



## An Analysis of Students' Barriers in Implementing English Presentations and Online Discussions in ELT Classroom

Joko Prayudha S.<sup>1\*</sup>

<sup>1\*</sup> Faculty of Teacher and Education, Universitas Bengkulu, Indonesia, 38371.

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### ABSTRACT

*The ability to communicate effectively in English is crucial for global interaction and success in the workforce. It facilitates clear understanding between speakers and listeners, ensuring the intent and purpose of an utterance are well received. In the context of English language learning, students need to be able to convey messages effectively in presentations and discussions. This research aims to identify the obstacles faced by students when making online presentations and discussions. The research employed a qualitative method with a descriptive approach. The study involved 26 English literature students who were conducting online presentations and discussions. Data was collected through observation and interviews to identify the difficulties faced by students. The data was analyzed using data reduction, data display, and data conclusion. The findings showed that students faced internal and external obstacles when conducting online presentations and discussions. Internal factors included lack of self-confidence, shyness, insufficient understanding of English vocabulary, fluency, and unreadiness to convey messages. External factors were related to technology mastery, an unsupportive environment, and lack of English-speaking practice with peers. Despite these obstacles, students were able to improve their speaking skills through habituation activities.*

### INTRODUCTION

English is a foreign language which is used as one of the most widely spoken international languages in the world. English is also the language of instruction for many countries in the world, so it's no wonder that many people around the world are learning English as a language of communication that can help interact globally (Prayudha, 2021). English skills are not only needed as a communication tool but can be used in various ways such as educational purposes, entertainment, work purposes, tourism and so on. With the many benefits that can be received when being able to master English, it will definitely provide good opportunities for its users to do many things.

In Indonesia, English has been introduced at an early age in schools, both from kindergarten to university. The practice of implementing English learning in schools has been carried out and studied in almost all schools in Indonesia, moreover the government has included English as one of the subjects that must be taught in schools. However, even though English has been taught to students from a low level to a higher level, the mastery of English communication, especially in students' speaking skills, does not give good and maximum results (Prayudha & Pradana, 2023). There are still many students who have difficulty and are not fluent in speaking English. It is still common to find students with poor English skills even though the teaching and application of English skills has been carried out from the lowest level of education. A solution should be immediately found so that Indonesian students' English-speaking skills can be better. The

important role of a teacher in providing appropriate teaching to students will form a good teaching atmosphere to support students in achieving the goals of learning English, namely being able to express and speak in English. A teacher must be able to find creative ideas to be able to motivate students to dare to speak English so that when students are faced with certain situations they are able to express and explain something in English. Riadil (2020) stated that there were still many difficulties experienced by students in speaking skills. It is undeniable that speaking English is one of the most difficult things for students to do, even English teachers also realize that speaking skill is a slightly more difficult skill for students to produce.

Many factors cause students not to be proficient in speaking English. These factors can be internal and external factors. These two factors both have a role that greatly influences the fluency and courage of students' speaking in English. So it is very necessary for an English teacher to continue to be able to train, encourage and motivate students in improving their English speaking skills.

The ability to speak English is one of the productive skills where speakers will produce utterances or utterances through their mouths that can later be understood by the interlocutor. Speaking skills are also one of the most frightening scourges for most students when learning English. So it needs full support from English teachers to help students overcome these difficulties. Teachers need to find solutions to overcome problems faced by students, especially in speaking skills (Saeed Al-Sobhi & Preece, 2018). Furthermore, as mentioned above, students' speaking ability is strongly influenced by various factors, both internal and external. These factors are supporting so that students can change themselves to be more confident and able to improve their speaking skills. The internal factors include courage, self-confidence, attitude and attitude in speaking English, fluency, understanding of English vocabulary and so on. These things are very concerned with the natural state that is owned by students. A situation that comes from the student himself that determines an attitude to dare to appear in expressing an explanation or utterance in English. Meanwhile, external factors are things that come from the students themselves which are supporting aspects in carrying out an improvement in speaking skills, for example speaking practice friends, technology used, unsupportive environments and so on. Prayudha (2022) asserted that there are reasons why students' English proficiency is not so serious it increases it is caused by various factors. External factors also greatly influence the improvement of students' speaking skills so that when one of the factors is not met, the implementation of fluency in speaking English will experience problems for the speaker.

This needs to be a concern for English teachers to have the courage to take steps to overcome the problems faced by students. The teacher has the main role in the class with good pedagogical abilities and class management competencies so the teacher can provide a teaching that can create an atmosphere that fits the conditions and characteristics of students. Teachers need to make in-depth observations related to the situations experienced by students so that when carrying out a teaching the teacher can determine the outline of the problems faced by students. It is very necessary for a teacher to be able to find problem points in speaking skills, where he should be able to determine the right steps to help students improve their English-speaking skills. One way that teachers can do to improve students' English speaking skills is by training students to make presentations and discussions in English.

Therefore, Prayudha, Nabila & Ami (2023) states that technology can be an alternative medium in overcoming educational problems. This method can be used as a habituation in class so that students will get used to doing good practice in improving their English-speaking skills. By training students to make presentations and discussions, the teacher has carried out a good lesson in an effort to help students improve their English-speaking skills. Then, in order to carry out presentations and discussions more effectively and more in accordance with the convenience of students, teachers can apply this learning through online presentations or discussions where it is very necessary to take advantage of the integration of technology at

this time, so that it is not just training to improve speaking skills in English but also encouraging students to use technology in education to the fullest.

There are many learning platforms that can be implemented for online presentations and discussions, for example, Zoom and Google meet, these two applications are most often applied in learning so as to support the implementation of presentations and discussions carried out through these two applications. Implementation through online learning was chosen because it is easier to do and provides an opportunity for all students to be more free to express their ideas and opinions. However, sometimes the implementation of online presentations and discussions also experiences various obstacles so it is very necessary for English teachers to be aware of these obstacles in order to be able to minimize them so that the implementation of improving speaking skills through online presentations and discussions can be carried out optimally. Therefore, this study aims to determine the obstacles experienced by students when practicing improving their English speaking skills through online presentations and discussions. The question that we want to find answers to is about what obstacles were experienced when carrying out presentations and discussions online and how to overcome these obstacles.

## METHODS

In carrying out this research, researchers used qualitative methods to find out perceptions about the obstacles experienced by students in carrying out online presentations and discussions. The qualitative method was chosen because it can find out information about opinions, perceptions, points of view experienced by research subjects regarding the object that is the subject of research. According to Cresswell (2013), in qualitative research, the focus is on how the research subjects provide opinions, perspectives or perceptions about what is being studied so that from the results of these opinions an outline can be taken as data in research. Arora, & Stoner (2009) explains that qualitative methods can be used to obtain more detailed information about what is being studied so that the results obtained are more comprehensive. A descriptive approach is used to explain in detail and describe about the students' barriers in improving speaking skills by doing presentation and discussion online. In conducting this research the selected approach uses descriptive. A descriptive approach can be used to describe and explain in detail the findings obtained in research, both in the form of perceptions and opinions without any manipulation of the findings obtained. According to Sugiyono (2014) descriptive approach is a study to determine facts by providing in-depth interpretation by describing phenomena accurately according to what happened. This means that the descriptive approach here will explain in detail the obstacles faced by students when carrying out presentations and discussions online.

This research was conducted with 26 second semester students of English literature who carried out presentations and discussions online for two months regarding topics and discussions regarding daily activities. The presentations and discussions are carried out via the Zoom and Google meet platforms with a duration of two hours every one week. Presentations and discussions are carried out to encourage students to improve their speaking skills in English so that they are able to explain and express their ideas and ideas related to the themes discussed. The data was obtained through the implementation of observations and interviews with several students regarding the perceptions of the obstacles they experienced during the implementation of applied learning. Furthermore, when the data has been obtained, the data is analyzed through three stages proposed by Mile, Huberman & Saldana (2013), yaitu data reduction, data display and data conclusion.

## RESULTS AND DISCUSSION

This research was carried out to find out the perceptions of English students regarding the obstacles to learning presentations and discussions in using English online as an effort to improve their speaking skills in English. The implementation of learning emphasizes students to be able to produce utterances in the form of opinions, ideas, creativity and their experiences regarding themes or topics discussed through the use of English. Parmawati Aseptiana, (2019) states that teachers need special abilities to find out the right solution in overcoming every problem student face during learning. This method is carried out so that students are encouraged to do good practice speaking English through presentations and discussions so that they can improve critical thinking skills and be able to increase self-confidence when speaking English. Through practicing speaking activities with presentation and discussion strategies it will also foster students' thinking skills critically, creatively in solving a problem so that while practicing speaking students can also increase their knowledge and understanding related to the topic or issue being discussed.

During the implementation of this activity students and teachers together carry it out through the use of learning technology. This is done so that students are accustomed to using learning media so that they can encourage their ability to master technology for more positive things in the field of education. The application of learning through the integration of technology can also be an effort to encourage students to become 21st century humans where the role of technology has become part of aspects of human life so it is very important for teachers to create young people who have the ability to understand digital technology well. Nowadays, almost everyone has technology in their hands, either in the form of a smartphone, laptop or tablet, which is often used as a communication tool. Not just a communication tool but this technology can be used as a tool to do other work such as learning (Ati & Parmawati, 2022). Technology in the field of education has actually appeared in previous years where as we know that technology exists because it is the result of learning or science, so inevitably we have to be able to adapt to the environment using technology in learning.

In some schools in urban areas, sometimes they already have good learning technology facilities, for example, there are computer laboratory facilities, language laboratories, free internet connections and so on which English teachers should be able to use as a means to support the improvement of students' language skills. This kind of thing is a learning innovation that can be done and applied as well as possible in improving students' speaking skills. The teacher must be able to find solutions to improve the various language barriers of students so that when students have difficulties with certain materials or certain skills, the teacher can intelligently determine solutions to solving these problems (Syafii et al., 2019).

In the case of this study, it was found that there were still many students who were not fluent and confident when delivering a statement in English. There are still many obstacles experienced by students in terms of the ability to speak English. This is one of the serious problems that often occurs in almost all schools in the world which makes this the main task of an English teacher. solving this problem can actually be done in various ways, for example using strategies, techniques or learning media that are appropriate to the characteristics and interests of student learning so that when facing a lesson students can follow learning activities properly. On the other hand, even though the teacher sometimes uses good and fun teaching media or strategies, students are still found to have a low level of speaking ability. This kind of thing should be done as a habit of speaking in English so that when the habituation is carried out students will get used to properly training themselves to speak English. Providing teaching by carrying out a habituation should be carried out routinely and definitely without putting pressure on students to carry out their learning (Depi Prihamdani, 2020). Here, at the school where this research was carried out, the teacher has carried out a good practice in speaking habituation activities using presentation and discussion strategies through technology

integration. Students are asked to make presentations and discussions through two learning applications Zoom and WhatsApp in delivering their statements. This was chosen because the two applications are the most familiar with students' lives in learning so that the teacher encourages the implementation of presentation and discussion activities through this technology. Through the integration of this technology the teacher also wants to invite students to get used to using it as one of the advancements in the field of education so that instead of avoiding traditional teaching it becomes more modern.

During the learning activities carried out, observations were carried out to find out the impact of the use of this learning technology on the presentation activities and online discussions. The implementation activities are carried out for two months related to various themes or topics that are currently happening or matters related to daily life. Presentations and discussions are carried out at school where students have the opportunity to do it outside the room by choosing a place where students feel comfortable to express opinions in English. Students are given the freedom to be able to express their opinions and ideas related to the topic being studied in a more flexible way so as not to make students feel pressured when the activity takes place. Before learning is carried out the teacher gives a learning instruction regarding the steps and what aspects need to be carried out while the learning is carried out so that students have a clear direction in carrying out these activities.

During the activity, it appeared that the activities carried out by the students were very diverse, there were students who confidently and happily answered and explained something in English, but there were also students who quickly conveyed a message without giving long preamble (to the point). ), besides that the enthusiasm of students in carrying out online presentations and discussions can be classified as good, students have equal opportunities to express their opinions and students can exchange information and knowledge in English. The positive side of this learning is that students have high motivation and confidence in carrying out presentations and discussions online even though the language they use still experiences many obstacles both from grammar, vocabulary, accuracy and clarity. Even though there were still many language barriers, the enthusiasm and courage of the students increased. Students tend not to show expressions of fear or embarrassment when expressing an opinion through online learning, even for some students who are considered introverts they are more comfortable conveying their intentions and goals as well as their opinions well through online learning.

Even though in terms of motivation and self-confidence it showed an increase, there were some students who seemed less enthusiastic about carrying out these online presentations and discussions, including mastery of technology that was not very good, especially when using the Zoom application and then they stammered or were nervous about saying sentences in English. This is still considered a minor problem in practicing a speaking activity and should also be minimized by English teachers in the future. Fauzi & Hanifah (2018) stated that in the process of implementing learning activities it was considered to be going very well, students took part in the activities well and were actively and fairly involved in expressing their respective opinions. Thus, based on the results of observations, it shows that online presentation and discussion activities are able to provide good opportunities for students to improve their ability to speak English.

Furthermore, to obtain and know in depth about student perceptions related to the obstacles experienced when carrying out learning through online presentations and discussions, interviews have been carried out with several students who represent all students when learning English through online presentations and discussions. The interview results can be described as follows:

**How were your speaking skills, especially presentations and discussions in English before learning to use learning technology?**

*“My previous English proficiency was not that good. I still get many problems when delivering an utterance in English, starting from my low language ability, feeling insecure, shy and not daring to give an explanation in English. I feel that my English speaking ability is not very good, so sometimes I don't have the courage to convey an utterance when having a conversation in English. There are so many difficulties for me when I want to convey a statement so I feel the need to improve and practice harder so that my speaking English can improve.”*

**What do you think about learning to speak English, especially presentations and discussions through online learning platforms?**

*“When it was stated that I was learning to speak English through learning technology, at first I felt afraid to do it because I didn't really understand the implementation of Zoom and Google meet learning plus my speaking ability was low, which caused me to feel pressured at first. However, it turned out that the implementation of learning through the platform was very enjoyable and provided an opportunity for me to be able to practice improving my speaking ability in English. Using the platform is very easy and we have the same opportunity to convey something using English. Through learning technology I can become more confident because I can practice well and don't get pressure or feelings/conditions that make me feel afraid, really learning through technology is more effective and efficient in training my English speaking skills.”*

**Is there a change in improving your speaking ability when you practice speaking English through online presentations and discussions?**

*“Learning through learning technology provides convenience and a more flexible way of conveying an opinion. All students can participate in listening to the opinions of their peers and what is certain is that students are without hesitation and embarrassment to be able to express themselves in giving their opinions. Because I am not face to face I am more courageous and confident when giving responses or answers from my friends. I am also more courageous in carrying out speaking activities in English.”*

**What do you think are the advantages of conducting presentations and discussions online compared to offline?**

*“The advantage in carrying out presentations and discussions online is that students are more free in conveying something, there is no fear, embarrassment and lack of confidence. Students are given the same opportunity to convey a message so that the teacher can provide direct feedback on the messages conveyed by students. In addition, there is a significant increase in students' character or confidence in conveying something compared to offline presentations or discussions.”*

### **What about the obstacles you experience when conducting presentations and discussions online?**

*"The obstacles that I experience may still be my lack of ability to speak English, for example fluency, lack of vocabulary mastery, disruption of learning technology, lack of practice so that it makes me sometimes blurt out. However, there are a small number of students here who say that they still lack self-confidence, are not brave and are embarrassed not because of the learning technology but because they don't know what to say or don't have enough knowledge about the words they want to say in class. carry out presentations and discussions online."*

Thus, it can be concluded that there are still a number of obstacles faced by students while carrying out English learning habituation activities through online presentations and discussions which must be a task for the teacher to complete immediately. Fahmi et al. (2021) also added that there needs to be an effective way to minimize the problems experienced by students. However, even though these problems or obstacles occur, the implementation of online presentation and discussion learning shows a positive increase in terms of courage, students' confidence in conveying a message related to the topic being discussed. Thus, learning activities through this learning technology have a good impact on the motivation of students' self-confidence and courage in conveying something, even though the English teacher still has to make a number of improvements and find solutions to some of the obstacles experienced by students. This is a conclusion that we must know that the implementation of online presentations and discussions can be a good alternative in carrying out good habituation practices for students to improve their English speaking skills.

### **CONCLUSION**

One of the skills in English that is often used as a benchmark in assessing language fluency is speaking skill. Speaking skill is one of the productive skills produced by the human speech apparatus in conveying a statement or utterance. It is very necessary for teachers to be able to encourage students to improve their speaking skills in English, one of which is by implementing good practice through online presentations and discussions. Application through this technology is one way to introduce students to the importance of the role of technology in education so it is very necessary for teachers to determine a good platform to support activities to improve students' speaking skills. However, sometimes students often encounter obstacles and obstacles when carrying out online presentations and discussions so it is very necessary for teachers to find out the causes of these obstacles.

In this research, the causes of these obstacles are divided into two factors, internal factors and external factors. Internal factors are factors that come from within the students themselves such as self-confidence, courage, embarrassment, vocabulary comprehension, fluency and others. While external factors include an unsupportive learning environment, inadequate technology and a lack of partners to carry out speaking practice which makes students unable to carry out speaking activities in English. Even though students experience various obstacles, the implementation of presentations and discussions can help and train students in giving opinions and ideas using English properly, it can be seen that there is a positive interest and an increase in students' willingness to give opinions in English.

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