THE EFL STUDENTS' PROBLEM IN THEIR ORAL PRESENTATION

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ABSTRACT

Oral presentation is one of class activities which used frequently by collage students to increase their speaking skill. However, each activity always has its problem in the implementation, so does oral presentation activity. This study aimed to know the problem faced by the fourth semester students of English language Education in their oral presentation activity at University PGRI Ronggolawe. A descriptive method was used to carry out the study. For gathering data, observation and questionnaire were used. The result of the study shows that the biggest problems faced by the students in their presentation are: lack of vocabulary, anxiety, and not confident. Another problem they have faced is grammatically error.

Key words: oral presentation; speaking problems; speaking activity

INTRODUCTION

Nowadays, English becomes an important language around the globalization. Due to that, English becomes one of necessary lesson which students need to study. Among the four skill which have to mastered by students: listening; speaking; reading; and writing, speaking become the crucial skill because it shows the students competency directly when they are communicating with other. In developing this skills, students need to learn how to communicate fluently and accurately in various contexts. Nevertheless, English language learners consider speaking as the most difficult skill because it needs great courage as well as preparation to speak well in the new language.

Communicative language teaching is a set of belief which includes not only re-examination of what aspects of language to teach that stresses the significance of language functions, but also a shift in emphasis in how to teach that is related to the idea that language learning will take care of itself and that plentiful exposure to language in use and plentiful opportunities to use it are vitally important to student's development of knowledge and skills [1]. Communicative language teaching has influenced approaches of language teaching practice around the world [2].

Thus, lecturers need to conduct a conducive and effective classroom atmosphere so that students can learn well and be active during the class. Thus, oral presentation is one of the most frequently activity used in speaking class for college students. Speech is an experience of being in front of colleagues and continuing to speak [3]. Speech or oral presentation can positively affect the students' oral performance in terms of accuracy and fluency and also from observers' point of view [4].

Oral presentation is an effective communicative activity that has been adopted by EFL teacher conversation to promote oral skill [5]. In public in this type of situation can actually undermined students' confidence and is "ineffective in developing students' oral proficiency because students (are) put on the spot". Giving oral presentation has been commonly practiced in EFL classrooms, especially at universities [6]. In English class, giving oral presentation can be an opportunity for EFL students not only to learn to give presentation but also to improve their English ability orally. Indirectly, it can increase the students' enthusiasm in developing their speaking skill. Student's motivation can also be seen from their enthusiasms in creating and performing their presentation of various roles of public speakers in every week [7]. Each of the topics gives definite challenge to students in performing their opinion or ideas in their presentations.

However, there are some issue faced by the students when they are speaking in front of people. There are some typical learner's

difficulties in speaking. Those are: Pronunciation, Vocabulary, Grammar, and fluentcy [8]. Vocabulary refers to the word that has meaning. Grammar is a set of rules that determines the language structure. Pronunciation is the way sounding a word. Fluency is the capability to speak at an effective speed and to speak smoothly without thinking too much [9]. The ability to speak fluently is not only knowing knowledge of language features, but also the ability to process information and language 'on the spot' [10]. The communicative competence is the goal of a language classroom which can be achieved by giving attention to language use and not just usage, to fluency not just accuracy, to authentic language and context, and students' eventual need to apply classroom learning to previously unrehearsed contexts in the real world [11]. Thus, students need to master many aspect in performing oral presentation.

Recognizing that there are a number of potential problems surrounding the use of presentations in the classroom, it is necessary to thougt the students how to performs oral presentation properly in order to minimize the problem. It is not enough to simply tell students to go and do a presentation. Students have to be taught the skills involved in performing an oral presentation. Moreover, investigate the students' problem in their oral presentation can be an evaluation which gives a guidline to know what kind of lesson or material needed the most by the students.

Students' Speaking Problems In English Presentation, there was 72,73% of students who had a problem in vocabulary, 54,55% had problems in grammar, 60,61% had problems in pronunciation, 72,73% fear of making mistake, and 57,58% who have problems in lack of confidence [12]. On Delivering Oral Presentation: Preparations, Problems, and Solutions found that the problems faced by students are highly related to the respondents' nervousness [13]. Identifying Difficulties Encountered by Indonesian EFL Learners in Oral Presentation found that the significantly matter faced by the students in doing a presentation is the explanation aspect and Self-control, getting nervous and unconfident [14]. Based on the reasons mentioned above, using descriptive method, this study tend to investigate the problem facec by the students in their oral presentation.

METHODOLOGY

In this study, the writers used descriptive method. The used of descriptive research methods is to observe behavior [15]. The data are collected from observation and questionnaire. Observation was done to know the situation during oral presentation in purpose to investigate the problems faced by the fourth semester students of English Language Education at university PGRI Ronggolawe in the academic year 2020/2021. Questionnaire was given to the 13 students as supporting data. In this study, the data came from students' problem in oral presentation.

FINDING AND DISCUSSION
1. Analysis from observation

Based on the observation of oral speaking activity, the students often paused their speaking by sayying utteration "**e ...**" or "**emm …**". It seems that they are less of fluentcy and they felt anxiety which caused comsumtion of more time to use the exact word in order to explain what they meant.

Sample 1
*Ee ... today e ... I will discuss about good and bad of online shopping. The first I will **em ...** the first I will explain **emm …** I will introduction about online shop, and then I will explain the story of online shop e... the next is positive and negative affect and the last is I will explain conclusion about this topic.*

Sample 2
Benefits of the product. Manfaat. ***E … example e …** hand and body lotion the benefit is can smooth the skin and … smooth the skin.*

Sample 3
*I will ask Ambar's question, **e …** answer Ambar's question.*

Sample 4
*In the AdSense that have **e … what e… an us-eh** usually that we withdraw our money just like PayPal.*

The four samples above showed that the students often said utterance "em …", "e …" and "what e … an us- eh" . It seems that lack of vocabulary affected the speaking performance very much. The repetition in sentence "*The first I will **em ...** the first I will explain **emm …** I will introduction about*

online shopI" I in sample 1 showed that the students was deal with anxiety during their oral speaking performance.

The students also have problem in vocabulary. In performing oral presentation, sometime they donnot know some English vocabulary. To counter this problem, the students asked to the teacher or used code mixing. Anxiety also seemed from the students in answering questions from audience. It demonstrated in transcription of students utterance bellow.

Sample 5
I prefer to buy electronic thing in offline shop or offline store. Why? Because e … in online shop I … the presenter silent for a moment. **Miss, ragu itu apa, Miss?** *(*The audience said "doubt"). *Because I doubt and I sure that my …* **pesanan***? Eh, my order*

sample 6
Number one is make a content video life. **Membuat konten video***. And using influencer to promote your business, endorse. And* **memperkaya konten visual***.*

Sample 5 and sample 6 above showed that students are still poor in vocabulary. As their speaking strategy, they asked to the teacher as in sample 5 or ask to their friend a in sample 6.

The students also make grammatically error in their oral presentation or when they answering the question from audience.

Sample 7
the first I will explain emm … **I will introduction** *about online shop, and then I will explain the story of online shop*

sample 8
Because I doubt and **I sure**

Sample 9
to marketing *in social media. In example is up loud product everyday*

From the sample 7, 8, and 9 above, it can be seen that the students made grammaticaly error in applying tenses, to infinitife and gerund in their oral speaking performance.

Table 1. Grammatical Error in Students' Presentation

Students' utterances	Correct grammar
I will *introduction* about online shop	I will *introduce* about online shop.
I doubt and *I sure*	I doubt and *I'm sure*
To marketing in social media	*To market* in social media

From the table above, it can be conclude that the students have problem on grammar in performing oral presentation.

2. Analysis from questionnaire

From questionnaire consisted of 10 questions which was given to the students, it found that the biggest problem faced by the students in their otal presentation are lack of vocabulary, anxiety, and non-confidence. Other problems faced by the students, but not really crucial, are grammatically error and mispronounciation. The detail can be seen in the table below.

Table 2. Percentage of Students' Biggest Problem in Oral Presentation

Questionair question	Students' Answer	Percentage
What is your bigger problem in oral presentation?	Anxiety	30,8%
	Not confidenct	21,1%
	Grammatical error	0%
	Lack of vocabulary	38,8%
	Error Pronunciation	7,7 %

The questionnaire question in table 2 is to know the students' biggest problem in oral presentation. It can be seen that among the 13 students, 5 of them recognizing vocabulary as their biggest problem in speaking, especially in oral presentation. 4 of the students deal with anxiety as their biggest problem. And 3 students feel that not confidence is the biggest problem to deal with, and only 1 student answer peonunciation as the biggest problem in oral presentation.

Table 3.Percentage of Students' Top 2 Problem in Oral Presentation

Questionair question	Students' Answer	Percentage
What is your top 2 problem in oral presentation?	Anxiety	15,4%
	Not confidenct	15,4%
	Gramaaticaly error	23,1%
	Lack of vocabulary	38,5%
	Error Pronunciation	7,7 %

The questionnaire question in table 3 is to know the students' top 2 problem in oral presentation. The table above shows that majority of the students feel lack of vocabulary and grammatical error as their top 2 problem in delivering oral presentation.

Table 4. Percentage of Students' Top 3 Problem in Oral Presentation

Questionair question	Students' Answer	Percentage
What is your bigger problem in oral presentation?	Anxiety	7,7%
	Not confidenct	15,4%
	Grammatical error	38,5%
	Lack of vocabulary	15,4%
	Error Pronunciation	23,1%

The questionnaire question in table 4 is to know the students' top 2 problem in oral presentation. It can seen that majority of the students feel that grammatical error and mispronunciation are their top 3 problem in delivering oral presentation.

The problem experienced by the students is commonly because the students are less of practicing speaking and donnot enrich their vocabulary. The presentation activity in the speaking class makes the students who become the presenters speak actively. However, from the table of observation it can be seen that the presenters often pauses her sentence and said "**e ...**" or "**emm …**" also quite often repeats a few words, and switch language from English to Indonesian. It is evident that they still managed to finish their presentation and the most they do, the most it will increase their speaking skill. The problem most experienced by the students is lack of

vocabulary so that their fluency in speaking is still not perfect. The presenters also code-switched several times from English to Indonesian and asked the audience the words she/he forgot. There were still many shortcomings, but the presentation activity gave the presenter opportunity to practice speaking more. Oral presentation not only makes the presenter practice lots in speaking, but also provide opportunities for other students (the audience) to actively speak through question and answer sessions and discussions.

Due to the questioner we found out that most of the students are rarely practice English. It caused their fluency in speaking are low. Beside practice less, the biggest problem their face is lack of vocabulary 38,8%, anxiety 30,8%, and non-confidence 21,1%.

CONCLUSION

Oral presentation can give the presenters opportunity to practice speaking more, so that they inevitably has to be active in speaking in order to make the audience understand what they mean. However, the students faced some problem when they perform oral presentation. The bigges problems faced by the students are lack of vocabulary, anxiety, and not confident. Other problems they have is grammatically error and mispronunciation.

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