

AN ANALYSIS OF EFL STUDENT'S DIFFICULTIES IN PRESENTATION AT SPEAKING CLASS

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ABSTRACT: Speaking is one of the skills in English. Speaking is an expression or communication in which an individual utters an idea or ideas and feelings toward the one with whom he is speaking. Therefore, the ability to speak is essential to mastery and learning in education, especially students because students can know how to relate their thoughts, ideas, and ideas to a topic of conversation. According Moat (2016:88), said that speaking is the important skill because the learner should acquire and the purpose of speaking is students are able to use English well in oral communication. Speaking has many activities that should be paid attention to, not only relate to what is being spoken, what the language is used, but also who is our interlocutor. So, the good speaker should pay attention to what they will speak, understanding the topic, what language they want to use In order to be understood easily by his listener, and to whom they speak. Speaking is a tool to communicate ideas as well that are arranged and developed according to the listener's needs (taiga, 1987, cited in Masada, 2008).

Key Words: *EFL Student's, Presentation, Speaking class.*

INTRODUCTION

Speaking is one of the skills in English. Speaking is an expression or communication in which an individual utters an idea or ideas and feelings toward the one with whom he is speaking. Therefore, the ability to speak is essential to mastery and learning in education, especially students because students can know how to relate their thoughts, ideas, and ideas to a topic of conversation.

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Academically speaking in various ways is like academic writing. Linear, explosive, all presented in simple language and have various points of origin. Speaking academically must use formal, explicit, protected, and responsible language but there are some things that are complex and objective about what has been written.

Therefore, the speaker who performs the academic presentation has to know and avoid formal and informal everyday words and must have adequate experience speaking because it affects audience understanding during the speaker. So, it is the responsibility of the speaker in English to make it clear to the listener how various parts of the talk are related. To achieve the objectives of the spoken ability, many students have found it difficult to address the topic. Students often read the text during the presentation, and feel nervous when talking in front of an audience. Therefore, many readers find it difficult and confusing to understand the material being presented, even difficult to draw conclusions from the material topic. And it often occurs in class presentations, so it's not uncommon for students to have speaking anxiety on presentations.

According to Clements (1993), stated that various learning difficulties stem from psychological inability or weakness in using verbal and communicative language. Symptoms of learning difficulties are: 1) often there is no harmony between the two parties between teaching and learning; 2) Many students learn not to use methods, methods and materials often students learn, but it requires special procedures.

Previously, in the article Santi Andriani (2020), wanted to know the factors of the student's speaking difficulty. The result of the research proved that four factors caused the difficulty to speak English: the student's own personal factors (learners themselves), the factor of teaching strategies, the curriculum factor and the environmental factor. (Oktafiani, 2019: 20).

Similar research about songs for listening comprehension was done by several researchers. First, in the research conducted by Al-Nouh, Kareem & Taqi (2015) investigated students who study in the English education department at university of Kuwait. The study found the problems in applying English to classroom presentations. The result of the study showed that almost half of students feel anxious before delivering a presentation.

Secondly, a study conducted by Susilawati (2017) mentioned students who study in the English language department at university of Indonesia had many problems when delivering presentations, namely less confidence, grammar errors, incorrect pronunciation and weak vocabulary and also fear of making mistakes.

Therefore, based on explanations mentioned above, the researcher is interested in doing this research. Researcher conducted this research because he wanted to know the difficulties experienced by students when doing presentations in speaking classes at the University of Islam Malang. This research is always be useful for students and lecturers to find out the students difficulties often experience and when presenting material in speaking classes. In addition, there are also differences in the level of subjects between the latest and previous studies.

METHODS

Participants

The research subjects were the second semester of EFL students at University of Islam Malang. The researcher took those who were considered having the problems to be examined in this study, it come from the background of students' abilities or different score. There were five male students and five female students to be selected as samples, thus the total number of participants required by the researcher is 10 participants.

Instrument

The researcher used one instrument to collect the data in this study. The data were generated through the interviews. The questions were made by the researcher and it was validated by the lecturer, to facilitate participants in understanding the interview questions, interviews were conducted using the national participant's first language or language.

There are 20 main questions given to the speakers, these questions explore information about difficulties EFL students presentation in speaking class both from internal and external factors, the method students overcome these challenges, and what strategies they have used face the challenge (both strategies for dealing with the challenge comes from internal and external factors), and questions are given to find out challenges from the most influential internal or external factors in difficulties EFL student presentation in speaking class then, another interview the questions given are in the form of follow-up questions, namely questions derived from the answers of the sources.

Data Analysis

The data were analyzed using six procedures adapted from Braun and Clarke's (2006) thematic analysis, such as (1) identifying the recorded data (2) transcribing the data (3) reading the interview transcript (4) marking any important data found (5) making a theme potential (6) and concludes the final theme.

RESULTS AND DISCUSSION

What are the EFL students' difficulties in their presentation in speaking?

a. Personal Factors

1. Shyness

Very often, it is difficult to effectively express embarrassment during communication. Research participants experienced such feelings, preventing them from speaking English. Lack of confidence and familiarity with friends and study also tends to hinder effective communication. S1, S3, S5 and S7 told that when they were in English class:

S1:

Not shy but more nervous, but usually more embarrassed especially during presentations in front of the class for fear of being laughed at and afraid of being wrong.

S3:

Sometimes feeling shy comes when I haven't prepared the material I want to convey.

S5:

Actually I'm nervous, but if you want to talk, just say it and the nervousness will go away by itself. But the thing that appears most often is embarrassment because if this embarrassment is present this embarrassment really hinders me from speaking English.

S7:

I really feel insecure or not confident when speaking English because I feel embarrassed by my not fluent English.

2. Lack of Confidence

In the next interview, the researcher asked about the activeness of English students during English lessons. This is done to ensure that they have English communication skills which will later influence their classroom teaching. My interviews with S5, S7, S9 and S10 participants revealed that not all students were active because they lacked self-confidence. They reveal that:

S5:

I still lack confidence, so I still want to improve my English skills so that my confidence will arise and I will have the courage to speak English in front of the class.

S7:

I really feel insecure or not confident, because their English is better than mine because I don't deepen my English.

S9:

We certainly have a feeling of being a little insecure or a little lacking in self-confidence, but what affects me the most is a lack of self-confidence so that talking to friends feels a little uncomfortable.

S10:

Of course I feel this guy is really great, his pronunciation is great and I wish I could be like him, just like that. I don't feel jealous. Felt insecure or something. But what is a challenge for me is that I have to feel confident and believe I can speak English.

Interestingly, even though participants S5, S7, S9 and S10 lacked confidence, the researcher interviewed S2, S4, S6 and S8 who had good self-confidence so that he was very active in his class. In the researcher's interview, S2, S4, S6 and S8 revealed that:

S2:

I feel confident and confident because I feel that my English is already good and I want to practice it with them.

S4:

I feel confident in my abilities because I am a fairly active student in class

S6:

I am confident because I know that I am still learning English.

S8:

I feel confident even though some of my friends speak better than me.

Unlike the other participants, S4, S6, S8 and S10 lacked self-confidence. S4 revealed that:

S4:

I am not confident in my abilities, because I am not fluent in English, let alone speak with foreign speakers.

S3:

It's normal, because if I say the words that I want to say, they will disappear, that's also because I don't have any confidence at all when talking to lecturers.

S8:

Sometimes feel ashamed and often feel afraid of being wrong. Moreover, I have no confidence at all when talking to lecturers.

S1:

Depends on what was said. It's not normal. Sometimes nervous, sometimes not. Because the vocabulary is still lacking and must be increased plus there is no self-confidence in me.

Seeing the answers that have been put forward by some of the students earlier, provides interesting findings. The data shows that there are some students who do not all have good self-confidence. Although some students have good self-confidence, it cannot be denied that not all students have confidence in their own English. Understanding the concept of self-confidence shows that S1-S10 are students who have low self-confidence. Because there is still a sense of anxiety in their vocabulary. It seems that having to introduce English lessons that can really make them confident may be a completely new perspective.

3. Vocabulary

Most of the participants in the study said that the lack of vocabulary affected their English speaking for presentations in front of the class. According to Al-Nouh, Kareem & Taqi (2015), the main influence and obstacle most often experienced by English students during presentations is English vocabulary. Even so, they have to use the vocabulary they have memorized to familiarize themselves with the vocabulary that is most often used in learning English. Thus, vocabulary determines their success in speaking English, especially in class and during presentations. However, the researcher's findings showed that the participants had a small vocabulary, which reduced their desire to speak English to communicate in English. This lack of vocabulary is owned by S6, S8, S9 and S10

S6:

I don't think so because I often feel confused about my vocabulary because I still have a lot of vocabulary to memorize and improve.

S8:

Vocabulary in my class is rarely studied so it is difficult for me to speak English.

S9:

I must be a little nervous because I have to think of the right vocabulary to talk to the lecturer because my vocabulary is still small.

S10:

Depends on what was said. It's not normal. Sometimes nervous, sometimes not. Because the vocabulary is still lacking and must be reproduced.

Vocabulary can function as an element of speaking that must be mastered by English students. This is related to the ability of students to talk to lecturers when lecturers provide direct feedback during discussions or learning English in progress. S9, S10, S1 and S2 said that when they were given direct feedback by the lecturer, at that time their vocabulary was not large.

S9:

I must be a little nervous because I have to think about appropriate vocabulary to speak with the lecturer.

S10:

Depends on what's being said. It's not normal. Sometimes nervous, sometimes not. Because the vocabulary is still lacking and must be reproduced.

S1:

Yes, due to a lack of vocabulary that I know so when the lecturer gives feedback I just stay silent while thinking of vocabulary to say.

S2:

Of course, usually I use English vocabulary in games in internet cafes or when I meet friends online, I usually use English. On campus, when the lecturer gives feedback

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4. Pronunciation

Another factor in the students' difficulty speaking English that the participants faced was pronunciation. As a result, they tend to use Indonesian when they are confused about which pronunciation is correct and which is wrong so that English students produce correct and incorrect pronunciations.

This confusion is also experienced by S3, S5, S7 and S9. Pronunciation construction for students who are not majoring in English may not very easy because it requires development, pronunciation training in mastering a second language.

S3:

Sometimes I feel afraid because I find it difficult to speak English when called on by teachers or lecturers because my English pronunciation is still not good.

S5:

It's still not good, because my English pronunciation is still too messy and I still want to always improve my English skill.

S7:

Intonation is one of the most difficult pronunciations because when it comes to matching intonation with accents out there it's very difficult.

S9:

Intonation, because I have to understand the pronunciation and signs in sentences such as question and exclamation marks, commas etc.

b. Eksternal Factors

1. English Speaking in other places

The external challenges in implementing English speaking in other places that EFL students face when making presentations in speaking classes are factors that come from outside the students or come from the student's environment. Based on the results of interviews conducted with EFL students. Students face several external challenges in making presentations in speaking classes. External challenges were found based on thematic analysis from S7, S10, S1, and S4.

S7:

Sometimes I do it sometimes I don't do it outside of class, because outside of class I feel embarrassed when not all of my surroundings speak English.

S10:

Depends with whom. If I'm with friends who speak English, of course I speak English too. But if not, neither will I.

S1:

Sometimes it is applied, sometimes it is not applied depending on the situation

S4:

For now, not yet

Interestingly, even though S7, S10, S1, and S4 students, rarely use English outside of class, but researchers interviewed S8, S5, S9 and S3 who often use English outside of class, in interviews with researchers S8, S5, S9 and S3 it was revealed that:

S8:

I sometimes practice speaking English at home in order to help improve the quality of my English skills.

S5:

Yes, at home talking to friends there will go out alone to speak English.

S9:

Sometimes when I talk to my parents or friends I use it.

S3:

More often when watching films or with friends who speak English.

b. Classroom Environments

Based on the results of the analysis, students also face challenges in making presentations in speaking classes when students receive less effective learning in speaking classes. It was expressed by S10, S4, and S8, in their interviews that they often feel bored in class, which can result in them often feeling difficult when presenting. Using English. This is evidenced as follows:

S10:

If you study, of course it depends on the lecturer or tutor or the one who teaches. If they're fun, then I'll join in. That's good for learning. If they are monotonous it makes me feel sleepy and want to finish quickly.

S4:

Sometimes I feel bored, especially in classes or classes that are too serious.

S8:

Of course I feel bored because I am someone who gets bored quickly.

Based on the data above, it can be concluded that EFL students face many external challenges in making presentations in speaking class, external challenges

are challenges related to educational teaching strategies, family and environmental support,

Discussion

Researcher have tried to find out the difficulties of English presentation in speaking class that influence English students to communicate in English. Regarding the interview approach, the findings of the researcher indicated that the participants faced two difficulties that affected their English skills, starting from personal factors and linguistic mastery. From the interview data, English students seem to face several problems such as vocabulary, pronunciation, shyness.(see Susilawati, 2017) It has been noted that this study concluded that students studying at the English Department at the University of Indonesia had many problems when delivering presentations, namely lack of confidence, grammatical errors, pronunciation, wrong and weak vocabulary and fear of made a mistake. However, the results of this study differ from the results of the investigation by Lar and Maulina (2021). English proficiency is a challenge for students in Indonesia as users of English as a foreign language.

Interestingly, most of the participants in this study considered limited linguistic mastery to be a major problem in communicating, which has often been overlooked by many previous studies on English students' difficulties in speaking English during English class presentations. (Al-Nouh, Kareem & Taqi, 2015). On the one hand, personal factors are not dominant in this study. This illustrates that Students have to study harder to become better at speaking English. Although these factors were not addressed in a significant way, their difficulty communicating in English is likely to be psychological in nature, influence A prominent aspect that was not noticed by research participants in this study was the planning of group discussions. This is different from previous research which found that English proficiency is a challenge for students in Indonesia as users of English as a foreign language (Lar and Maulina, 2021).

The most striking finding in this study was that, although most of the participants were willing to communicate, they had not received more detailed English instructions. This shows that it is not only vocabulary, pronunciation and so on that support English students to speak English but self-doubt and shyness also need to be seen to support their speaking English to communicate in English. Especially in English courses. Therefore, it is very important for students and lecturers to find ways to provide positive reinforcement to other friends so that their English speaking improves. Therefore, research to overcome the deficiencies in my in-depth research how self-confidence, pronunciation and embarrassment need to be improved and eliminated to support students in using English communicatively and how aspects of students' personality traits help them to speak Englis

CONCLUSION

The purpose of this research is to find out what difficulties EFL students experience in their presentations in speaking class in semester 2 of Islamic University of Malang. This finding reveals that there are two factors that influence their students' difficulties in speaking English presentation, including 1) Personal factors, for example shyness and lack of confidence, pronunciation, and vocabulary, including 2) External factors, for example English Speaking in other places, Classroom Environments. In this case, there are findings about how these factors influence the difficulties experienced by EFL students in their presentations in speaking class, namely from personal factors in the form of nervousness and often feeling afraid and then from limitations in language acquisition, namely difficulties in vocabulary and pronunciation, from external factors, in the form of a student's reluctance to communicate using English outside the classroom and often feel bored in class.

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