid-19, all learning is done online and of course, learning pronunciation will be more difficult. Even when the presentation is done online it is increasingly difficult for the audience to understand. Because it could be that the audio recorded in the delivery of the material is less clear, and not to mention that there are words with almost the same pronunciation which will make the audience more difficult to understand the delivery of the material in the presentation. The reason for pronunciation errors is a lack of understanding of the components of speaking skills, as said by Abrar et al. (2018) students have language barriers in vocabulary mastery, pronunciation, grammar, fluency.



b. Lack of vocabulary

The large number of vocabularies that are mastered will make it easier for someone to speak English. Vocabulary is one of the important things when you want to master speaking skills. When someone does not have a large vocabulary, it will be difficult to master speaking skills in English. According to Gan (2012), the students do not know the vocabulary, then they use the Indonesian language when they must speak English. This shows that lack of vocabulary is one of the most common problems that occur when speaking English.

Lack of vocabulary can make it difficult for us to master speaking skills, as stated by Mooneeb et al. (2020) that the lack of vocabulary also creates problems in speaking which make students unable to speak. So that when there is a lack of vocabulary, we are forced to use our mother tongue which is mastered and make our English-speaking skills not develop. Things like this often also happen in English presentations, when delivering material but do not know what is the vocabulary, the only way is to use Indonesian as a solution so that the material delivery process continues to run smoothly. This is a problem that needs to be resolved or addressed promptly.

c. Lack of grammar

Lack of grammar here means a lack of understanding of grammar. Speaking skills are always related to grammar, this is because grammar is the way language is structured or the structure of the formation of

sentences that will be issued when speaking. If someone lacks understanding of grammar it is because it makes them difficult to speak. Fitriani (2019) said that students are not free to speak English because language problems are too complex and difficult to understand. Knowledge of grammar makes it easier for us to compile sentences in speaking English so that it makes the process of improving language skills easier.

Lack of understanding about grammar makes someone hesitant in speaking English because of course there is a feeling of fear if the sentence he compiles is wrong. This is one of the problems in speaking English that can hinder the development of one's speaking skills.

Besides problems of linguistic, there are a few psychological problems that influence somebody speaking, such as lack of confidence, lack of motivation, shyness, anxiety, and nervousness. As suwartono (2020) said that there are five basic oral communication problems related to psychological factors, namely:

a. Lack of Self-confidence

Self-confidence is one of the important things in mastering speaking skills. Confidence makes someone dare to try to speak English. So that it makes students not afraid to speak English wrong and strengthens their intention to develop their speaking skills. Lack of confidence makes someone always hesitant and afraid to speak English.

Lack of confidence is a problem in speaking in English presentations with many audiences.

According to Suryani (2020), lack of confidence is one of the points of students to barrier the development of their speaking skills. Confidence can help fluency in speaking when delivering presentation materials. However, if you lack self-confidence, eating will make the presentation less smooth. The process of delivering material will be choked up due to a lack of confidence when speaking English in public. Even though we have good pronunciation, have a lot of vocabulary, and have a good understanding of grammar, our lack of self-confidence will still be difficult to improve our speaking skills. Self-confidence is a big problem for every student. This problem must be resolved quickly to make it easier for students to master English speaking skills in presentations or in public.

b. Shyness

Lack of self-confidence also makes students shy when speaking English. According to Elia & Irianti (In Amoah and Yeboah, 2021: 59), explains that shyness is an emotion that makes someone nervous, uncomfortable, or awkward that people experience when doing something, engaging in conversation, or being approached by other people. The emergence of shyness makes it difficult for students to speak English. Khatoony (2020) stated that shyness can affect students' focus when speaking in public and hinder their English-speaking skills. This

shows that shyness affects students' focus and makes them tend to be afraid of speaking in public.

c. Anxiety

Anxiety is one of the problems faced by students when speaking English. Noor et al. (2020) stated that anxiety is defined as state of uneasiness and apprehension or fear caused by the anticipation of something threatening. Therefore, anxiety can cause panic that makes it difficult for a person to speak English. Huwari (2016) states that when students Make mistakes in speaking or forget the necessary words, they are afraid of being reprimanded by the lecturer or teacher and worried that they will be scolded. This show that excessive anxiety experienced by students towards the comment of the lecturers or teachers on their ability to speak English makes them feel afraid and do not dare to speak in front of many people, especially when Making presentations in English.

d. Nervousness

Nervousness is a state of restlessness, stuttering, or haste when talking or doing something. When students speak English and make mistakes, the response they get from their friends is ridicule. This makes students sometimes nervousness to speak English and tend to refer silent during presentations. As Haidara (2016) said that most of them believe that if they mispronounce a few words, others would laugh at them, which make students hesitant to speak English. This makes students

nervousness when making mistakes during speaking English in front of many people because if they make mistakes they will be laughed at by other friends.

These problems become a reference to facilitate this research and provide an overview of speaking problems in online English presentations.



## **CHAPTER III**

### **RESEARCH METHOD**

In this chapter, the researcher explains the methods used, the participants of study, the instruments and how the process of collecting and analyzing data in the research is carried out.

#### **A. Research Design**

This research used a qualitative method. According to Ary (2010) stated that qualitative research is a generic term for a variety of research approaches that study phenomena in their natural setting without predetermined hypothesis. Based on the statement above, the researcher could conclude that qualitative research is natural research or there is no manipulated condition in the field setting. The researcher could describe all phenomena based on the facts in the field. The researcher performed case study as research type because the researcher could describe all phenomena based on the facts in the field. According to Ary (2010) Case study research is qualitative examination of a single individual, group, event, or institution. The researcher describes the speaking problems faced in online English presentations during the covid-19 pandemic.

In this study, data were collected naturally by observing online presentations in English during the Covid-19 pandemic using platforms, giving questionnaires using Google Docs, and conducting interviews with students who take part in online English presentations. The researcher played the role of observer and interviewer.



## B. Subject of the Study

According to Abrar et al. (2018), the focus in qualitative investigations is not on a large number of participants but an in-depth examination of human experience. Based on this, the participants in this study focused on eight students of the 5th semester of the English study program at IAIN Palangka Raya. This research used purposive sampling which used criteria to select the participants. The criteria for participants in this research were the presentation moderator or the person who guides the presentation, the presentation presenter, namely the person presenting the material, and several audiences who attend the presentation.

To determine this, the researcher asked the lecturers who teach using the presentations method, which students meet the criteria determined by the researcher and deserve to be participants in this research. Eight people agreed to take part in this research, and all of them met the desired requirements such as presentation moderator, presenters, and audience. The researcher then contacted them via WhatsApp and sent them a consent form. The real identity of the participants in this study has been disguised. The following are participants of this study:

### 3.1 Participants of the Research

No	Name	Gender	Description
1	Agus	Male	Presenter
2	Dian	Female	Presenter
3	Lina	Female	Presenter
4	Mita	Female	Presenter
5	Mei	Female	Presenter
6	Putri	Female	Moderator

7	Sinta	Female	Audience
8	Yuli	Female	Audience

### C. Source of Data

Sources of data from this research was the results of the process of conducting observations, filling out questionnaires and interviews conducted with research participants in the form of video or audio recordings as well as pictures and others. The data sources in this study were primary and secondary. Data sources were information obtained from research participants needed by researcher.

#### 1. Primary Data

The words and actions of the person interviewed or observed are the main data sources in this research. This type of research was taken from recording or taking photographs. Recording these data sources through observation, questionnaires and interviews so, the result of a combination of seeing, listening, and asking questions. The answers to the questions raised on the research object are recorded as the main data plus the results of the answered questionnaire.

#### 2. Secondary data

Secondary data is data obtained from the parties that are not directly related to the issues under study. The secondary data in this study was documents related to the research.

#### D. Research Instrument

To investigate speaking problems in online English presentation, this study used some instruments. They were:

##### 1. Observation Checklist

Observation is a systematic data collection approach. Researcher used all their senses to examine people in natural settings or naturally occurring situations. In qualitative research in the form of in-depth interviews with open questions. The research used an observation method to find out speaking problems in online English presentations at the IAIN Palangka Raya also to determine participants who are suitable for the needs of this study.

In this research, researcher collected data using an observation checklist while observing participants in a natural setting. In this case, the researcher writes, analyze and makes conclusions about the object under study. The observation instrument used in this study is a supporting instrument whose results will be used later for the implementation of the main instrument. The researcher adapted the observation Wahyuningsih (2020) study to analyze speaking problems in online English presentations as follows:

Table 3.2 Observation Checklist

Description	Yes	No
The researcher investigated the students' problems in speaking skills. Students' problems in speaking skills are:		
- <b>Participants of this Study</b>		
a. learning using the presentation method		
b. Are there moderators, presenters, and audiences?		

- <b>Lack of Appropriate Vocabulary</b>		
a. Do students use English as a whole when presenting? Explain!		
b. Do students suddenly use a language other than English when presenting?		
- <b>Lack of Correct Pronunciation</b>		
a. Do students pronounce words or sentences correctly when delivering presentations?		
b. Do students deliver presentations smoothly?		
c. Do students speak in presentations with appropriate intonation?		
- <b>Lack of Grammar Mastery</b>		
a. Do students use correct grammar when speaking English in online presentations?		
b. Do students seem to ignore English speaking grammar in online presentations?		
- <b>Lack of Confidence, Shyness, Anxiety, and Nervousness</b>		
a. Do students seem comfortable when speaking full English in a presentation?		
b. Do students look stiff when speaking English in presentations?		
c. Do students speak English loudly and clearly in English online presentations?		

## 2. Questionnaire

The researcher used a questionnaire as an instrument to take the data to know student problems. This was done to support and strengthen the results of the observations made earlier. Which later the results from both are used to support the implementation of the interview process as the main instrument. According to Creswell (2014), a questionnaire is a data collection technique where the participants fill out complete questions or statements and is returned to the researcher. There were 15 statements in the questionnaires that were adapted from Asakereh & Afsar (2016). In this research, researcher used a Likert scale as participants questionnaire design in

this study. According to Asakereh & Afshar (2016), on a Likert scale negative statements ranging from 1 (strongly disagree) to 5 (strongly agree), the table below is range score statement about likert scale:

Table 3.3 Range Score of Statement

Answer	Score
Strongly Disagree	1
Disagree	2
Neutral	3
Agree	4
Strongly Agree	5

The questionnaire that used a Likert scale consists of 15 statements. Statements number 1-5 were statements about psychological problems, statements 6-10 were about the causes of speech problems, and statements 11-15 were statements about linguistic problems. Table 3.3 was a table of questionnaires item specifications:

Table 3.4 Questionnaire Items

	No		SD	D	N	A	SA
Psychological problems	1	I am afraid of making mistakes when speaking English					
	2	Shyness prevents me from speaking English well					
	3	I cannot speak well in the classroom because my self-confidence is low					
	4	My anxiety is too high. This prevents me from speaking well this prevents me to from speaking well					
	5	Some of my classmates speak very effectively, but I cannot. This demotivates me					
F	6	I'm having a hard time finding					

		opportunities to practice my speaking outside of class.					
	7	Speaking class is not enough to help me communicate with English speaking people					
	8	I do not think I will make use of English-speaking skills in my country.					
	9	There is no cooperation spirit among my classmates speaking classes to help each other in improving speaking skills					
	10	I use mother tongue too much in the classroom					
Linguistics Problems		My pronunciation is not good enough which causes difficulty in speaking English.					
		I do not have enough grammar knowledge which leads to lack of accuracy in my speaking					
		I don't have enough vocabulary knowledge which helps me in speaking English.					
		I always mix languages when speaking English					
		My poor general knowledge of English causes me to have difficulty speaking					

### 3. Interview

The interviewer must conduct data collection by doing interaction or communication directly. According to Creswell (2008) classify the interview into four types, those types are (1) one-on-one interview, (2) focus group interview, (3) telephone interview, (4) electronic E-mail interview. Based on the types of interviews above, the researcher used a one-on-one interview. The interview was the main instrument in this research. The interviewer aims to find out speaking problems in online



English presentations and matters relating to the focus of the study. This data is obtained from English students at IAIN Palangka Raya. The interview process used initial data obtained from two supporting instruments, namely observation and questionnaires. The interview protocol from this study was adapted from Abrar et al.'s (2018) research.

Table 3.5 The Interview Protocol

No	Questions	Response
1	Do you use English as a whole when online presenting? Explain!	
2	How often do you practice your English?	
3	How do you feel when you speak English in online English presentations?	
4	What are Linguistics problems (Vocabulary, Grammar, Pronunciation) do you face when speaking in speaking online English presentations? Why!	
5	What are psychological problems (Anxiety, Nervousness, shyness, lack of motivation, lack of confidence) do you face when speaking in speaking online English presentations? Why!	
6	What are Learning environment problems (peers, lecturers, less knowledge about a topic) do you face when speaking in speaking online English presentations?	
7	What are Self-management strategy (keep practicing, mix English with Indonesian) you used to minimize the problems?	
8	Do you agree with this statement: I am afraid of making mistakes in speaking English online	

	presentations? Why!	
9	What do you do when you don't know the pronunciation of an English word? Explain!	
10	What are causes make you face the existing problems? Why!	

## E. Data Collection Procedure

In this study, the researcher collected data using three related competition instruments. Researchers used observation instruments and questionnaires as supporting instruments to obtain initial data used for interviews as the main instrument in this study. Without collecting data using the two supporting instruments, the interview process was difficult or even impossible. The data collection process goes through the following three steps:

### 1. Observation Method

The first, that was made from observations of the object of research. Observation was seeing or observing and listening to events or actions carried out by the people being observed, then recording the results of their observations with notes or other aids.

Observations were made when students performed online presentations using platforms (google classroom, zoom, WhatsApp, Edmodo, Skype, and others (Onyema, 2020:114)). When the presentation was conducted via video conference, the researcher immediately made observations of the presentation in the video conference. The researcher made observations on Friday, October 08th

2021 from 09.00 until 10.30 AM via zoom. Observations were made on quantitative research methodology courses using the online class presentation method and are carried out in two classes, namely C and D 5th semester. In addition to the observation checklist that was carried out by the researcher, the researcher also asked the lecturers to help assess through the observation checklist provided by the researcher so that the results obtained were more relevant. Observations were made to find information about students who were suitable as informants and to find initial information about speaking problems in online presentations.

## 2. Questionnaire Method

Second, to support the result of observations obtained previously, the researcher took the students' questionnaire result. A questionnaire is a tool for gathering information through the submission of written questions. The researcher used a questionnaire to get information about students' problems and the causes of students' problems in speaking English in online presentations.

Questionnaires are given to students before conducting interviews to get initial information about the problems and causes of speaking problems in online English presentations. The questionnaire is given in the form of a google form. The process of filling out the questionnaire by participants is carried out within a week (10-16 October 2021). The

questionnaire was given in the form of a google form via the link <https://forms.gle/tto9wjKp5UQoRBEz9>.

### 3. Interview method

After collecting data through a questionnaire, it was continued with the second stage, namely the interview. According to Asakereh & Afshar (2016), the interview method is the thing to do to try to get information or opinions orally directly from someone or participants. In this study, researcher used semi-structured interviews.

The interviewer must conduct data collection by doing interaction or communication directly or communication directly devices through electronic. The researcher used a one-on-one interview. The interview consists of ten questions that should be answered by the participants. The all-interview process was recorded from beginning to end as interview data, the interview process is carried out without pressure from the researcher and asked for approval to participate in the interview. Interviews were conducted for several days (12-17 October 2021), using WhatsApp with voice notes for each participant.

### **F. Data Analysis Procedure**

Data analysis were one of the important steps to obtain the findings of the research. The data analysis technique used in this study was a descriptive technique by making a picture done by (1) data reduction or simplification (data reduction), (2) exposure/presentation of data (data

display), and (3) drawing conclusions. All data obtained were analyzed with the Nvivo 12 application.

Data reduction are the selection process, focusing on simplification, observation, and transformation of raw data / rough data that emerge from written records in the field. Data reduction is done by making summaries, developing coding systems, tracing themes, making clusters, and writing memos. In this step the researcher organize and group significant statements or words into themes or units of meaning that are relevant to the research topic such as linguistic problems, psychological problems, vocabulary, pronunciation, grammar, shyness, nervousness, anxiety, lack of self-confidence and causes of speaking problems. The researcher omitted data or statements that were overlapping, repetitive, and parts that were less important in the statements obtained from students' experiences in speaking English in online presentations.

After the data was reduced, the next step was to display the data. The results of data reduction were then reported in a clear, systematic, and understandable manner according to the data obtained in the field by the research. Then drawing conclusions was a process where important information was collected after analysis and then the research draws conclusions in a concise form using simple and straightforward language to facilitate understanding as a final report. To analyze the data using Nvivo 12, the researcher took the following steps:

- a) The researcher input data or enter data obtained from the results of research instruments into Nvivo 12.
- b) The researcher does code on the data that has been input. According to Miles et al. (2014), coding is giving symbols or labels to words, phrases or sentences that are important related to what you are looking for in research.
- c) Then the researchers coded cases to the research participants.
- d) After all the data has been coded, the next step was to visualize the data on all the coding that has been made. In terms of data visualization, researchers used a project map, one of the features to visualize data in Nvivo 12.
- e) and the last was to perform data presentation based on existing data visualization.

#### **G. Data Endorsement**

The validity of the data in this study is determined by using the criteria of data credibility (degree of trust). The credibility of the data is intended to prove that what is collected is in accordance with the reality in the research setting. According to Ary (2010), credibility includes how well the researcher has established certainty in the findings based on the research design, participants, and context. Therefore, the validity of the data in qualitative research is very important. It aims to measure the level of trust (credibility) in qualitative research so that it can be answered scientifically.



According to Creswell (2012), There are three main forms that are usually used by qualitative researcher to determine validity, namely triangulation, member checking, and auditing. In this study measurement of the validity of the data was carried out using triangulation of sources or types of data to compare information or data collected through observation, questionnaires, and interviews.



## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

This chapter contains data presentation, research findings, and discussion which include: data exposure or description, research findings or data analysis results, and discussion.

#### A. Data Presentation

The researcher collected data using observation, questionnaires, and interviews. For the initial data, the researcher took observations from online class presentations. The observations were made as an initial description of the problems experienced by students when speaking English online presentations. The type of observation used was checklist observation, this was done to see the class as a whole and saw speaking errors or problems that occur in the field directly, and determine who or which students were suitable to be participants in this study. The observation data obtained were shown in table 4.1:

Table 4.1 Observation Checklist Result

Description	Yes	No
The researcher investigated the students' problems in speaking skills. Students' problems in speaking skills are:		
- <b>Participants of this Study</b>		
a. learning using the presentation method	√	
b. Are there moderators, presenters, and audiences?	√	
- <b>Lack of Appropriate Vocabulary</b>		
a. Do students use English as a whole when presenting? Explain!		√
b. Do students suddenly use a language other than English when presenting?	√	
- <b>Lack of Correct Pronunciation</b>		
a. Do students pronounce words or sentences correctly when delivering presentations?		√

b. Do students deliver presentations smoothly?		√
c. Do students speak in presentations with appropriate intonation?	√	
<b>- Lack of Grammar Mastery</b>		
a. Do students use correct grammar when speaking English in online presentations?		√
b. Do students seem to ignore English speaking grammar in online presentations?	√	
<b>- Lack of Confidence, Shyness, Anxiety, and Nervousness</b>		
a. Do students seem comfortable when speaking full English in a presentation?		√
b. Do students look stiff when speaking English in presentations?	√	
c. Do students speak English loudly and clearly in English online presentations?	√	

The table 4.1 showed that students have problems with vocabulary this can be seen when they speak English to convey material. They sometimes mix it with Indonesian. Students also experience pronunciation errors during online presentations, this can be seen when they pronounce English words incorrectly. The word that is often mispronounced is the word "answer" the word should have been pronounced with a silent W but the students did not omit it and continued to pronounce it according to their writing. Due to hesitation, the pronunciation of the English word is wrong, students sometimes deliver material haltingly and not fluently. Besides pronunciation, grammar is a problem that they often face, they always ignore it and always speak using the same tenses as long as they speak English in online presentations.

Apart from linguistic problems, there were also psychological problems. The problem that occurred was a lack of confidence, this is indicated by their voices being less loud or their voices stuttering and sounding stiff when speaking English in online presentations. This arises because of their doubts about their lack of English-speaking skills so that they lack confidence when speaking English in public. The researcher assessed the students' self-confidence using the voice because students when delivering the material. This is in line with what was conveyed by Wahyuningsih (2020) which stated that in spoken language, speaking plays an important role in communicating meanings that differ from those conveyed in writing. Voice potentials, facial languages, signals, pitch, articulation, stress, rhythm, and stopping all be used to demonstrate this. This was done because they turned off their camera so the researcher could not see their expression in conveying the material, this was shown in the Figure 1:

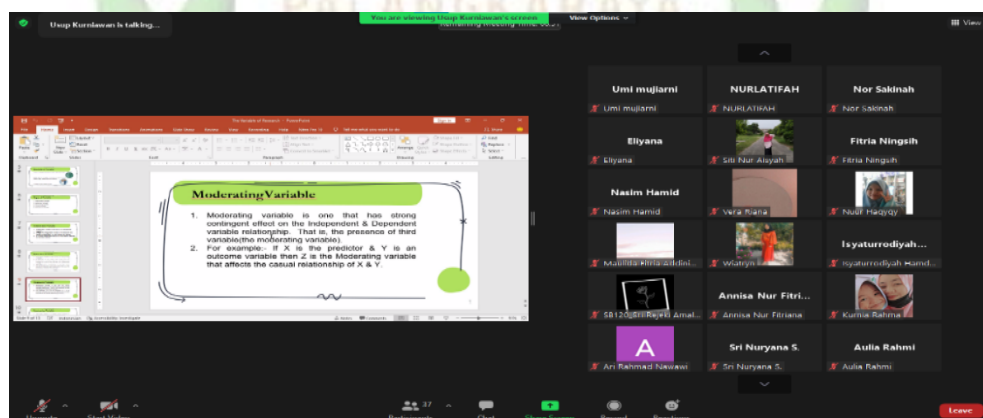


Figure 1 Class Observation

For the second data, the researcher took from the students' questionnaire results. Questionnaires were taken to support the observations obtained previously. Questionnaires were distributed to eight predetermined participants. There were 15 statements in the questionnaire, statements number one until five to find out psychological Problems in speaking English. The statements number six to ten were to find out factors that cause speaking problems in English during presentations. And statements number eleven to fifteen to find out linguistics problems that occurred when students spoke English in online presentations.

Table 4.2 Questionnaires Results

	Item No	Statements	SD	D	N	A	SA	Average
Psychological problems	1	I am afraid of making mistakes when speaking English	1		2	3	2	
		Percent	12,5		25	37,5	25	25
	2	Shyness prevents me from speaking English well	1		1	4	2	
		Percent	12,5		12,5	50	25	37,5
	3	I cannot speak well in the classroom because my self-confidence is low			2	3	3	
		Percent			25	37,5	37,5	25
	4	My anxiety is too high. This prevents me from speaking well this prevents me to from speaking well			2	4	2	
		Percent			25	50	25	33,5

Factors Cause Speaking Problems	5	Some of my classmates speak very effectively, but I cannot. This demotivates me			3	3	2	
		Percent			37,5	37,5	25	25
	6	I'm having a hard time finding opportunities to practice my speaking outside of class.		1	3	3	1	
		Percent		12,5	37,5	37,5	12,5	25,5
	7	Speaking class is not enough to help me communicate with English speaking people		2	2	3	1	
		Percent		25	25	37,5	12,5	25
	8	I do not think I will make use of English-speaking skills in my country.	1	3	3		1	
		Percent	12,5	37,5	37,5		12,5	35,3
	9	There is no cooperation spirit among my classmates speaking classes to help each other in improving speaking skills		2	3	2	1	
		Percent		25	37,5	25	12,5	25
10	I use mother tongue too much in the classroom			4	4			
	Percent			50	50		50	
Linguistics Problems		My pronunciation is not good enough which causes difficulty in speaking English.		2	5		1	
		Percent		25	67,5		12,5	25



	I do not have enough grammar knowledge which leads to lack of accuracy in my speaking		1		6	1	
	Percent		12,5		75	12,5	75
	I don't have enough vocabulary knowledge which helps me in speaking English.		1	2	3	2	
	Percent		12,5	25	37,5	25	25
	I always mix languages when speaking English		1	5	1	1	
	Percent		12,5	62,5	12,5	12,5	12,5
	My poor general knowledge of English causes me to have difficulty speaking			6	2		
	Percent			75	25		25

In the third part data, interview with students, the interview process was carried out one by one with eight participants obtained from observations. Based on the results of observations made by observing directly the course of the English presentation and the questionnaire given to find out in detail the problems that occurred, the interview questions asked were related to speaking problems and causes they experienced during the online English presentation. The questions asked were related to the problems and causes they experienced during the online English presentation. The interview was done via WhatsApp the data was generated in the form of audio using a voice note. The types of interview questions used in the research were open-ended questions. This was done to get an in-depth explanation of the problems

students face when speaking in online presentations and to find the cause of the problem. The interview data obtained were shown in appendix 2a. Then, the interview data obtained were analyzed using the Nvivo 12 application.

## **B. Research Finding**

In this section, The findings of the research, which included data from the observation, questionnaire and data from the interview, were analyzed by the researcher

### **1. Data from Observation**

Based on data observation, the researcher found that the problems faced by students in speaking when presenting online were:

#### **a. Linguistics Problems**

Linguistic problems that occurred when they speak English when presenting online were:

##### **1) lack of appropriate vocabulary**

In this case, students have difficulty because of the lack of vocabulary they had, so that sometimes they thought for a long time (a few seconds) and finally used Indonesian to speak in presentations. Even sometimes they always repeated the same words to make it easier for them to speak and provide unnecessary conjunctions such as Eh and um to facilitate them when speaking English in online presentations. (Observation, 08<sup>th</sup> Oktober 2021).

## 2) Pronunciation Errors

Pronunciation was one of the things that helped someone to make it easier for them to convey information and good pronunciation made it easier for others to understand the meaning they wanted to convey. Most students have difficulty pronouncing words correctly so they tend to pronounce the word incorrectly when they did not know the correct pronunciation of the word. Some examples of words that were often mispronounced by students were the word "answer" they usually pronounce it ['ɑ:nwsə], according to IPA (International Phonetic Alphabet) it should be pronounced ['ɑ:nsə], then the word "determine" they often pronounce it [di'tɜ:mam], it should be pronounced according to IPA (International Phonetic Alphabet) [di'tɜ:mɪn], and also the word "research" they often pronounce it should be pronounced according to IPA (International Phonetic Alphabet) [rɪ'sɜ:t], should be pronounced according to IPA (International Phonetic Alphabet) [rɪ'sɜ:tʃ].

### b. Psychological Problems

Psychological problems that occurred when they speak English when presenting online were:

#### 1) Lack of confidence

In public speaking, of course, it was necessary to have high self-confidence so that the intent to be conveyed can be

conveyed properly. According to Wahyuningsih (2020), speaking plays an important role in communicating meanings that differ from those conveyed in writing. Voice potentials, facial languages, signals, pitch, articulation, stress, rhythm, and stopping all be used to demonstrate this. Based on this statement students' lack of confidence when speaking in English online presentations was seen when they spoke, they lower their speaking pitch and sound less clear, indicating that students were hesitant in speaking English in online presentations. The delivery of material that they did when presenting looked stiff and not so comfortable when using English in online presentations and even students were afraid to express their ideas or opinions during online presentations.

## 2) Shyness

Speaking English in public, especially in an online presentation, requires a lot of courage and confidence. Most students have a high sense of shyness compared to their self-confidence, based on observations, students chose passive in presentations because they lack confidence and tend to be shy in speaking so that when participating in the presentations. They did not showed any desire to actively participate in the presentation out of shyness. The feeling of shyness seems to have buried their

desire to improve their ability to speak English in online presentations.

### 3) Anxiety

When speaking English in English online presentations, students have difficulty conveying the material fluently because they still have anxiety and fear in speaking English. This also made them unable to express their English skills perfectly because they were too anxious to make mistakes in speaking during presentations.

## 2. Data from Questionnaire

The questionnaire used by the researcher was adapted from Asakereh & Afshar (2016). Questionnaires statements were arranged in the form of negatively oriented. According to Afshar & Asakereh (2016), On a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree), all of the statements were negatively oriented. The researcher provides predetermined statements and response options for participants. The questionnaire contains 15 statements, statements related to the problem of speaking English in online presentations and the causes of the problems.

As shown on table 4.3:

Table 4.3 Students' Speaking Psychological Problems in the Online English Presentations

No Item	Statements	Options of the answer	N	Students' Answer	%
---------	------------	-----------------------	---	------------------	---

1	I am afraid of making mistakes when speaking English.	Strongly Disagree	8	1	12,5
		Disagree			
		Neutral		2	25
		Agree Strongly		2	25
		Agree		3	37,5
2	Shyness prevents me from speaking English well	Strongly Disagree	8	1	12,5
		Disagree			
		Neutral		1	12,5
		Agree Strongly		2	25
		Agree		4	50
3	I cannot speak well in the classroom because my self-confidence is low	Strongly Disagree	8		
		Disagree			
		Neutral		2	25
		Agree Strongly		3	37,5
		Agree		3	37,5
4	My anxiety is too high. This prevents me from speaking well.	Strongly Disagree	8		
		Disagree			
		Neutral		2	25
		Agree Strongly		2	25
		Agree		4	50
5	Some of my classmates speak very effectively, but I cannot. This demotivates me	Strongly Disagree	8		
		Disagree			
		Neutral		2	25
		Agree Strongly		3	37,5
		Agree		3	37,5

In the statement, no 1 showed that most of the students were afraid to make mistakes when speaking English. As many as 62.5% strongly



agreed and agreed that when speaking they were afraid of being wrong or making mistakes when speaking English. 25% of students chose neutral about the fear of making mistakes in speaking English. In addition, 12.5% strongly disagree with the fear of making mistakes in speaking English.

In a statement, no 2 showed that 50% of the students agree that shyness was a problem that prevent or hinder them from speaking English well. 25% of students even strongly agreed with this. While 12.5 students strongly disagree with this statement and 12.5 other students chose neutral on this statement.

Based on the table 4.3, in statement no. 3 showed that as many as 75% of students strongly agreed and agreed that low self-confidence was a problem faced in speaking English well. While 25% chose neutral with this statement.

From statement no 4 it can be seen that students experience anxiety when speaking English and it made it difficult for them to speak English well. Most of the students (50%) agreed that anxiety prevented them from speaking English well. Even 25% of students strongly agreed with this fourth statement. Only 25% of students chose neutral.

The result of statement number 5 showed that 37.5% of students agreed that they felt inferior and lost motivation when their friends spoke better than them. and 25% of students strongly agreed with this. Then as many as 37.5 students chose neutral to the statement.

Table 4.4 Factors Cause Speaking Problems in English Presentations

No Item	Statements	Options of the answer	N	Students' Answer	%
6	I'm having a hard time finding opportunities to practice my speaking outside of class.	Strongly Disagree	8		
		Disagree		1	12,5
		Neutral		3	35,5
		Agree Strongly		1	12,5
		Agree		3	37,5
7	Speaking class is not enough to help me communicate with English speaking people	Strongly Disagree	8		
		Disagree		2	25
		Neutral		2	25
		Agree Strongly		1	12,5
		Agree		3	37,5
8	I do not think I will make use of English-speaking skills in my country	Strongly Disagree	8	1	12,5
		Disagree		3	37,5
		Neutral		3	37,5
		Agree Strongly		1	12,5
		Agree			
9	There is no cooperation spirit among my classmates speaking classes to help each other in improving speaking skills.	Strongly Disagree			
		Disagree		2	25
		Neutral		3	37,5
		Agree Strongly		1	12,5
		Agree		2	25
10	I use my mother tongue too much in the	Strongly Disagree			
		Disagree			
		Neutral		4	50
		Agree			

	classroom.	Strongly			
		Agree		4	50

Based on the data shown in the table 4.4, statement no. 6 showed that about 50% of students had difficulty in finding opportunities to practice English outside the classroom. Only 12.5 students had different opinions (disagreed) about the opportunity to practice speaking English outside the classroom. However, 37.5% of the participants chose neutral about this statement.

As seen in the table 4.4, statement number 7 showed that 50% of participants agreed and even strongly agreed about speaking class was still not enough to help them in practicing them to communicate in English and needed more opportunities to practice English outside the classroom. On the other hand, 25% of the participants disagreed and thought that the speaking class was enough to help them practice communicating in English.

In the table 4.4, statement no. 8 showed that 50% of students believe that English language skills were very helpful for them and will be useful in this country. Only 12.5% did not think so and the rest chose the neutral option.

In the statement no 9 showed that 37.5 participants chose to agree and strongly agreed that there was no spirit of cooperation with classmates to practice and improve their English-speaking skills. While 25% of the participants thought that they did not agree if it was said that there was no

spirit of cooperation with classmates to practice and improve their speaking skills in English. and 37.5 others voted neutral with the statement.

In the statement no 10 showed that 50% of participants used their mother tongue too often and used their mother tongue a lot when speaking in English class. And 50% of them were neutral about the uses of their mother tongue in English class which requires them to use English fully

Table 4.5 Students' Speaking Linguistics Problems in The Online English Presentations

No Item	Statements	Options of the answer	N	Students' Answer	%
11	My pronunciation is not good enough which causes difficulty in speaking English.	Strongly Disagree	8		
		Disagree		2	25
		Neutral		5	62,5
		Agree Strongly		1	12,5
		Agree			
12	I do not have enough grammar knowledge which leads to a lack of accuracy in my speaking.	Strongly Disagree	8		
		Disagree		1	12,5
		Neutral			
		Agree Strongly		1	12,5
		Agree		6	75
13	I don't have enough vocabulary knowledge which helps me in speaking English.	Strongly Disagree	8		
		Disagree		1	12,5
		Neutral		2	25
		Agree Strongly		2	25
		Agree		3	37,5
		Strongly			

14	I always mix languages when speaking English	Disagree		
		Disagree	1	12,5
		Neutral	5	62,5
		Agree Strongly	1	12,5
		Agree	1	12,5
15	My poor general knowledge of English causes me to have difficulty speaking.	Strongly Disagree		
		Disagree		
		Neutral	6	75
		Agree Strongly		
		Agree	2	25

The results of statement no. 11 which was seen in the table 4.5 showed that students still did not know how their level of knowledge of English pronunciation was so that 62.5% of them chose neutral about the statement which states that their pronunciation was less a problem in speaking English. While 12.5% chose to strongly agree with the statement and another 25% did not agree with the statement.

In a statement, no 12 showed the majority of participants (87.5%) strongly agreed and agreed that they did not have sufficient knowledge of grammar so that which hinders them in speaking English. While 12.5% disagreed with the statement.

In statement no. 13 showed that most students do not have enough vocabulary to make it easier for them to speak English. as much as 62.5% strongly agreed and agreed that they did not have enough vocabulary to help them in speaking English. Only 12.5% disagreed with the statement

that they did not have enough vocabulary to help them speak English. While 25% of the participants voted neutral on this statement.

In statement no. 14 showed that 25% of participants strongly agreed and agreed with the statement that they always mixed English with Indonesian when speaking English. While 12.5% disagree with this statement. then 62.5% of the participants chose neutral.

And the last in statement no. 15 showed that 25% of participants agreed with the statement that they have poor general knowledge of English which made it difficult for them to speak English. While 75% of the participants chose neutral and did not know for sure about the statement.

According to the findings on the questionnaire, it could be summarized that the psychological problems that students experienced when speaking English were lack of self-confidence, shyness, and anxiety. Then the linguistic problems that students experienced when speaking English were Pronunciation, lack of vocabulary, and grammar. The causes of the problems that occurred in students when speaking English were the lack of opportunities to practice speaking English, a less supportive environment to practice speaking English, and mother tongue.

### 3. Interview Result

To obtain the necessary data. In this study, the researcher conducted interviews with eight participants about the problems of speaking English in online presentations and the causes of these problems. Interviews were



conducted to describe and explain the reasons why students chose and had problems that showed in the previous two instruments. The interview data using the Nvivo 12 application, results of the interview were:

a) Agus

Agus is a student in the 2019/2020 academic year. According to him about the problems encountered when speaking in online presentations. The linguistic problem he experienced was pronunciation and fluency because the two were related to each other, making it difficult for him to speak in online presentations. This is proven by his statement who states "*Problems I face when presenting online, in my opinion, almost all of them, almost all of them, only a few that are indeed the most intense, which sometimes I have a problem with are pronunciation and fluency.*" Then, according to him, psychological problems that occur were lack of motivation and no other problems, this is because problems such as anxiety, nervousness, lack of confidence, shyness, and nervousness can be overcome through activities outside (The organization). As he puts it that "*problems that I faced perhaps the lack of motivation because anxiety, nervousness, and shyness, I have been able to cope with a lot outside of learning English.*" In addition, he revealed that "*the cause may be lack of practice, because as I said earlier, I rarely practice even though there are presentations, this is also because I am too busy.*"

based on that statement the cause of all the problems he faces is lack of practice so that he has difficulty speaking in online presentations.

b) Dian

Dian is a student in the 2019/2020 academic year. According to her, lack of vocabulary, pronunciation errors, and lack of grammar (linguistic problems) were the problems that make her afraid to spoke English in online presentations. This was proven by her statement that she said "*grammar, pronunciation and vocabulary are problems that sometimes scare me in online presentations, whether I'm afraid that the vocabulary is wrong, the grammar is wrong, the pronunciation is wrong.*" In addition, she also stated that "*The main factors that hinder me in speaking English are anxiety, nervousness, and shyness.*" Based on her statement that anxiety, nervousness, and shyness are psychological problems that prevent her from speaking English in online presentations, because according to him, if these problems occur, what he wants to convey will be lost or empty. She also used her mother tongue when she experienced the two categories of problems, she stated that "*When I was in an online English class, my mother tongue always affected me and made me unfocused and had a lot of problems.*" Based on her statement habit of using her mother tongue made her unfocused and caused problems when she spoke English in online presentations.

## c) Lina

Lina is a student in the 2019/2020 academic year. According to her, the linguistic problem she faced when speaking English in online presentations was the lack of grammar. So, when she spoke, she only relied on the vocabulary she had without caring about her grammar. This was shown by her statement that *"I think my problem is about grammar because I don't know much think about grammar so when I speak English, I just rely on the vocabulary I have."* Lina also revealed that Lina also revealed that *"I think the psychological problems that happen to me are nervous and anxious."* Based on this that she has a psychological problem, namely nervousness and anxiety, which happens when she realizes that she has made a mistake and becomes overthinking about it. Then Lina argued that *"the cause is an unsupportive environment. I have difficulty finding a good enough and supportive environment to develop my English-speaking skills."* Sourced from that, the cause of all the problems that occur was the environment that was less supportive of speaking English which has an impact on the online class.

## d) Mita

Mita is a student in the 2019/2020 academic year. According to her, pronunciation was a linguistic problem that often occurred when speaking English online. Mita claimed that *" I still have difficulty pronouncing words consisting of 3 or more syllables."* Besides that,

Mita also felt psychological problems when she spoke in online presentations. Mita stated that *"The psychological problem was anxiety."* She was having this anxiety problem due to her lack of linguistic knowledge. She also revealed the reason why all these problems occurred, she stated that *"I used to use her mother tongue in class and also had difficulty finding a supportive environment to practice English."*

e) Mei

Mei a student in the academic year of 2019/2020. based on her, she said that the linguistic problem faced when speaking English online were the lack of grammar and pronunciation. Shee said that *"I had difficulty composing long sentences of 10-20 words with proper grammar and had difficulty pronouncing words."* Besides that, Mei also claims that the physiological problems that affect her English speaking ability during online presentations were anxiety and nervousness. This was based on her statement that *"The psychological problem I faced in the online presentation ware definitely anxiety and nervousness"*. This happens because of excessive fear of lack of linguistic knowledge, giving rise to psychological problems. Mei also revealed that *"the cause of the problems which was an unsupportive environment when she wanted to practice English, especially her friends, sometimes she got a bad response which made her influenced to use Indonesian outside and in class"*.

## f) Putri

Putri a student in the academic year of 2019/2020. According to her, vocabulary and pronunciation were linguistic problems that exist when speaking English in online presentations. It's like she said in the interview that *"The problem is vocabulary and pronunciation because my vocabulary is still lacking and my pronunciation is not perfect"*. This happened because of a lack of practice before making a presentation because she was busy due to many tasks. So, she did a makeshift online presentation without sufficient preparation and practice. Putri also revealed that in addition to linguistic problems, she said that *"The psychological problem is nervousness and shyness. nervous because many people are watching me speak and afraid to make mistakes"*. The psychological problems occur because apart from a lack of practice, there was also a lack of linguistic understanding. She also admitted that in class they did not necessarily use English, this depends on the respective courses whether English was required or not.

## g) Sinta

Sinta a student in the academic year of 2019/2020. According to her the linguistic problem she experienced were vocabulary and grammar when she spoke English. This stems from his statement that *"in my opinion, the first is vocabulary because of the lack of vocabulary, so when speaking English there are certain words that I*

*don't know English and the second is grammar, including the arrangement of words when speaking, I'm afraid of getting the grammar wrong, so I'm afraid of being wrong".* She sometimes didn't know English so she used Indonesian to continue his presentation. Sinta also revealed that lack of motivation, anxiety, nervousness, and shyness were psychological problems that occur when speaking English in online presentations. As she said that *"in speaking English, especially during other presentations, anxiety, nervousness, shyness, became one and also lack of motivation"*. This happens because of a lack of practice in using English so that there is a fear in her when speaking English when presenting online.

h) Yuli

Yuli a student in the academic year of 2019/2020. According to her, the problems that I often face were vocabulary, grammar, and pronunciation because these triggers the emergence of psychological problems, namely nervousness, anxiety, and shyness. This was as quoted in his interview that *"The problem I face is the lack of vocabulary, grammar and pronunciation because these problems arise psychological problems such as nervousness, anxiety, and shame in achieving"*. She also revealed that she often mixes English with Indonesian when speaking English in her presentations this was due to linguistic problems and a lack of adequate understanding of a topic in learning. According to her, these problems were caused by



dependence on her mother tongue (Indonesian) which always affects the performance of his English language skills and hinders the development of his English-speaking ability.

Based on the findings in the interviews described above, it can be visualized as shown in figure 2:

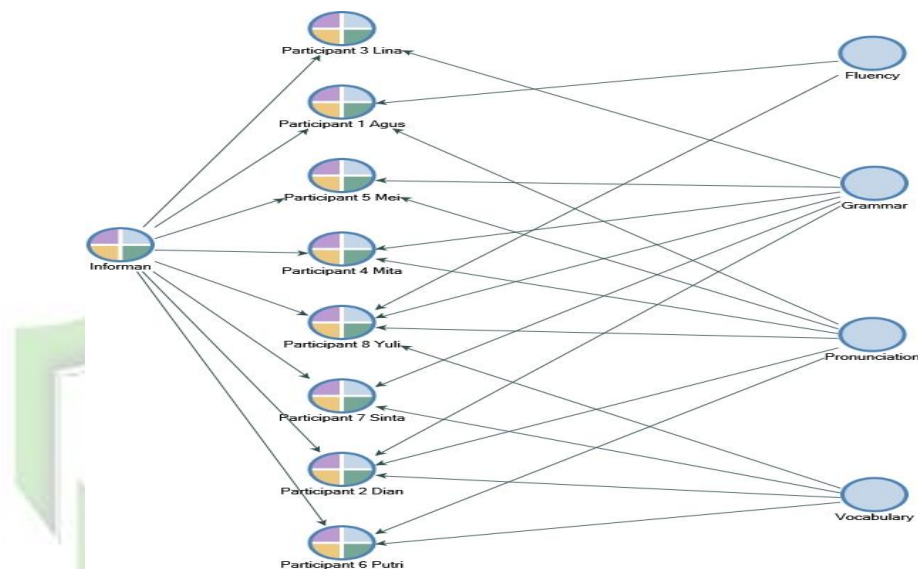


Figure. 2 Visualization of Linguistics Problems

It was found that students experienced linguistic problems speaking English in online presentations, all students had problems with lack of vocabulary, pronunciation error, and poor grammar. Some students also have problems with speaking fluency. Based on the visualization of the analysis results in Figure 2, It could be seen that the most dominant linguistic problems were pronunciation and grammar. Then in addition to linguistic problems, almost all students also experience psychological problems when speaking English in online presentations such as lack of shyness, anxiety, fear of making mistakes and nervousness, which were psychological problems

that all students face when speaking English in online presentations. Some students also revealed that motivation was also a problem they faced when speaking English in online presentations. And the most dominant psychological problem faced by participants was nervousness. This was shown in Figure 3:

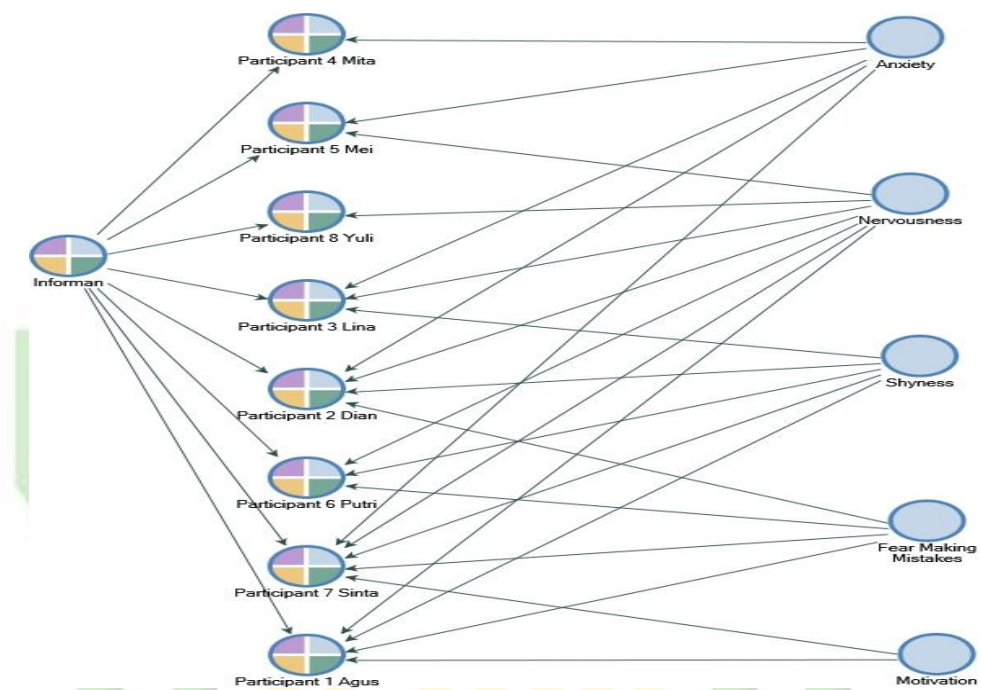


Figure 3 Visualization of Psychological Problems

The causes of problems that occurred in students when speaking English were the lack of opportunities to practice speaking English, a less supportive environment for practicing speaking English, and the mother tongue (Indonesian). Because students do not have enough practice both inside and outside the classroom which makes them less familiar with English. Lack of support from the surrounding environment from friends, lecturers, and others, this causes students to experience various problems because it was difficult to find a supportive environment to improve their

English skills. Then the last was their mother tongue (Indonesian), the habit of using Indonesian in class made them forget the language they want to master and tend to always used it in class even though in class they were required to use English. The most influential cause of problems when participants spoke English in presentations was their mother tongue. It can be seen in figure 4:



Figure 4 The Cause of Problems

### C. Discussion

The purpose of this study was to find out students' experiences about speaking problems in online presentations during the covid-19 pandemic. This research was conducted to obtain answers to research problems which include: What were the problems of students speaking in an online English

presentation? and What were the factors that cause students' speaking problems during the online English presentation?.

This research used qualitative methods with case study research to study the issue of speaking problems faced in online English presentations during the covid-19 pandemic. Looking at previous studies which mostly used quantitative methods and also mixed methods, this was the reason the researcher used case study research as something different from previous research.

Besides that, what makes this research different and unique so it needed to be investigated was because of the covid-19 which made all learning done online or virtual through several platforms including google meet, zoom, google classroom, WhatsApp, and others. Previous studies did discuss the problems of speaking English, but there were still very few studies that examine the problems of speaking English during the Covid-19 pandemic, especially in online presentations. As it was known that presentation was one method to improve the ability to speak English. So that it made researcher more interested in researching this problem

In this study, researchers used triangulation of data types. Data was collected using observation, questionnaires, and interviews. data were analyzed using Nvivo 12 software. The used of Nvivo 12 software was carried out in order to make data processing effective and efficient. The use of Nvivo 12 software also simplifies the process of coding and visualizing data. The use of Nvivo 12 software is an advantage of this research because

almost no previous studies have used software that facilitates the qualitative data processing process.

The research data was transcribed and then coded. The coding process was carried out according to the purpose of this research. After the coding was finished, the results were visualized using a project map, one of the features in the nvivo 12 software.

Base on the results of research on observations, questionnaires, and coding than data visualization of transcript interviews, showed that students have major problems with problems related to linguistics. Linguistic problems were problems related to the linguistic components that build the process of speaking. The components in question were vocabulary, without sufficient vocabulary it difficult for students to speak English in online presentations. Then the pronunciation even though the students know the vocabulary but not with the correct pronunciation, it was possible for the audience to understand what they were conveying in the presentation. And also, grammar, without good grammar knowledge, students will feel hesitant to speak English in presentations. Problems of There were three main problems they faced:

The first was the lack of vocabulary, lack of vocabulary was a common problem when one spoke English during an online presentation. This made it difficult for them and made them have to use Indonesian to deliver material in online presentations. Lack of vocabulary made it difficult for students to get

used to speaking English and made it difficult for them to convey ideas in presentations well and fluently.

Not having a lot of vocabulary made it difficult for students to speak English in online presentations. When students did not have enough vocabulary then they will not be able to speak English well in an online presentation. And of course, they will rely on their mother tongue, which was Indonesian. So, the lack of vocabulary makes them dependent on their mother tongue (Indonesian) so that their speaking skills are not developed properly.

Apart from using their mother tongue sometimes they were also silent when asked to participate in online presentations. This was done because they were afraid of making mistakes when using English which made them embarrassed and afraid of being ridiculed by their friends. Indeed, to increase vocabulary requires a lot of time and also the right method. To increase vocabulary, it was necessary to get used to always using English vocabulary in everyday life.

Vocabulary was an important part when learning English. This of course affected their fluency in conveying their ideas using English and also interfered with the presentation as a means to get them used to using English. This was what made the lack of vocabulary one of the urgent problems that often occur to students when speaking in online presentations. Without sufficient vocabulary, it was disturbing and even made them unable to say a word in online presentations



In addition to the lack of vocabulary, students also sometimes did not have vocabularies that were suitable or in accordance with what they needed when speaking English during online presentations. This made the mother tongue their ally to solve the problems that occurred. This finding was reinforced by the results of previous EFL/ESL research, one of them from Abar et al (2018) who stated that their restricted vocabulary hampered their ability to speak English actively and fluently. In line with that Amoah (2021) stated that lack of vocabulary, pronunciation, lack of awareness of grammar rules, reading, and oral presentation are all linguistic problems. the same thing stated by Huwari (2018) that Students at ZU demonstrated that vocabulary is one of the most challenging problems, they confront while speaking English, since they may not have enough words to communicate effectively. While Mooneeb et al (2020) stated lack of vocabulary and a lack of understanding of grammatical structure also make it difficult to communicate successfully in English. Suwartono (2020) stated that the main student problem were a lack of vocabulary and bad grammar. Wahyuningsih (2020) stated that the lack of vocabulary affected students' English-speaking skills and even made students unable to speak English because of the lack of vocabulary they had.

The second was pronunciation. Based on the results of observational research, questionnaires, and interviews. Pronunciation was one of the problems and feared of participants in speaking English in online presentations. Pronunciation has a great influence on students' fluency in

speaking in online presentations. Most of the participants expressed that they had problems pronouncing words consisting of 3-4 syllables. This made them sometimes pronounce the word with the wrong pronunciation or even use Indonesian to make their presentation of material in online presentations smooth and not stuttering. This finding was supported by the study of Wahyuningsih (2020) stated that the majority of students have problems pronouncing particular vowels and consonants.

Even though students know or even have a large vocabulary, not many of them know how to pronounce the word correctly and in accordance with the provisions in English. Sometimes there were English words whose pronunciation was different from the writing so that it made difficult for students to pronounce English words correctly. Knowledge of pronunciation was indeed the main source of wrong learning in the classroom, whether it was directly taught by the teacher or lecturer or come from feedback on the pronunciation errors they made. However, actually students should not rely on learning in the classroom alone but should learned it outside the classroom as well as by studying alone at home. It was also difficult when in class they were even afraid first so there was no good feedback that builds their pronunciation knowledge. So that when the presentation took place only the presenter received feedback and the others did not. This was because they were afraid to speak English and choose to be silent or passive during online presentations.

Pronunciation was closely related to vocabulary. Even though they had a lot of vocabulary but do not know how to pronounce it correctly it can also made students hesitant and reluctant to participate in presentations. Students sometimes hesitate in pronouncing words in English, they did not know whether their pronunciation was appropriate or not. This was because students were afraid of the feedback given to them. Students were afraid if the feedback they given made them ridicule by their friends. This made them insecure and less confident when they said a word in English.

Mispronunciation can also interfere with the fluency of students in speaking because with the pronunciation the sentences they said sound strange or awkward. What's more, if there were words that were pronounced almost the same or even the same, it made the audience misunderstand what students were conveying in the presentation. In this case, intonation and tone played an important role so that what was conveyed can be understood as a whole by the audience.

Wrong pronunciation affected the ability and mental speaking of English. This was because when students spoke English normally and pronounced a word with the wrong pronunciation, they felt shy. Not infrequently they also got ridiculed by their friends which made students very careful in speaking English especially in online presentations. If the pronunciation was wrong, the audience was afraid that the speaker will not be got the point that the speaker wanted to convey, so the presentation will be in vain. Those problems have been found in other research findings as well,

such as Abrar et al. (2018) stated that another problem that kept our participants from speaking English correctly was pronunciation. They had reservations about their pronunciation.

Then the same thing was stated by Huwari (2019) that because of poor pronunciation, the majority of Jordanian undergraduate students at ZU report that they do not speak English in class. In line with that, Fitriani (2019) stated that the students lacked a basic understanding of how to properly pronounce the words. almost the same thing was also conveyed by Amoah (2021) that linguistic problems such as a lack of vocabulary, poor pronunciation, a lack of understanding of grammatical rules, poor reading skills, and poor oral presentation. And different results were expressed by Suwartono (2020) that the investigated university EFL students had difficulty communicating in the target language orally. Their biggest issues were a lack of vocabulary and bad grammar.

The third was grammar. Lack of knowledge of students about grammar was one of the problems they faced when presenting online. Students didn't always have enough time to consider what they wanted to convey. So, they had to decide as quickly as possible what they needed to say. When they spoke English in online presentations, they often said the word "eh..." to connect or gave them time to think about what they conveyed. As one participant said that

When speaking English in online presentations, students become confused because they thought about grammar so that students did not

distinguish the types of tenses when speaking. This was because they were afraid that their grammar was wrong so students used the same type of tense to make it easier when speaking English, especially in online English presentations. This was in line with Huwari (2019) who said that the same thing that Students are unable to distinguish between the different sorts of phrases or the tense in which they must speak. Students were too confused to think about the pattern of sentences that must be spoken, so that it includes the performance of their knowledge of English, especially speaking skills.

To make short and simple sentences, it was easy for students to do it, even then they sometimes doubt whether the pattern of sentence structure they used was correct or not, especially if the sentences were complex and complicated, students found it difficult and confused to do it. In fact, not infrequently they mix English and mother tongue (Indonesian) this disrupted the habituation process, making it difficult to improve their English-speaking skills. As one participant said that “if we speak or make short and simple sentences it will be easy but will be very difficult When I want to compose sentences from several words for example Composing 10 or 20 words one into a sentence. it makes me confused”. This was what made them hesitant and prevents them from speaking English actively in online presentations.

Fear of grammar also made students prefer not to participate and just watch the online presentations that were being done. This outcome was consistent with previous studies, such as Abrar et al. (2018) who stated that in terms of sentence construction, our participants claimed that while speaking

English, grammar became one of their primary priorities. Their main concern was that their words would be misunderstood by the audience. Wahyuningsih (2020) said the same thing that the majority of students have problems expressing suitable and accurate grammar. In line with this, Suryani (2020) stated that the student ability to communicate was hampered by issues with grammar, pronunciation, and vocabulary. Then Suwartono (2020) stated that lack of vocabulary, poor grammar, and below-average pronunciation were among the linguistic factors. This was supported by Mooneeb et al. (2020) who stated that lack of vocabulary and a lack of understanding of grammatical structure also make it difficult to communicate successfully in English. In the same vein, Fitriani (2019) stated that that Students in the speaking class made two sorts of frequent faults, namely, pronunciation and grammatical errors, as a result of their performance.

These linguistic problems greatly affect students when they tried to speak English in online presentations. Linguistic components actually played an important role in their fluency in speaking English. So, this really needs to be considered in order to improve English language skills, especially in the context of speaking. In addition to linguistic problems, another problem that students experienced when speaking English in online presentations was a problem related to psychological factors. Based on the data from questionnaires and interviews, have been identified three problems include shyness, anxiety, and nervousness.



The participants stated that they felt shy when speaking English in public especially in online presentations. Shyness has always been a psychological problem that was often experienced by students, this made online presentations passive and unattractive. Because shame made them tend to just watch and not participate in online presentations. Even online presentations become boring because students were passive and just wait for the online presentation to finish.

Shyness usually comes when students were unsure or doubtful about their ability to speak English. This usually happened when they felt that they do not have enough vocabulary or their pronunciation was bad. These factors made them embarrassed to participate in online presentations. So that the presentation was not in accordance with what was expected, in which the presentation was expected to run well as a means to get students used to speaking English but if the students are passive because of shyness then this will be useless and difficult to achieve.

Although students had good knowledge and ability to speak English, shyness was a scourge that can hinder students in speaking English and made it difficult for students to apply their understanding in speaking when presenting online. The findings of this study were in line with the findings of previous studies Khatoony (2020) stated that shyness might jeopardize public speaking by influencing the focus on speaking ability. Similarly, Haidara (2016) stated that when students make mistakes when presenting something in front of the class or communicating with lecturers in English, they feel shy.

Besides, Afsar & Asakereh (2016) also revealed the same thing that fear of making errors, shyness, and poor self-confidence all have a detrimental impact on speaking abilities. This is also supported by lack of confidence, motivation, shyness, anxiety, and fear of making mistakes were among the psychological issues. Suriani (2020) also stated that the affective subfactors, particularly shyness and nervousness, had a greater impact on the students.

The next psychological problem experienced by participants when speaking English in online presentations was anxiety. Anxiety was one of the serious problems that causes students to have difficulty speaking English, anxiety occurred when students had problems with their linguistics knowledge (vocabulary, pronunciation, and grammar).

Usually, the students felt anxious when they did not have enough vocabulary and did not know what to say during an online presentation. Anxiety become a thing that has a negative enough effect to prevent students from playing an active role in online presentations. Anxiety was indeed something that made students reluctant to speak and participate in presentations

Anxiety occurred triggered by the increasing fear of making excessive mistakes so that students had difficulty expressing their English-speaking skills in online presentations. These findings were similar to other studies (Abrar et al (2018) stated that they were anxiety anytime they tried to speak English or during the conversation. The same thing was also expressed by Amoah (2021) that Chinese EFL students have difficulty speaking due to

psychological issues such as anxiety, fear of making mistakes, unwillingness, and fear of bad evaluation.

Based on this, it reinforced that anxiety did affect students' speaking ability. In addition, this finding was also supported by that Mooneeb et al, (2020) who stated that Stress, anxiety, and fear of public speaking exacerbate the condition, and affect Pakistani society ability to communicate. Then, Fitriani (2019) also stated that Most of them indicated they were afraid of making mistakes, which made them shy, anxiety, and scared about being laughed at by their peers. Likewise, Suwartono (2020) stated that low motivation, fear of making mistakes, increased anxiety, and a lack of confidence were all psychological impediments to mastery in oral English communication.

And the different result Haidara (2016) stated that Fear of making mistakes, shyness, reluctance, and lack of confidence are all psychological factors that have a detrimental impact on their English-speaking abilities. This is supported by Wahyuningsih (2020) who stated that the lack of appropriate vocabulary, the lack of grammar mastery, the lack of correct pronunciation are all issues that students in the English language education department face when speaking English.

The last psychological problem experienced by participants when speaking English in online presentations was nervousness. Nervousness made students forget what they wanted to convey in online presentations, thus making it difficult for them to speak English in online presentations because

they did not know what to say. Nervousness usually arises because of a lack of preparation for online presentations or lack of speaking practice outside the classroom which made students accustomed to using Indonesian or their mother tongue. As stated by one participant that "*I feel nervous because I rarely speak or practice speaking.*" And was supported by others who state that "*I am nervous, this is due to a lack of practice and also a lack of speaking in English*". So, this was implemented into online presentations that require students to speak English.

Nervousness also appears when they did not have good linguistic knowledge. The thing that made nervousness come was the lack of vocabulary they have or vocabulary that suits their needs during presentations. In addition to the lack of vocabulary, not knowing the pronunciation of words also made students nervous and panicked when speaking English so that they sometimes used Indonesian in online presentations.

When students spoke English during an online presentation, nervousness was always present, even though they had prepared thoroughly for the online presentation. When nervousness come, they lost what they had prepared and made them have to use Indonesian or their mother tongue to convey the material well and fluently. These results have similarities with Suryani's (2020) research who stated that nervousness and shyness had a greater impact on the students. This was in line with Fitriani (2019) who stated that 84 percent of students said they felt shyness and nervousness when

it came to speaking. Then, Haidara (2016) stated that fear of making mistakes, shyness, reluctance, and lack of confidence are all psychological factors that have a negative impact on their English-speaking ability.

It was different from previous studies (Amoah, 2021; Huwari, 2018; Mooneebet et al, 2020; Noor, 2020; Seraj, 2021; Suwartono, 2020; Wahyuningsih, 2020) which consider that lack of self-confidence was one of the psychological problems. In this study, the participants did not have a problem with self-confidence. This was because the presentation was done online and did not directly make their confidence was not a big problem. Moreover, some students who have been trained to control their confidence in organizational activities to public speaking so have no problem with it.

The participants took issue with their shyness towards their friends who were more capable than them. This was because when participants made mistakes when speaking English in online presentations, their friends always laughed at them and also discussed it in their class WhatsApp group, which made them embarrassed. This finding was supported by Haidara (2016) that stated Shyness presented itself as the most common psychological problem impacting students' English-speaking ability.

All the problems that occurred must have a cause that causes all of that to happen, including the problem of speaking English in online presentations. The causes of all the problems that occurred, both linguistic problems and psychological problems found in this study based on the results of

questionnaires and in-depth interviews with participants, there were 3 causes, namely lack of practice, a less supportive environment, and mother tongue.

Lack of practice to speak English was the cause of problems experienced by participants. To fluently speak English during online presentations, participants needed a lot of practice before they did online presentations to facilitate the delivery of material using English. The participants explained that they prepared the material well, but the participants ignored the training to deliver the material so that when they talked about presenting the material in English during online presentations, they experienced many problems. They explained many reasons why they didn't have enough practice, starting from the many tasks that piled up to being busy participating in campus organizational activities. This made the participants did not have time to practice everything needed in an online presentation.

Practiced before starting an online presentation was very useful to make the process of delivering material smooth and no longer having difficulties in delivering material using English. With advanced practice, students can minimize problems that occurred when speaking English during online presentations. It was also conveyed by some participants that sometimes they practiced for the presentation by taking small notes before the presentation begins and that was very helpful for them when speaking English in online presentations.



The researcher observed comparable results with Asakereh & Afshar (2016) stated that senior Iranian EFL students blamed a variety of problems, including a lack of sufficient speaking practice chances. And this was supported by Huwari (2018) who stated that When Jordanian undergraduates at ZU speaking English, one of the major factors affecting them is a lack of practice. Haidara (2016) also revealed the same thing that one of the most common problems faced by EFL teachers is the lack of an oral practice environment. Then, Fitriani (2019) stated that more over half of the students said they didn't have enough opportunity to practice their English outside of class.

Next was a less supportive environment. The absence of a good environment to support participants in practicing speaking was one of the reasons they had many problems speaking good English. It also affects participants when they were in class during an online presentation. Due to the lack of practice and lack of support from the surrounding environment such as friends who were difficult to practice together to get used to speaking English, students become lazy to speak English and were even ridiculed when they tried to practice speaking English outside the classroom. This made students accustomed to not using English, which was carried over into the classroom when presentations were made online.

Finding a good environment to practice speaking English was indeed difficult, especially in Indonesia, English was EFL. In the interview session, some participants stated that they tried to create a good environment to

practice speaking English by starting to speak English with their friends, either when meeting in person or via WhatsApp chat, but this did not get a good response from their colleagues.

When students used English when speaking English to practice outside the classroom, they got a variety of responses ranging from responding in Indonesian or their mother tongue to someone responding with jokes. This made it difficult for students to find a good environment to practice getting used to speaking English which results when they were in class especially in online presentations students experiencing a lot of problems that interfere with them when speaking English. The findings of the study are congruent with those of other studies Sarej (2021) stated that the most common issue that EFL teachers experience is a lack of environmental support. This was supported by Tokoz-Goktepe (2014) who stated that students want to be fluent in the language and acquire English for everyday use, despite the fact that they learn English in less supportive environment.

The cause of problems when speaking English in the next online presentation was the mother tongue. As it was known that Indonesia was not a country that used English as its first language. In Indonesia, English was EFL, while Indonesian is the everyday language or mother tongue. The influence of the mother tongue was very big on the development of students' speaking skills. The habit of students who always used their first language or mother tongue become a stumbling block when students spoke English inside and outside the classroom. This was because the encouragement to use their

mother tongue or Indonesian in class or online presentations was very large, this happened due to a lack of knowledge of English so that when they had difficulty speaking English, students often used Indonesian which was their first language so that what they conveyed when the online presentation was delivered well and smoothly.

Mother tongue (Indonesian) was an alternative that was often used by students when they were in a state of urgency in an online presentation forum when students did not know how to convey a material using English. The research participants also stated that not all of the lessons used English and only some of them used Indonesian or their mother tongue. This made the participants free to use their mother tongue (Indonesian) at any time, thus making students not accustomed to speaking English. This made the purpose of the presentation method used to persuade students to speak English to be unattainable.

Mother tongue (Indonesian) become the saviour of students when facing problems in speaking English in online presentations. However actually, that was the reason why they found it difficult to develop or improve their English-speaking skills and even made the problems they faced can be reduced because of students' dependence on their mother tongue (Indonesian).

This cause is in line with research conducted by Sarej (2021) which stated that inside and outside the classroom, both instructors and students tended to speak their mother tongue a lot, which made improving students' speech abilities difficult. This emphasizes that using too much mother tongue

can be made it students difficult and cause a lot of problems. This was supported by Abrar et al (2018) who stated that Inadequate vocabulary, mother tongue impact, and problems with pronunciation, grammar, and fluency become stumbling hurdles for EFL learners' ability to speak the language fluently and eloquently. The same thing stated by Tokoz-Goktepe (2014) that the main cause of their communication difficulties was their reliance on their mother tongue (Turkish).

Unaccustomed to speaking English does made students difficult because in Indonesia itself English was EFL taught in this country. This made students really have to try hard to master it. However, it should be noted that speaking English needed to be minimized in class. The used of the mother tongue very often in English classes does have a large enough influence, which makes it difficult for students to get used to the active use of English.

So, the linguistic problems that occurred when students speak English first was the lack of vocabulary which makes students unable to speak English well. The second was the pronunciation of errors that made students ashamed and careful in speaking English so that they avoid misunderstandings that made them ridiculed or laughed at by their friends. And the third linguistic problem was grammar, grammar made students think hard and sometimes gets confused in speaking English, especially in arranging long, complex, and complicated sentences which made students very troubled. So that students ignore the pattern of English sentences that are in accordance with the rules of the English language.

Besides linguistic problems, there were also psychological problems that affect speaking English when presenting online. The first psychological problem that occurred was shyness which made all knowledge of English covered and cannot be shown because students felt embarrassed when speaking in online presentations. The second was anxiety. Anxiety was also a problem that hinders students in speaking English. Anxiety arises because students lack confidence in their linguistic knowledge. And the last one was nervousness. Nervousness was one of the most influential things in speaking English. Students felt nervous when they made mistakes and got feedback from the teacher or lecturer, so they become the center of attention of the audience and made them feel nervous and lost everything they want to say.

Then the cause of the two problems before the first was a lack of practice. The lack of training was the cause of the problems that occurred because there was no habituation to the use of English. The second was a less supportive environment. One of the less supportive environments was the friends around them who were less responsive when invited to practice speaking English. And the last one was mother tongue. This was because in Indonesia, English was not the main language, so it made students difficult and made them experience various problems.

## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, the researcher outlines the conclusions of the research findings and discussion and recommendations that are recommended to further researcher who want or are interested in speaking problems in online presentations.

#### A. Conclusion

Based on the results of the study, the researcher found that students had two types when speaking in online presentations. The first problem they faced was linguistic problem, the main linguistic problems students faced in speaking English when presenting online were lack of vocabulary, pronunciation errors, and lack of grammar. The most dominant linguistic problem in speaking English when presenting online was pronunciation.

Then the second problem was a psychological problem, the most frequently encountered psychological problems were shyness, anxiety, and nervousness. The most common psychological problem encountered when students speak English in online presentations was nervousness

Further, the causes of the speaking problems were a lack of practice, an unsupportive environment, and a mother tongue. This cause made students faced linguistic and psychological problems. The cause that most students experience was the influence of their mother tongue when they spoke English in online presentations.



## **B. Suggestion**

Based on that finding, the researcher gives some suggestion for the lecturers or teachers, students and also the other researcher.

### **1. For the Lecturers or Teachers**

- a. lecturers or teachers must provide feedback on the delivery of each material when presenting, both in terms of language or otherwise so that students can correct and reduce errors or problems they faced
- b. Lecturers or teachers must provide more speaking training both inside and outside the classroom so that students are accustomed to using English

### **2. For Students**

- a. Students should study harder and practice more in speaking English because it is the key to be able to communicate or speak the language well in any situation.
- b. Students should not be shy to express their ideas and should not be afraid to make mistakes in speaking English
- c. students should be good at finding methods or strategies to overcome or reduce the speaking problems they faced

### **3. For the Other Researcher**

Although the researcher has made every effort to examine the speaking problems of online presentation students, it turns out that

further research is still needed to get better results. Therefore, researcher provide suggestions that are put forward,

- a. first, further research can examine what strategies are good for overcoming the problems that occur.
- b. second, researching it using quantitative methods with more large research subjects.



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