

## PROBLEMS ENCOUNTERED IN ORAL PRESENTATION THROUGH ONLINE LEARNING OF THE STUDENTS AT ENGLISH EDUCATION DEPARTMENT OF MUHAMMADIYAH UNIVERSITY OF MAKASSAR

Dina Awalia<sup>1</sup>, Firman<sup>2</sup>, Sitti Maryam Hamid<sup>3</sup>

<sup>1,2,3</sup>Muhammadiyah University of Makassar, Indonesia,  
[dinaawaliah791@gmail.com](mailto:dinaawaliah791@gmail.com)

---

### Article Info

**Received:** July 4,2020

**Revised:** July 27 ,2020

**Accepted:** August 2,2020

**Published:** December 25,2020

**Keywords:** Problem encountered,  
Oral Presentation, Online  
Learning

### Abstract

Since pandemic of covid-19, the learning process transformed into online learning and become popular nowadays. This study aimed to find out the problem encountered in oral presentation through online learning of the students at English education department of Muhammadiyah University of Makassar. This research applied a descriptive qualitative research design because it aimed to exploring the student's problem in doing online presentation. The subject of the research was B class at fourth semester students of English department in Muhammadiyah University of Makassar in academic years 2021/2022. The students who had obstacles in doing presentation were invited and the total subject were 10 students. The interview was conducted as the instrument of the study based on the two aspects such as linguistic problem and non-linguistic problem.

The result of this study showed that students had some problem in online oral presentation both in linguistic and non-linguistic aspects. The linguistic aspects consisted of material comprehension, fluency and accuracy. Furthermore, non-linguistic problem consisted of network and psychological factor such as self-esteem, anxiety, and motivation. The researcher believed that the study's findings would be helpful to instructors, students, and upcoming researchers as a benchmark for improvement, particularly in oral presentations.

This is an open access article under the CC BY-SA license.




---

How to Cite: Awalia, D., Firman, & Maryam Hamid, S. (2020). Problems Encountered in Oral Presentation Through Online Learning of The Students at English Education Department of Muhammadiyah University of Makassar. *Journal of Computer Interaction in Education*, 3(2), 52-61. <https://doi.org/10.56983/jcie.v3i2.335>

---

## INTRODUCTION

In 2019, Covid 19 came over and has a significant impact on the educational sector. This sector has felt the impact of the COVID-19 pandemic because it involves routine community activities that involve many parties. Educators, students, school supporters, parents, employees, and anybody else involved in learning activities are all there. In the face of these constraints, the government has chosen to close school buildings temporarily toward

learning activities and redirect the learning process to online techniques for an unknown period of time. As a result, the internet has become the primary medium for learning (Oktaria & Rahmayadevi, 2021).\

By using an online learning system, universities are also adhering to governmental regulations. A web-based tool known as an online learning system enables instructors and students to share, find, and arrange courses online. Universities are therefore interested in finding the most effective and efficient means to disseminate course content, engage students, and carry out assessments in online learning during the pandemic (Mukhtar et al., 2020). The online oral presentation is one of the strategies that might assist students in learning English throughout the epidemic. In addition to being simpler for students to learn, it can be difficult for students to communicate ideas or materials in a way that reaches the audience or participants.

Actually, learning oral presentations online helps us develop a more confident personality or gets rid of our anxiety when performing presenting tasks. Due to the fact that this is a crucial component of creating a generally good learning environment, it might also be claimed that this method is excellent for teaching because it gives students the chance to develop both their public speaking skills and their sense of self-confidence. A presenter or someone who needs the ability to perform so needs to have strong presentation skills. Since the ability to express complicated thoughts and information through oral presentations will enable them to do it in a way that is easily understood by the audience. Additionally, having strong oral presenting abilities will be highly beneficial in the future, particularly for the student's profession.

Based on the preliminary research observation, the researcher briefly assumes that the students' faced many obstacles in learning English, also there were some students that had problems in doing oral presentation so that is why the researcher conducted a study entitled "problem encountered in oral presentation through online learning of the students at English education department of Muhammadiyah University of Makassar". It conducted online.

## LITERATURE REVIEW

### A. Preview of Related Studies

According to Zainal et al (2021) in their research showed that The difficulties encountered by USIM BELCOM students when learning online can be divided into two (2) categories: external and internal. Internet access and environment are external; however, comprehension and communication are internal. Therefore, the difficulties BELCOM USIM students encountered while doing their online coursework at home during the Movement Control Order can be divided into internal and external elements. The Internet connection and environment, as well as comprehension and communication, are two (2) connected difficulties that fall under each of the categories.

Ta'amneh (2021) also found the obstacles faced by students during online learning in her research entitled "Attitudes and Challenges Towards Virtual Classes in Learning English Language Courses", The most common and least common are separated into two categories. The most prevalent issue was that students frequently lacked a thorough understanding of the system in general and the procedure for taking online tests and assignments in particular. They could think their methods are being scrutinized. Due to their technophobia, they occasionally felt fatigued and bored as a result of this. The students' prior technological expertise, the proper technological equipment to attend the virtual lectures, their home setting, and the occasional difficulty and anxiety of attending a virtual class were the least frequent barriers.

Besides that, Adnan and Anwar (2020) examined the attitudes of Pakistani students towards compulsory digital and distance learning university courses during COVID-19 pandemic. Their study's sample included 84 female and 42 male higher education students, who were polled to learn their opinions on online learning in Pakistan. The study's conclusions showed that, in addition to other challenges like students' inability to interact with teachers face-to-face and the absence of traditional classroom socialization, online learning could not succeed in Pakistan due to internet issues, other technical problems, and financial problems. The findings also indicated that, despite playing a crucial role during the epidemic, online learning was not as successful as traditional learning. The outcome also showed that teachers and curriculum designers needed to improve their lesson plans and create appropriate content for online meetings.

## B. Some Pertinent Idea

### 1. The Concept of Speaking

Speaking refers to the capacity to communicate with others orally. In order to communicate in daily life, people need to have the most demanding skill. Speaking is a production skill that falls into the accuracy and fluency categories, according to Derakhsan et al. (2016). The accuracy of a learner's use of the language system, including their grammar, pronunciation, and vocabulary, is referred to as accuracy. Fluency is the capacity to talk fluently and spontaneously without pause or distracting hesitation indicators. Additionally, it relates to elements like maintaining a coherent response throughout the conversation's turns, employing linking words and phrases, and speaking clearly and with the right intonation without hesitating (Richards, 2006).. In speaking, there are also some factors that influenced or known as non-linguistic problem. It is included psychological factor such as self-esteem (Lathifah, 2015), anxiety (Javed et al., 2013), nervous and motivation (Ortega, 2009) and non-psychological factor such as network connection if the learning process held online.

### 2. The Concept of Online Learning

Online learning is a type of learning model that is assisted and supported by the use of information and communication technology, according to Numiek (2013:92). Online course materials can be delivered both synchronously and asynchronously. When lectures and students—or teachers and students—interact in real time, it is said to be synchronous. Take desktop video conferencing, audio conferencing, internet chat, and two-way video conferencing as examples. While asynchronous material delivery entails lectures and simultaneous student-teacher interaction, video, computer, or other means of education are used by the teacher, and students answer at a later time. For instance, feedback is sent via email and instructions are supplied on the web.

Online learning has advantages and disadvantages. According to Sanjaya (2020), the advantages of online learning are: a) Teachers can develop their professional skills; b) Students can review the subject; c) Teachers and students can develop their information technology skills; d) More people can access learning and insight; and e) The location can be flexible. Simanihuruk et al. (2019) list the following as the drawbacks of online learning: a) a lack of face-to-face interaction between students and teachers and between students themselves; b) a tendency for learning to be coaching rather than education; c) a requirement for teachers to better master

learning techniques using ICT; d) a lack of distribution of internet facilities; e) a lack of human resources with the expertise to operate computers; f) The information collected varies in quality and accuracy; g) Access to graphics, photos, and video is complicated by underfunded infrastructure.

### 3. The concept of Oral Presentation

Presentations, according to Mandal (2000: 8), are speeches that are typically delivered in a business, technical, professional, or scientific setting. In order to encourage oral proficiency, ELF conversation teachers frequently use oral presentations, according to King (2012), who calls them an effective communicative practice. Thus, based on the definitions given above, the researcher comes to the conclusion that an oral presentation is an activity in which students share ideas and/or information with audiences in order to enhance their oral fluency.

Speaking with good grammar when presenting an oral presentation is tough (Thornbury and Slade, 2007), as is understanding the subject matter (Tuan and Mai, 2012), maintaining the audience's interest (Khoury, 2015), and managing fear (Al-Nouh, Abdul-Kareem, & Taqi: 2015).

## METHODS

In this research, the researcher used descriptive qualitative research that focuses on the students' problem in oral presentation on English online learning at English Department of Muhammadiyah University of Makassar. According to Creswell (2014:2) qualitative research is a research with an approach to understanding the meaning of individual or group and exploring social or human problems. the researcher chose B class at fourth semester students of English department in Makassar Muhammadiyah University academic years 2021/2022 who had obstacles in doing presentation. Indicators for selecting research subjects are; (1) The research subjects were fourth-semester students of Muhammadiyah University of Makassar, (2) Conducting online learning in the zoom application or other application (3) Conducting oral presentation.

### Instrument

The research instrument was interview (Afrizal:2014). The type of interview was in-depth interview. In depth interview is a qualitative research technique that is intensive individual interview with several respondents to explore their perspectives on a particular idea, program

or situation (Boyce & Neale, 2006). It was conducted online by using Zoom meeting app that required the respondents described and explained their online learning problem by interviewed. The type of the question was open-ended question.

### **Data Analysis**

The data gathered from each responder was entered into a transcription, which the researchers then thematically analyzed. The words are analyzed by the researchers to classify them into more comprehensive meanings like codes, categories, or themes rather than using statistical methods. (Allo, 2020). Afterwards, the issue was divided into linguistic and non-linguistic components.

## **RESULT AND DISCUSSION**

This section presents the findings and discussion of the research. The findings of this research found from analyzing the interview. The discussion of this research was based on the result and finding of the research and some theories on the research. All of it will be presented on the following.

### **Result**

According to the findings of the interview, there are a number of challenges that students in the English education program at Muhammadiyah University of Makassar have when learning online in the English language. These challenges are listed below.

#### **1. Internet connection/network**

Based on the interview regarding the obstacles in online class, students reported that the main problem they faced is the internet connection.

#### **2. Material Comprehension**

The second problem in doing in online presentation is the in problem understanding the material.

#### **3. Lack of Vocabularies**

The next obstacles is the student's vocabulary still lack so it's affect the fluency in presentation.

#### **4. Speaking ungrammatically**

Speaking ungrammatically also being obstacles in doing presentation in terms of accuracy.

## 5. Psychological factor

There are some psychological factors faced by students during in doing presentation such as lack of confidence, lack of motivation, and anxiety.

### Discussion

#### 1. Linguistic Problem

In linguistics, material comprehension is the first issue. Because the offered content is available online, students are dissatisfied with the lecturer's explanation, which lacks clarity and contributes to their inability to comprehend the given material. In addition, poor internet connections impair student comprehension because they prevent them from hearing the lecture material clearly. This assertion is connected to the Efriana (2021) assertion. Efriana (2021) claims that one of the challenges students encounter when learning online is that they struggle to understand the reading materials because they are supplied online.

The second problem is the fluency in speaking. The students don't speak fluently in presentation because they don't mastered many vocabularies so that they speak with much hesitation. It is happen because the lecturer doesn't have firm regulation in using English in the classroom and they don't give them activity to support their vocabularies so that the mastering of vocabularies very lack. It is also made the interaction between both of presenter and audience is very lack. It is also affected by motivation of the students to more practice their ability in speaking. Nation & Newton (2009) stated that motivation, confidence, anxiety, listening ability and feedback during speaking activities performance conditions can affect speaking performance.

The next problem is obstacles in speaking accuracy. One of aspects that students should pay attention in using English is speaking grammatically so what they want to explain to the audience well-delivered. It is being the problem of the students in doing presentation because most of them don't know how to make sentence with correct grammatical so it is affect their presentation. Some students just focus on the audience's comprehension of the subject being presented, while others only focus on pronunciation.

#### 2. Non-linguistic problem

The network and psychological components of non-linguistic issues include self-worth, anxiety, and motivation. The first is a network issue. The internet network has also been identified as a barrier in several research findings. In order to participate in an online presentation, many English Department students at Muhammadiyah University of Makassar are searching for locations with strong internet signals. This statement links to the one made in 2020 by Hatauruk and Sidabutar. Students must contend with a number of challenges, such as limited online application features, unreliable internet networks, and a dearth of learning resources, claim Hatauruk and Sidabutar (2020).

The second problem is psychological factor that is self-esteem, anxiety and motivation. Most of the student's feel anxiety because they cannot speak fluently and mastered the material. It also makes them lack of confidence. During the class transformed into online, they feel getting stupid because don't understand the material when delivered through online system. The explanation also undetailed. Han (2018) stated that the incentive to study a language declines when anxiety levels rise. It has been discovered that students' enthusiasm in learning and learning chances influence their worry about learning a foreign language to some extent.

Students can create a productive learning environment with their professors and learning companions during traditional face-to-face instruction. This environment will promote students' learning interests, which will increase their drive to learn. Because of the lack of external incentive in online learning, which is so dependent on students' personal drive, psychological worry is frequently increased.

Furthermore, the students also have lack motivation in learning because they feel boring when following learning process because sometimes there is no reciprocal interaction between students and students or students and lecturer. This statement is related to the one from Tambunan (2010). Online learning has drawbacks, according to Tambunan (2010), including a lack of connection between teachers and students and a propensity to disregard social aspects. This claim is corroborated by a prior study that found interaction issues to be the major roadblocks to online learning, which is why internet penetration in Iran has been slower than expected. Additionally, it is a result of neither the lecturer nor the students paying attention or showing gratitude throughout the online presentation.



## CONCLUSION

This research found some of the problem encountered in oral presentation through online learning of the students at English education department of Muhammadiyah University of Makassar. This research was conducted at fourth semester academic year 2021/2022 of English Department. The data were collected using interview (in-depth interview). The findings show that the students have some problem in online presentation that is linguistic problem such as material comprehension, accuracy and fluency and nonlinguistic problem such as self-esteem, anxiety and motivation. The other factor is network.

## REFERENCE

- Adnan, M. & Anwar, K. (2020). Online Learning amid the COVID-19 Pandemic: Students' Perspectives. *Journal of Pedagogical Sociology and Psychology*, 2(1), 45-51
- Afrizal. *Metode Penelitian Kualitatif*. (Jakarta: Rajawali Pers; 2014)
- Derakhshan, Ali & Khalili, Atefeh & Beheshti, Fatima. 2016. Developing EFL Learner's Speaking Ability, Accuracy and Fluency. *English Language and Literature Studies*. 6. 177. Doi:10.5539/ells.v6n2p177
- Efriana, L. (2021). Problems of Online Learning during Covid-19 Pandemic in EFL Classroom and the Solution. *Journal of English Language Teaching and Literature*, 2:1, 38-47.
- Han, L. (2018). Predictors of foreign language anxiety: a study of college-level 12 learners of chinese. *Chin. J. Appl. Linguist.* 41, 3-24. doi: 10.1515/cjal-2018-0001
- Hatauruk, A., & Sidabutar, R. (2020). Kendala Pembelajaran Daring Selama Masa Pandemi di Kalangan Mahasiswa Pendidikan Matematika: Kajian Kualitatif Deskriptif. *Journal of Mathematics Education and Applied*, 2:1,45-51. <https://doi.org/10.36655/sepren.v2i1.364>
- Javed, Muhammad et al. (2013). Comparative Study of the Pakistani and Indonesian Student's Anxiety Towards the English Language Learning. *Middle-East Journal of Acientific Research* 18(11). IDOSI Publications. ISSN 1990-9233.
- Mukhtar, K., Javed, K., Arooj, M., & Sethi, A. (2020). Advantages, limitations, and recommendations for online learning during the covid-19 pandemic era. *Pakistan*
- Oktaria, A. A., & Rahmayadevi, L. (2021). Students' perceptions of using google classroom during the covid-19 pandemic. *International Journal of Educational Management and Innovation*, 2(2), 153-163. <https://doi.org/10.12928/ijemi.v2i2.3439>

Ortega, Lourdes. (2009). *Understanding Second Language Acquisition*. London: HODDER EDUCATION: AN HACHETTE UK COMPANY.

Ta'amneh, M. (2014). The Effect of Using Educational Websites on First Year Students' Achievement in English Grammar in Badr Community college. *Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS)*, 5(2), 184- 189

Tambunan, H. (2010). Model Pembelajaran Berbasis E-learning Suatu Tawaran Pembelajaran Masa Kini dan Masa yang Akan Datang. *Jurnal Generasi Kampus*, 3:2, 92-114.

Zainal, Saiful Izwan. (2021). Learning English Online from Home: The Challenges Faced by USIM BELCOM Students during MCO. *Sains Insani 2021*, Volume 06 No 2: 153- 162.