Students' Speaking Difficulties in English Presentations at SMA Pujer

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Abstract

Students prefer their native language over English in everyday communication. While initial conversations in English go smoothly, difficulties arise as the conversation progresses. Especially, during presentation students often find it is difficult. This study set out to discover students speaking difficulties in English presentation. A qualitative method was used to summarize the data that was obtained from the outcome. The primary data in this research will take from that will be given for students at SMA Pujer in academic year 2022/2023. The data obtained from questionnaire that distributed to all students. The data obtained from the questionnaire was analyzed by using descriptive statistic.Those difficulties were categorized into several groups, namely: Speaking anxiety, topic and vocabulary, time management, grammar mastery and keeping the audience.Most of the students who had problems noted that giving an oral presentation was particularly tough because of their fear and lack of confidence. Students can overcome their challenges by bringing a note with them during presentations, memorising the material, and avoiding eye contact.

Keywords: Speaking, Difficulties, Presentation

INTRODUCTION

Students need to learn how to speak in order to interact with others effectively. Speaking is seen as a necessary skill because it is crucial to pupils' ability to learn English. Students benefit from having more confidence speaking. Speaking is frequently the ability on which a person is judged at face value in various circumstances, claim Mc Donough and Shaw (2002:126). This means that rather than other language skills, people frequently assess our language proficiency based on our speaking ability

Speaking is a method of conveying ideas and messages to other people through sharing our feelings, thoughts, and opinions. There should be two ways to exchange thoughts, ideas, communications, and information, not just one. Interactive communication requires both speakers and listeners.

One of the most crucial abilities in learning English is speaking because it is one of the abilities to speak about a language. Speech is an interactive process that takes in information, processes it and creates meaning. Speaking is actually thought to be more challenging to employ than other skills. In fact, a large number of junior high school students study English at higher education, and many find it challenging to communicate verbally.

When speaking, pupils may run into issues. First of all, due of the condition of the student who lacks vocabulary, it is difficult for them to speak during class and they are uneasy using English. Second, some of these students hold back when speaking in English out of concern about their blunders. Because they don't pronounce words as well as native speakers, some people are afraid. Thirdly, more native or first language is used while speaking by pupils.

These things are thought to make a student's language skills weaker. There is little doubt that communication anxiety and linguistic difficulties are key factors in learning a foreign language. Anxious speakers could have more difficulty doing so. In reality, many students who have studied English for a long time still find it difficult to communicate.

The majority of student conversations were held in their mother tongue rather than English. When students use English in a discussion, things go smoothly at first, but they become more challenging as the conversation goes on. Usually, they have to consider their language choices, verb tenses, and sentence structure.

One method for raising students' proficiency in speaking is through presentations. Oral presentations, which King (2012) describes as a good communicative practise, are commonly used by ELF conversation teachers to develop their students' language skills. Thus, the researcher deduces from the definitions provided above that an oral presentation is a task in which students share thoughts or information with audiences in order to improve their oral fluency.

According to Baker (2000), giving an oral presentation inherently involves speaking in front of a crowd. The majority of people converse with others for hours every day, but they find it difficult to provide an oral presentation that is a formal discourse. Oral presentations are included under oral communication. This method of communication is employed. It aims to instruct or persuade. Oral presentations take place under time limits in formal contexts. Presentations need to be well planned. The presenters might add visuals to their presentation to enhance it.

The following discussion will share some difficulties in giving an oral presentation based on several studies:

1. Difficulty in Constructing Good Grammar in Speaking
   According to Thornbury and Slade (2007), manual L1 to L2 translation was one of the students' speaking difficulties. Because of this, it will cause the presenters to run into a new difficulty while trying to put together a good statement with appropriate syntax and terminology. Rajoo (2010) emphasized that grammar also plays a significant part in the errors made by students. It happens because students often construct sentences without considering the grammar.
2. Difficulty in understanding the topic
   According to Tuan and Mai (2012), it is challenging for students to learn when a teacher assigns a subject that they are unfamiliar with. This causes the subject. The organization of the presentation by the students presents some challenges related to the subject.The organization of the presentation on the subject that will be covered should be known by the students
3. Problem in Keeping the Audiences' Interest.
   According Thornbury and Slade (2007), one of the challenges facing students during speaking in front of the class is keeping or persuading the audience to pay attention. In other words, it might be challenging for speakers to keep audiences' attention during oral presentations.
4. Problem pace in speaking
   Another difficulty the student encountered when speaking in front of an audience was speaking speedily. There was a research that looked at the student's difficulties, particularly with the pacing. Most students.According to Rajoo (2010), have a tendency to speak too quickly. The audiences struggled to comprehend as a result.
5. Memorizing Problem
   The inability to recall something caused the blankness. Rajoo (2010) also discovered that students' difficulties with memorization are a factor in their decision to speak in front of an audience. According to Rajoo, the students unexpectedly forgot what they were going to say when speaking in front of a crowd.
6. Anxiety
   According to recent research, students' anxiousness is one of the biggest challenges they have when speaking in front of an audience (Al-Nouh, Abdul-Kareem, & Taqi: 2015). El-Enein (2011) also claims that the majority of learners were terrified to present in front of an audience.
7. Teacher's expectation
   The students find it challenging to give an oral presentation because of the teacher's expectations. Studies have shown that teachers' expectations might make it challenging for students to give presentations. According to Thornbury and Slade (2007), the majority of students struggled with what teachers expected of them when they gave an oral presentation.
8. Time Management
   A study which was done by Tuan and Mai (2012) investigated on the students' problem in doing an oral presentation. They stated that the students also faced time problem when they were doing the presentation.

Additionally, a study by Rajoo (2010) divided the students' difficulties with oral presentations into four categories: vocabulary/language/grammar (not being fluent in speaking English, grammatical issues, and a lack of vocabulary), contents/ideas (having trouble giving examples, having problems with topics, having trouble attracting students' attention, and being afraid if the points are incorrect), and personal traits (talking too quickly, being nervous, having trouble memorizing, etc). (Lack of preparation, lack of time).
Strategies are plans or approaches used to achieve specific objectives. They vary among individuals and can be employed in various situations. In language learning, there are effective strategies for overcoming speaking

difficulties, such as overgeneralization, paraphrasing, cooperative strategies, non-linguistic approaches, use of coinage, and making gestures or miming. These strategies help students communicate and solve language-related challenges. Additionally, strategies can be seen as methods or "battle plans" to tackle tasks and problems, with each individual having a range of options to choose from based on their goals and circumstances.

METHOD

As a result of the variety of research approaches available, the researcher was able to collect and analyse data for this study using just quantitative methods. Quantitative research, according to Creswell (2014), identifies a research problem based on particular tendencies or the need to provide an explanation for why something occurs. Using statistical, mathematical, or computational approaches, quantitative research is the methodical empirical examination of observable phenomena, as defined above. This study's goal was to identify the students' English presentation challenges.

The students' speaking difficulties in English presentation is the data from this study. Data collected from questionnaires will be completed by students at SMA Pujer.

The researcher will look into the students' speaking problems and how they handle them during presentations. SMA Pujer pupils were used in this investigation. Since this class has been studying presentations to enhance students' speaking abilities, this place was selected. Data will be gathered after the seminar proposal has been approved.

In this study, the data were in the form of students' answer or responds of the questionnaire. To collect the data the following steps were taken;

1. Constructing the questionnaire which consisted of 24 items related to the topic of the research.
2. Asking permission to Business English lecturers to distribute the questionnaire to the students.
3. Distributing the questionnaire to the students in SMA Pujer through online form using goggle form.

Questionnaire from the researcher's indicator, namely Linguistic obstacles, Speech processing difficulties, Academic and conversational English skills Negative Effect, Access to speaking opportunities.

The researcher in this study examined the eleventh-grade pupils at SMA Pujer Bondowoso's difficulty speaking English. After responding to the researcher's questionnaire, the students' responses were checked.

The following formula, from Sudjiono (2006), was used by the researcher to determine the percentage of students that have presentation difficulties:

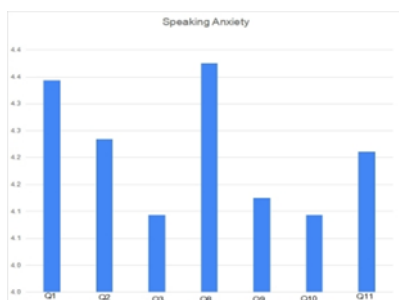$$P = \frac{F}{N} \times 100\%$$

Note :

P : Percentage

F : Number of frequency

N : Total score

RESULTS AND DISCUSSION

For the result based on the questionnaire there are 6 difficulties on students English presentation.

1. Speaking anxiety

Questions 1, 2, 3, 8, 9, 10, and 11 all deal with the anxiety of students. All of the questions have answers scoring higher than 4. It suggests that speaking anxiety is a common problem for all students

who present in English in class. The most students struggle to memorise what they have practised for the English presentation, as seen by the statement number 8 about frequently practising but still forgetting the content due to nervousness, which received the highest score.

2. Topic and vocabulary difficulties
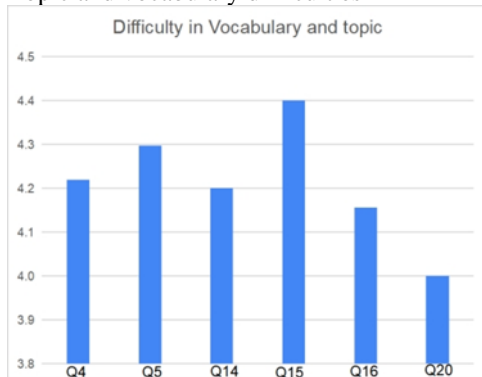
The mean score of students' answers, as displayed on figure, is higher than 4. It suggests that during English presentations, students frequently struggle to comprehend the vocabulary and the content. According to this indicator, question number 15, which has the highest score, is the most difficult to understand because it is the main cause of students' poor presentation skills. It demonstrates that the majority of pupils still struggle to comprehend the subject of their presentation.

3. Time management

The next questions from questionnaire is about students difficulty for time management. The total score from this indicator is 3.7 that indicates most of students experience enough in difficulty for time management. The question number 12 about students difficulty in managing time to make it running at the appointed time has the higher score that indicates most of students often experience for this difficulty in time management.

4. Difficulty in grammar
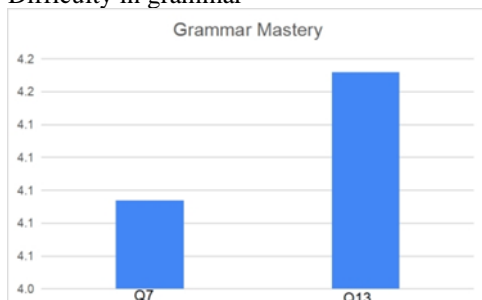
According to the graph, the average pupil difficulty in grammar is higher than 4. It shows that grammar is a topic of frequent difficulty for students. The mean score for question number 13 is higher. The issue was that pupils focused more on grammar than on how they presented themselves.

5. Teacher expectation

Teacher expectation
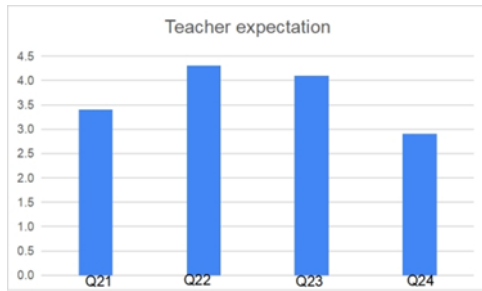
The difficulty level with regard to teacher expectations gets the lowest average score. The average result was under 4. It shows that students deal with this issue frequently enough. The lowest mean score is 2,9 for question number 24. It is about the teacher not providing constructive feedback. It suggests that this challenge is not frequently encountered by students. The question number 22 regarding students feeling anxious when teachers are watching them received the highest mean score (4.3). It suggests that this challenge affects pupils frequently.

6. Problem in keeping the audience

Problem in keeping the audience
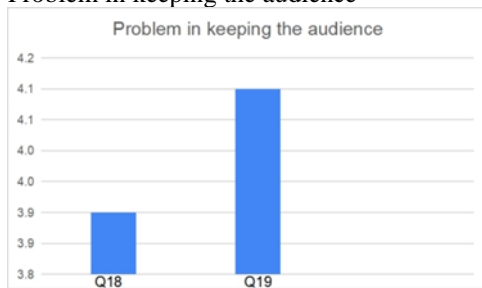
The following remark in the questionnaire talks about how tough it is for students to keep the audience. The average score was 4, which shows that students frequently experience this challenge when presenting in English. The lowest score was for question number 18, which asked whether students' reactions would affect their presentation. A score below 4 indicates that pupils have enough trouble with this. The highest score was given to question number 19, which received a 4.1, indicating that students frequently feel as though their friends would make fun of them if they made a mistake during a presentation.

Students in SMAN 1 Pujer can overcome their challenges when giving presentations in English in a few different methods. The mean score was 4,2, which indicates that most students have enough experience to bring a note during a presentation to help them remember their topic. The question number 4 asks students to bring a note during an English presentation even though they have had enough practise. The majority of students frequently utilise this to get around their difficulty in presentations, as indicated by the mean score of 4.2 for question number 14 concerning students memorising the material. The average student response received a 4.1 out of 5 for not making eye contact in statement number 23. This also suggests that most students frequently use this technique to get around their difficulties with English presentations

The researcher's data indicate that the SMAN 1 Pujer pupils in the eleventh grade faced numerous difficulties when presenting in English. Additionally, six aspects are covered by the researcher, including speaking anxiety, vocabulary and topic, time management, grammar, teacher expectations, and audience. Additionally, according to certain experts, there are solutions to every problem.

An English presentation presented some significant difficulties for the pupils in terms of worry, self-confidence, and anxiousness. According to the facts, the majority of students concur with the claims "I feel very anxious during English presentations" and "I find an English presentation difficult since I have low self-confidence." Recent research by Al-Nouh, Abdul-Kareem, and Taqi was done to support this assertion (2015). They found that the pupils' battles with anxiety became the most difficult. Daniel and Hall (2014) conducted research on how to deal with anxiety and discovered that practising more, taking deep breaths, and avoiding gazing straight into an audience's eyes were all highly beneficial strategies since they can help people feel less nervous.

A crucial element is the topic of the presentation. The findings show that there are still more problems with giving an English presentation, such as whether or not the students comprehend the subject. It was discovered that a significant portion of students agreed with the claim that "My poor performance in English presentation is caused by the difficulty of the topic." When a teacher introduces a topic that is foreign to the students, Tuan and Mai (2015) claim that this makes learning difficult for the students. The students wouldn't understand this

because they didn't have enough prior knowledge of the topic. According to Blake (2013), students can find primary source information by using search engines like Google, Yahoo, MSN Search, Bing, and others.

Finding a means to order their ideas was one of the students' challenges when giving an English presentation. They struggle to appropriately order their thoughts. It was shown that some students agreed with the statement, "I find it difficult to organise my ideas logically during oral English presentations." Furthermore, Gibson (2014) asserts that presenting a presentation is not an easy undertaking, particularly when it comes to structuring the information because it needs good presentational skills. Before confronting the issue of structuring the presentation, he encouraged the speaker to properly read the information. As a result the presenter would be able to master the topic or the material and organize it very well which means that the presenter should divide the main body of the presentation into some logical points.

CONCLUSION

The study came to the conclusion that oral presentations were challenging for students. These issues were divided into various categories, including speaking anxiety, vocabulary and topic, time management, grammar competence, and maintaining the audience. When asked about their struggles, the majority of the students said that giving an oral presentation was the most difficult because of their anxiousness and lack of confidence. Additionally, some experts have found that there are techniques to address the challenges that students confront, such as bringing a note during a presentation, memorising the subject, and avoiding eye contact.

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