SPEAKING PROBLEMS IN DOING ORAL PRESENTATION AT ENGLISH AS A FOREIGN LANGUAGE TEACHER EDUCATION PROGRAM OF UNIVERSITAS JAMBI

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ABSTRACT

The research was aimed at observing the speaking problems in doing oral presentation in English as a Foreign Language Teacher Education Program at Universitas Jambi. Telephone semi-structured interview was applied in this research to gain the data from nine students of batch 2018 from three classes. The results of this research revealed seven speaking problems found that the students faced in doing an oral presentation. Vocabulary was the most problem the students met, and speaking in gargling was the least problem. The five other issues were getting nervous, pronunciation, grammar, not understanding the material, and not being well-prepared. The students did several things to overcome difficulties: improvisation, asking for help from friends, using Indonesian, and getting the notes. They did various things to overcome those problems depending on the situation while doing an oral presentation.

Keywords: speaking problems, oral presentation, English as a Foreign Language Teacher Education Program.

INTRODUCTION

Speaking is one of the language skills. It is the first skill to learn for people in any language, including English. Experts have stated about the role of speaking skill to be learned in a language. In a*Language Teaching Projects* by Parapalli Srinivas Rao (2019) entitled The Importance of Speaking Skills in English Classrooms, it was stated by Brown and Yuke (1983) that speaking is the skill that gets the most judgment from the students in real-life situation. Another idea was stated in another *Language Teaching Projects* entitled Developing Speaking Skills in ESL or EFL Settings. Chaney (1998, 13) stated that speaking is a process to build and share meaning by using both verbal and non-verbal symbols in various contexts. He stated that foreign language or second language learners should have a clear understanding of the content while speaking and the ability to use effective oral communication skills. From the definitions above, the researcher concluded that speaking is a skill to deliver information, including the meaning from the speaker. This skill depends on the context it occurs, the participants, and the purpose of the speaking. In an oral presentation, students use speaking skill which aims to deliver to the audiences what things are going to say.

Recently, speaking skill is used at English as a Foreign Language Teacher Education Program of Universitas Jambi, especially in doing oral presentation for several courses. It was expected that the students could deliver well the topic to the audiences in English. In fact, the students seemed to get difficulty in doing oral presentation at learning process. They might not understand well of what was being presented. Speaking in English while presenting made them seem to lose the idea. Some cases showed that the students switched from English into Indonesian. The similar phenomena were found in the previous research by Inayah et al (2019). They conducted these research to investigate students' speaking problems and the reasons in presentation classroom. From their questionnaire, it revealed that problems students faced, caused the use of mother tongue, not knowing what to say, inhibition, and low participation.

Doing oral presentation has several benefits for the students to do as stated in some studies, namely helping instructors cater to students' learning styles, practicing speaking, providing students with a deep understanding of the presentation topic, and providing independent, critical learning to simplify

cooperative learning and to introduce technology to the students (Al-Issa & Al-Qubtan, 2010; Munby, 2011). By these things, it revealed that doing oral presentation is useful for students in academic class of university. We should perform as good as we can. But the speaking problems might occur during the presentation. So as to, the researcher thought that this topic was important to investigate to give the reflection for students of what problems they face in oral presentation in certain topics and certain situations.

METHOD(S)

a. Research Design

This research was conducted to get to know the students' speaking problems in doing oral presentation and the strategies they use to deal with the problems. The data was a discussion of the responses by participants related to the research questions of this research. The participants responded to the interview questions based on their experience through the oral presentation process. This brought them to express what their feel at that moment. Therefore, according to the researcher, the most appropriate design to conduct this research was qualitative. The supporting ideas of using qualitative design to this research are driven by some definitions of it.

Some definition of qualitative research from experts that the researcher quoted below are from a study by Haradhan (2018, p.23) entitled *Qualitative Research Methodology in Social Sciences and Related Subjects*. It is stated that qualitative research is the observations and interpretations of the perception of people of different events, and it captures the people's perception in a natural setting (Gentles et al, 2015). Another idea about qualitative research was stated by Punch (2013) that it is a kind of social science research that collects and works with non-numerical data to interpret the meaning from the data which help the researchers to understand the social life by studying the targeted populations or places.

Besides, in a study by Haradhan (2018, p.23), it is stated that qualitative research has gained more and more are in the social domain. This research aims to provide a detail understanding about human behaviour, emotion, attitudes, and experiences (Tong et al., 2012). Moreover, this research is used to explore people's behaviour, perspectives, feelings, and experiences, and what the important thing in their lives is. In a discussion entitled *Comparing Qualitative and Quantitative Approaches* by Hassan (2016, p.2), it is written the purpose of qualitative research that is to explore the meaning of people's experiences, culture, and their point of view of a particular issue or case (Creswell, 2009).

b. Research Site and Access

This research was sited in Universitas Jambi. The participants in this research were the students of English as a Foreign Language Teacher Education Program. To access them, the researcher asked permission to the headmaster of English as a Foreign Language Teacher Education Program to conduct this research.

c. Participants of The Research

To collect the participants in this research, the researcher used ***purposive sampling*** technique. Purposive sampling or judgment sampling is an intended choice of the participants regarding to the criteria decided. As in mentioned in an article by Ilker, Sulaiman, & Rukayya (2016, p.2) whose title is *Comparison of Convenience Sampling and Purposive Sampling*, by choosing this sampling technique, the researcher determines the qualities of people to find out the participants who are available to participate in this research. The participants in this research were the students of batch 2018 of English as A Foreign Language Teacher Education Program at Universitas Jambi. The researcher conducted this research to the 9 of batch 2018 students from the three classes.

To get the participants in this research, the researcher shared the Google Form link to the three classes of the students of batch 2018 of English as A Foreign Language Teacher Program at Universitas Jambi. The Google Form provided the description about the research and questions

about their identity to be selected 9 participants for the interview. The Google Form link and its content about this research were provided in both English and Indonesian. The researcher enclosed a description about this research and how the research would be conducted including telling them that the instrument of this research was telephone interview (regular telephone). The questions in Google Form link consisted of the following data from the students:

1. Name,

2. Student number,

3. Class,

4. Whether the student has taken the Speaking for General Purposes and Speaking for Academic Purposes course or not,

5. Requirement to upload their KHS that include the score of Speaking for General Purposes and Speaking for Academic Purposes course,

6. Whether the students ever face speaking problems in doing oral presentation, and

7. Whether the participants would like to participate in the phone interview that the researcher tells the participant that the phone would be done by the phone number not using any internet connection.

8. Phone number and *WhatsApp* number for the students who are willing to participate in this research.

9. Space for potential participants to ask anything about the research.

The 9 participants consisted of two males and seven females from class R-001, R-002, and R-003 batch 2018 students of English as A Foreign Language Teacher Education Program of Universitas Jambi.

d. Research Instrument

To gather the data in this research, the researcher used interview as the main instrument. The researcher selected this tool by considering the current situation that we are in the pandemic. So, the interview was done in a long distance with the participants.Interview in research is an interactive process involving a person who asks questions to look for information. The methodology of qualitative research the researcher chooses is semi-structured interviews. It is because the researcher would like to know the participants' experience about their speaking problem (s) in oral presentation, their strategy(es) related to the problem (s), and any other supporting data related to the speaking problem in oral presentation they present. Moreover, as stated in an article by Frances, Michael &Particia (2009, p.310), this type of interviews has flexibility that allows the exploration by the participants who raise issue spontaneously. It is stated that there are ideas that support the researcher's choice in using this type of interview. It is stated that the focus of semi-structured interview is letting the interviewees to tell their own story rather than answering a set of structured questions. Stuckey (2013) in Adhabi& Anozie (2017) stated that the researcher prepares the outline of topics and questions for this type of interview. Despite preparing outline of the topics and questions, the researcher has flexibility to propose more extended questions compared to the drafts.

e. Technique of Data Collection

The researcher phoned the participants who were willing to participate in this interview by phone in a regular way, not online. The researcher decided to conduct this research by using the phone interview as the main tool in conducting this research by considering the following reasons.

a. Due to the current situation about pandemic, it could be not as fine as without pandemic for people to travel to meet someone in a particular place in an agreement.

b. The participant(s) might have some problems for being face-to-face interviewed. They may be shy to express their idea in-person interviews.

c. The researcher could record the interview by phones, so that the researcher could do the data transcript by replaying the recordings. But the researcher needed to let know the participant(s) for doing so and asked the permission first.

d. It is flexible in terms of time and place. The participants who were the students might have the different schedule with the researcher. Besides, all the participants and the researcher might be not in the same region.

Furthermore, in a study by Raymond (2006) about Advantages and Disadvantages of Four Interview Techniques in Qualitative Research, it is written about the advantages of telephone interviews as follow. The reasons the researcher states above are also covered below.

a. It is in wide access regarding to the geography. This type of interview technique can save the time and cost during the interview process.

b. Telephone interview can help the researcher to have contact with the participants for those who might be hard to make an appointment for conducting face-to-face interview.

c. The responses from the participants can be tape recorded.

The stages in doing the interview are:
1) Pre-interview Stage

The researcher analyzed the responses in Google Form link of the student's activity. The researcher selected the 9 students based on the criteria as stated above. After that, the researcher contacts them on *WhatsApp*to discuss about the time of the phone interview process.

2) During the Interview Stage

In the time of the interview session, the researcher phoned one by one based on the agreement of the time by the students. The interview process was done in Indonesian, especially Jambi language as local language. The researcher asked the participants permission to record the interview process. The researcher explained the purpose of the interview and told the participants to response as what they experienced. After that, the researcher started the interview process by asking the participants identity following the interview questions. During asking the lists of interview questions, the researcher elicited further information by elaborating the participants' answers. After asking the questions, the researcher asked the participants whether they had something else to add or to express. Then, the researcher asked their willingness for the member-checking process for the analyzed data later. The researcher thanked the participants for their participation in this research.

3) After the Interview Stage

The researcher contacted one participant by *WhatsApp* to ask some questions related to this research. As some questions were not answered as it should be during the phone interview, the researcher got the additional information from the participants through messages on *WhatsApp*.

f. Technique of Data Analysis

The following stages of the data analysis in this research were referred to Creswell (2012).

1. After the researcher observed the participants and conducted the interview, the researcher transcribed the interview while translating it into English. The researcher typed the questions and the participants' responses manually.

2. The researcher identified the data by reading through the transcript. In the identification process, the researcher filtered the data to be used and the unnecessary responses which were not related to this research.

3. The researcher coded the data. In the coding step, the researcher read through the whole transcript one by one of the participants while highlighting the phrases or sentences that seemed related to this research topic.

4. The researcher generated themes based on the collected codes. The same codes were collected into one theme.

5. The researcher analyzed the themes.

6. The researcher reported the finding of two research questions by narrative discussion.

7. The researcher interpreted the from the whole data gathered by reviewing the major findings, the way the research questions been answered, researcher's personal reflections about the data, and the researcher's views compared to the literature review and previous studies.

g. Trustworthiness

After transcribing and summarizing the collected data during the research, the researcher did *the member checking* to confirm the analyzed data to the participants of what they had responded in the interview. The data and the analyzed data were returned to the participants to get them confirm the data.In this research, the researcher chooses *The Member Checkof Synthesized Analyzed Data* as the data validity test. The researcher wanted the participants check the analyzed data whether it is was what they responded or not. This reason is in line with the statement by Lincoln & Guba (1985, p. 236) in an article by Lori (2013, p.170) entitled *Reconceptualizing the Member Check Interview*. It is stated that the member check is a step in research in which the researcher gives back the transient data to the participants to recheck of the information they provided. Furthermore, it is stated that during the member check process, the participants can decide whether the data analyzed by the researcher are precise regarding to their responses. As stated in a report as the researcher cited the footnote about *The Member Check of Synthesized Analyzed Data*, by choosing this method in this research, the researcher intended to validate the analyzed data which might found the disconformity, to get the participants reflect on their personal experiences, and to look for the opportunity for the additional data (constructivism).
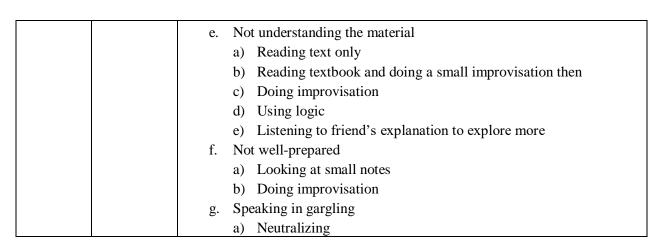
RESULTS AND DISCUSSION

The findings of the research are concluded in the following table.

Table 1. Findings of The Research

Number	Theme	Sub Theme
1.	Speaking problems during oral presentation	a. Vocabulary b. Getting nervous c. Pronunciation d. Grammar e. Not understanding the material f. Not well-prepared g. Speaking in gargling

2.	Things to overcome speaking problems during oral presentation	a. Vocabulary problem
		   a) Using Indonesian
		   b) Asking friends
		   c) Mixing Indonesian with English
		   d) Simplifying the words
		   e) Saying 'Something like…'
		   f) Using filler, thinking, and revising the incorrect word
		   g) Doing improvisation
		   h) Getting the closest meaning word
		   i) Trying to still use English even it is ineffective
		 b. Getting nervous
		   a) Doing gestures
		   b) Not staring at the audiences' eyes
		   c) Acting to see the notes
		   d) Using own language to deliver the material
		   e) Getting some jokes
		   f) Holding something
		   g) Asking more time to look for the answer
		   h) Staying calm while thinking what to deliver
		   i) Switching using Indonesian
		 c. Pronunciation
		   a) Pronouncing the words using feeling as the pronunciation is correct
		   b) Improvisation
		   c) Asking friends
		   d) Trying to use English even it is ineffective
		   e) Revising the correct pronunciation
		   f) Remembering others' pronunciation
		 d. Grammar
		   a) Just speak as it is comfortable
		   b) Continuing the presentation
		   c) Using filler, thinking, and, revising the incorrect one
		   d) Asking friends
		   e) Trying to use English even it is ineffective

		e. Not understanding the material
		a) Reading text only
		b) Reading textbook and doing a small improvisation then
		c) Doing improvisation
		d) Using logic
		e) Listening to friend's explanation to explore more
		f. Not well-prepared
		a) Looking at small notes
		b) Doing improvisation
		g. Speaking in gargling
		a) Neutralizing

a) Definition of Oral Presentation

All the participants had been familiar with oral presentation. Different but similar definition of oral presentation were stated by all participants. Most of them said that oral presentation was an activity of delivering, explaining, and presenting a material, a topic, an idea chosen. It is an activity done by having a preparation and group discussion and done in front of many people by speaking directly. It includes the interaction between the presenter and audiences in question-and-answer section.Oral presentation is also an activity that is done clearly, correctly, and understandably by the audiences. For the whole, all those definitions given by the participants were in line with Levin and Topping (2006) opinion about oral presentation in the same study by Al-Nouh, Abdul & Taqi (2015). Levin and Topping (2006) stated that oral presentation is a speech that is planned and practiced. Furthermore, they argued that oral presentation was the form of introduction from the presenter to the audience. It is not memorizing or reading from notes.

b) The Speaking Problems in Doing Oral Presentation

The results of interview section showed seven problems that the students faced during oral presentation. The first problem that was faced by all nine participants was vocabulary which was in line with study by Susilawati, Supardi, & Arifin (2017)that the most dominant problem faced by the participants was vocabulary. For vocabulary problem, most participants toldthat they had lack of vocabulary in doing an oral presentation as it was in line with the results of a study by Inayah et al (2019).The second problem was getting nervous faced by eight participants. The reasons of this problem were cannot speak in front of many people, not mastering English enough, not understanding for what being spoken, being a perfectionist to perform the presentation well, and forgetting what to say. These reasons were similar to the statements by Ur (1996) in a study by Inayah et al (2019). The other similar results relating to getting nervous were discussed in a study by Al-Nouh, Abdul, & Taqi (2015). In a study by Susilawati, Supardi, & Arifin (2017), the results showed that lack of confident was the second problem faced by the students by 17.23%, while fear of making mistake was the least problem by 15%.

Then, there were two problemsmentioned by seven participants, namely pronunciation and grammar. There were several reasons of pronunciation that the participants mentioned, such as getting hard to pronounce some words, speaking fast, and getting afraid of getting judged for the incorrect pronunciation. Furthermore, there were various causes for grammar problem as well. There were not well-structured grammar and breaking the focus while remember the material as well. The other reason of grammar problem was the participant is not too good at grammar. She said that English pattern was not the same as Indonesian pattern which in Indonesian, there is one pattern only. The participant thought about the grammar first before saying something.It was stated also that grammar problem happened since students were lacking time for practice English. The last reason of grammar problem was the different level of difficulty compared to the daily language used which is not too formal and hard.Those pronunciation and grammar problem were

in line with the findings in a study by Susilawati, Supardi, & Arifin (2017). In their study, grammar was the third problem faced by the students by 16.57%. While pronunciation was the fourth problem by 15.52%.

The fifth problem was that six participants did not understand the material while doing an oral presentation. Various reasons were mentioned by the participants in interview process, namely getting less motivated to search more references, not learning the topic, not preparing the presentation well, and difficult materials to understand. The sixth problem was not well-prepared stated by two participants. The reasons for this problem were less preparation for group presentation and forgetting what to say in presentation. In a study by Al-Nouh, Abdul, & Taqi (2015), it was stated that forgetting what to say was found as one of problems the students face relating to personal traits. The last problem appears from interview section was speaking in gargling mentioned by one participant only. The reason was that since she had understood the material, she wanted to deliver it as soon as possible. It was done to anticipate losing all the things she had understood.

c) The Courses and Topics The Students Got Problems in Doing Oral Presentation

There were some courses or topics the participant faced their speaking problems during oral presentation. The courses were Linguistics, Semantics and Pragmatics, Genres of English Literature, Listening, English for Specific Purposes, Discourse Analysis, Speaking, Oracy in Academic Context, Speaking for Academic Purposes. Furthermore, for the topic, it was said when it was not mastered by the participant.

d) Situations The Students Got The Speaking Problems

There were particular situations in which the participants faced their speaking problems during oral presentation, namely being in face-to-face presentation, being front of many people, and when the participant did not master the material. Specifically, the other situations were when the lecturer gives feedback and questions (including asking intensely), in question-and-answer section, during the presentation, when the audiences looked at the presenters, and too cold temperature at class. The other situations where the participant faced the problemswas wanting to defecate and when the class got really silent. But there was also a situation when the participant saw the audience who looked at her in not good way sometimes and being underestimated by people when they saw the presenter. Relating to the material, there were some situations the participant faced the problems, namely quite difficult material, new things found, and difficult question in question-and-answer section.

Between two situations where presenting in front of lecturer and in front of classmates only, there were problems that were the same in both situations. However, there were problems that disappeared while presenting in front of classmates only as well. It can be concluded that the participants got more under pressure and more formal situation while presenting in front of the lecturer. Yet, there was also a situation where the participant got the same feeling of the problem in both presenting in front of the lecturer and classmates only. She got less problem when doing a presentation in front of a fewer of audience, namely one to two. By doing presentation in front of classmates only, a participant felt more comfortable in speaking.

f. Things to Overcome Speaking Problems During Oral Presentation

For some problems in this research, there were similarity to a study by Hanifa & Yusra (2018). They provided information about the solutions done by their participants towards the problem. Those solutions were covered in getting nervous, mispronounced words, readiness and content mastery, and not paying attention to the audiences problems. For vocabulary problem, there were ten things to overcome speaking problems during oral presentation. Five participants used Indonesian when getting vocabulary problem. One participant got silent or thought and

being told by his friends for the unknown words. The next thingwas doing improvisation done by one participant. Fourparticipants asked their friends while getting speaking problems during oral presentation.

Mixing Indonesian with English was done by three participant. Then, two participants simplify the words used to overcome vocabulary problem during oral presentation. One participant got the closest meaning word when finding the unknown word in English. Besides, two participants said 'Something like…' when finding vocabulary problem while presenting to describe the words they wanted to say. The next way done by two participants to overcome vocabulary problem were using fillers, thinking, and revising the incorrect word. One participant got fillers at first when having the unknown word. She took time to think about it first. The last way to overcome vocabulary during presentation was trying to still use English even it was ineffectivementioned by one participant.

The next problem which was getting nervous covering nine ways to overcome gathered from the nine participants' experience. One participant acted to see the notes while getting nervous during presentation in front of lecturer and classmates. She also delivered the material by using her own language to overcome nervous problem. Fiveparticipants did gestures to overcome nervous problem. There were various gestures, such as just doing something meaningless movements. Besides, the other gestures were turning body right and left, stomping feet, moving fingers, and using hand gestures. These things were in line with a study by Hanifa & Yusra (2018) which told that the presenters could try to get relax by using various gestures as one of ways to deal with nervousness.The next way to overcome nervous problem was not staring at the audiences' eyes mentioned by three participants did this thing as in a study by Hanifa & Yusra (2018). Furthermore, one participant got some jokes to deal with nervous problem during oral presentation.

Then, one participant had something to hold such as pen in dealing with nervous problem. Asking more time to look for the answer during the question-and-answer section was done by oneparticipant to overcome nervous problem. Another way was staying calm while thinking what to deliverstated by one participant. Then, it got smoothly to talk about. The last thing to overcome nervous problem during oral presentation was switching using Indonesian mentioned by one participant while being with lecturer. While getting blank and the lecturer asked why getting silent, then tried to switch using Indonesian.

For the next problem which was pronunciation including seven things to overcome it. The first thing to do was improvisation done by one participant. The next thing to do was asking friends which was stated by one participant. This point was in line with one of results in a study by Hanifa & Yusra (2018). It was about mispronounced words in which the presenters could check the pronunciation by asking feedback friends. Then, three participants pronounced the words using their feelings as the pronunciation was correct.Yet, another thing to overcome pronunciation problem was trying to use English even it was ineffective. This point was stated by one participant. Besides, one participant revised the correct pronunciation when she found the incorrect word at first. The last thing to overcome pronunciation problem was remembering others' pronunciation done by one participant.

The next problem was grammar. It got five things to overcome that problem as well. The first thing was continuing the presentation stated by one participant. Besides, one participant used fillers, thought, and revised the incorrect one. When getting realized for making mistake in grammar, she changed into the correct one then. She also took time to think first about grammar.Furthermore, three participants just spoke as it was comfortable. Then, the next thing was asking friend. One participant asked for help to his friend when getting grammar problem. The last thing to do to was that trying to use English even it was ineffective mentioned by one participant.

The fifth problem which was not understanding the material has five things to do to overcome it. Two participants read the textbook and did a small improvisation then.Three participants also used the notes but reading the text only. Reading text only was agreed by one participant to fasten the presentation while presenting in front of classmates only. While one participant still tried to understand a bit of the material so she did not read the text for the whole.

It was because the presenters were not allowed to read only totally. However, a participant used notes as the preparation while getting stuck during presenting.The third thing to do to overcome not understanding the material was that using logic stated by oneparticipant. But sometimes the participant got a little information of the material by listening to his friend who delivered the material first.

Two participants did improvisation only while not understanding the material during the presentation. While the rest one did improvisation depending on the situation and condition. She often got an idea during the presentation. that idea was not included on her note. The last thing to overcome not understanding the material was listening to friend's explanation to explore more which was stated by one participant.Then, two points were showed in the results relating to overcome not well-prepared. The first point was doing improvisationmentioned by one participant. While two participants looked at small notes. One participant said that the notes could consist the titles and the subs of the topicwhen getting many materials.The last problem which was speaking in gargling which had one thing to do by the participant to overcome it. It was doing neutralizing. When realizing that she spoke fast, the participant such took some pauses to neutralize herself in trying to slow down a bit and talk calmly.

CONCLUSION

Based on the interview process, the following points are the conclusion about Speaking Problems in Doing Oral Presentation at English as a Foreign Language Teacher Education Program of Universitas Jambi.

1. All participants agreed that they have speaking problems in doing oral presentation during the learning process. Each participant has different number of problems they faced. The problems revealed by the participants include from themselves such as getting nervous, from the things related to English to master, and mastering the material.

2. There are several particular situations in which the participants faced the speaking problems in doing oral presentation. The participants have the different problems compared to present in front of the lecturers with classmates and in front of classmates only. There are problems which disappear and decrease while presenting in front of the classmates only.

3. The ways the participants do to overcome speaking problems in doing oral presentation are various. There is more than one problem that has the similar ways to overcome it. The participants can ask their friends, do improvisation, do something which might get them not to focus to a problem, and try to continue the presentation.

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