

CHAPTER 2

LITERATURE REVIEW

2.1. The Students' Obstacles and Solutions in Presentation

Speaking is the process of receiving and conveying information to other people. Speaking serves two primary purposes as a skill: transactional, allowing users to interact and exchange important information, and interpersonal, fostering relationships (Aziz & Kashinathan, 2021). One of the keys to speaking skills is effective communication through speaking, which enables students of foreign languages to convey their ideas, emotions, and thoughts. According to Chaney (1998), speaking is the process of creating and conveying meaning in various contexts by utilizing both verbal and nonverbal symbols. In short, the learners can communicate and share information.

Speaking is a process of language that requires many aspects. Speaking is an oral activity that calls for proper sentence construction, intonation, and pronunciation (Rullu & Daburan, 2020). Additionally, he adds that speaking needs a sufficient vocabulary, pronunciation, knowledge of grammar, comprehension of the topic, and fluency. It means the speaker has a sufficient vocabulary regarding the topic being discussed, along with being capable of grammar and using sentences, pronouncing words appropriately, mastering the content, and speaking with fluency. Besides the linguistic aspects above, speaking skills are influenced by a wide range. As Putri et al. (2020) stated, motivations, behavioural patterns, and likely mistakes are the factors affected by speaking skills. It can be concluded that a learner of English has to be conscious of the aspects of speaking skills.

Meanwhile, Amelia et al. (2022) explained that one of the essential skills to master nowadays is the art of communication in public, which is defined as public speaking. Its activities vary from meeting with clients to presenting materials in front of an audience, from entertaining people to giving speeches at a conference. These activities require speaking skills and courage to do so, and speaking can be utilized in a variety of settings, from informal communication to formal

presentations. Providing information is the purpose of speaking; it could be built up as a presentation where the information is given to the audience by the speaker. Furthermore, a public speaker is expected to have spoken ability using appropriate language, and it is easy to understand. In other words, no formal language is needed in public speaking.

In language learning, speaking is one of the important skills every student needs to master. However, speaking also could be a challenge that students must face, especially in English. It is a well-known fact that English is an international language widely spoken throughout the world today. However, speaking English can be scary or difficult for many students. There are many factors affecting it, one of the most common things that occurs is anxiety. Some students would feel tension, speed heart palpitation, or feel unsure and have low confidence when it comes to speaking English, especially when it takes place publicly, for instance, in giving a speech or presentation. This phenomenon is in line with the definition of anxiety, as Januariza et al. (2016) stated that anxiety is an emotion characterized by tension, worried thoughts, and physical changes. Also explained that public speaking anxiety (PSA) is a kind of communication-based anxiety in which people react to real presentations with behavioral concomitants (trembling), negative self-focused cognition ("I'm concerned I appear incompetent"), and/or psychological arousal (increased heart rate) (Bodie, 2009). Furthermore, because public speaking plays a vital role in students' lives, it is essential to understand the causes, correlates, effects, and treatments of public speaking (Bodie, 2010).

Moreover, there are many factors causing anxiety to occur in learning. One of them is lack of confidence it is widely acknowledged that students experience a lack of confidence when they realize their conversation partner does not comprehend them (Januariza et al, 2016), thus students who are unconfident in their abilities and their English are more likely to experience communication anxiety (Nunan, 1999). Another study conducted by Heriansyah at the University of Syiah Kuala to investigate factors causing speaking difficulty discovered that the primary issue students experienced was the 'deficiency of vocabulary'. Hence, the main issue that prevented them from advancing was their fear of making mistakes when

they spoke. According to Thornbury (2005), students who struggle with their English language proficiency may experience anxiety and humiliation. It is undeniable that non-fluent students may experience nervousness when asked to speak in English. They may not be very confident due to their limited English-speaking abilities (Sari, 2017). Based on the public speaking above, one of the functions of public speaking is to deliver information. It can be conveyed in the form of a presentation. In the presentation, the speaker imparts the information to the audience.

2.1.1 Presentation

Presentation is one of the skills that students in higher education need to develop to communicate in public; in these activities, presenters convey their ideas on a particular topic. As supported by Widyastuti and Mahaputri (2015) A presenter is someone who displays, describes, or explains something to a group of people. A presentation is not simply providing information, but is a technique for conveying the presenter's goals in engaging the audience in the topic being discussed. Levin and Topping (2006) claim that the ingredients of a successful presentation are providing a clear goal and objective, preparing material, skills, and techniques used, authenticity, congruence, body language, eye contact, the rapport between the presenter and audience, the energy that presenter share, and also the commitment to serving the audience. In other words, presentation skills can capture the audience's attention by generating excitement through the presenter's ideas or performance.

A good presentation is desired for every speaker; there are several criteria for delivering a good presentation. Schulze and Barton (2021) argued that these criteria as follows:

- a. The topic's importance is established dawn
- b. The presentation was understandable to the audience
- c. The presentation is fascinating for the audience
- d. The conclusions are logical for the audience
- e. The audience will retain and learn some of the information

Thus, the presentation needs to be planned as much as possible.

Presentation is a skill that must be mastered in higher education; it is very helpful to develop L2 skills and increase learner autonomy. As Girard et al. (2011) stated students' presentations can boost student connection and participation in learning interests, and that can improve their ability to communicate and convey information effectively. Some people find presentations to be challenging, particularly when they are using English as a foreign language. It can happen because students encounter challenges in giving a presentation, which might impair their capacity to speak clearly and confidently. These kinds of obstacles are as follows:

a. Personal traits

Presentations require a combination of personal traits that contribute to a presenter's ability to effectively connect with the audience and engage them in conveying information effectively. At this point, personal traits define a person's distinctive nature. Al-Nouh et al. (2015) discussed that students feel anxious during the presentations. Besides, for them, presentation in front of the people is considered an anxiety-provoking situation that triggers feelings of embarrassment and worry. Giving a presentation can affect the psychological side, especially for non-native speakers. Their performance will suffer because of their anxiety. As Jounghin (2007) stated, studies on oral assessments have shown how anxiety may inhibit performance for students. In this case, anxiety can stem from many factors, one of the fears of making mistakes. Students often feel fear of making mistakes, particularly when they perform in front of a critical audience. Students were found to be shy and afraid of giving presentations in front of huge audiences, since oral presentations required a variety of skills, students were afraid of them (Al-Nouh, et al., 2015). Additionally, a student's degree of confidence and anxiety during a presentation is influenced by their language skills, cultural background, and past experiences. According to Horwitz et al. (1986) foreign language anxiety is a distinct form of anxiety that can negatively affect language learning and oral performance.

Students frequently compare themselves to their peers in the classroom, which can exacerbate emotions of embarrassment or inadequacy. During a presentation, students may avoid eye contact, talk too quickly, or forget prepared material due to increased pressure from peers and teacher expectations. Anxiety can influence how students communicate in the classroom. In other words, students who experience greater anxiety often shy away from expressing challenging or intimate thoughts in the language they are learning. In classroom settings, students often compare themselves to their peers, which can further intensify feelings of inadequacy or embarrassment. Peer judgment and teacher expectations may increase pressure, causing students to avoid eye contact, speak too quickly, or forget prepared content during a presentation. Students often feel shy when presenting to an audience in the targeted language, largely because oral presentation demands a wide range of skills, including clear articulation, audience awareness, and the ability to organize thoughts under pressure (Al-Nouh et al., 2015). Thus, personal challenges in doing oral presentations appear compounded by personality differences and additional academic or social pressures students may face.

b. Presentation Skills

Students' lack of presentation skills can be attributed to many factors, including language proficiency. Language proficiency can relate to the linguistic problem. Students emphasize the memorization of vocabulary and grammar rules due to their difficulty in presentation (Al-Nouh et al., 2015). Students frequently make errors when stating the words as well. Mardiningrum and Ramadhani (2020) found that students held certain beliefs regarding the accuracy of the language they used when delivering in English. This can lead to anxiety and disrupt fluency during presentation. A study conducted by MacIntyre and Gardner (1991) has shown that anxious students were less likely to avoid speaking situations altogether, which can result in a lack of practice and limited language development.

Besides linguistic problems, constructing an understandable presentation can promote better understanding in gaining knowledge and sharing ideas among students, for it is a main factor to success in delivering information and audience

engagement (Hosen et al., 2021; Qiu & Jiang, 2021). In other words, when the audience grasps knowledge from the content comprehensively, the process of delivering material is considered to be a success (Suhartono, et al.,2021). Therefore, determining presentation content is not easy, because apart from thinking about the title, students also have to think about the content of the presentation. Students have difficulties in choosing the topic and organizing their ideas (Al-Nouh et al., 2015). Thus, selecting an appropriate topic matter can facilitate the seamless operation of students' presentations

Therefore, the success of transferring information through presentation helps students to deal better with their feelings and overcome the obstacles they may face when it comes to speaking face-to-face with both the audience and lecturers, no matter what media is used for presenting the content. In online role reversal, every student is responsible for one another's learning (Liu, et al. 2021). In contrast, the lack of preparation students do for the presentation will have an impact on their performance and engagement with their audiences. When this happens, students may face many obstacles in doing a presentation, regardless of whether it is an online presentation. Students' difficulties in dealing with an online presentation cannot be avoided. A study conducted by Abu Bakar et al. (2022) explained that students face several problems in online presentations, categorized into two types: linguistic and non-linguistic problems. Thus, some students face significant challenges when it comes to delivering presentations, one of which is the presentation skills problem, which affects students' performance in oral presentations.

c. Technological factor

Technological factors refer to the various aspects of technology that can affect an activity. This factor became the obstacle that students face in delivering English webinars in ALS classes, due to an unstable connection. An unstable connection refers to the issues that arise when the quality of an internet connection is interrupted, resulting in delays and decreased functionality during online activities. According to Abubakar et al. (2022), students living in remote areas face

unstable internet connection. The platform used for the presentation is Zoom meeting. Although the platform is good, but is not always stable, and errors might arise. As Popescu (2020) said, freezing platforms can cause disasters for lessons. Therefore, it cannot be denied that technological factors can happen at times. These technical failures not only affect the quality of the presentation but also hinder communication between the presenter and the audience. Instructors and students may struggle to engage with the materials, ask questions, or provide feedback if the platform is malfunctioning. Moreover, such technical problems can cause frustration and diminish the overall learning experience, as they shift the focus away from the content and towards the technological barriers. Technological disruptions can introduce unpredictable challenges that not only hinder the quality of learning but also affect students' confidence and academic performance. Meanwhile, the World Economic Forum in 2019 stated that a stable internet connection is vital in enhancing students' academic performance. It promotes active participation, arouses interest in exploring concepts, and helps overcome geographical barriers, democratizing student access to information and educational content (Akhmad & Abatayo, 2024).

d. Environment distraction

In the learning process, environmental distractions have become one of the common obstacles faced by students, especially in presentations. Students reported that when students talk to each other in the class, it confuses them during oral presentation (Al-Nouh et al., 2015). The same thing happens when students do online presentations; the environment can disrupt their focus. As Abubakar (2022) said, the students were disturbed by the condition of their surroundings because of the noise, which makes students less focused on carrying out online presentations. The distraction can decrease a student's ability to focus their attention. The instructor plays an essential role in guiding student learning, but they can also unintentionally become a source of distraction. The instructor's presence interrupts students because of criticism and questions during the presentation (Al-Nouh et al., 2015). Additionally, students are concerned about the outcome of their presentations due to the instructor's presence. Students are afraid of receiving an

unfair grade for their presentation (Al-Nouh et al., 2015). It might be caused by the instructor having their standard assessment. Thus, the environmental distractions make students difficult to concentrate and deliver their content effectively.

Students encounter obstacles that are unpredictable and beyond their control. However, students have to prepare themselves to overcome these problems. Thus, students demonstrate effective solutions to overcome linguistic obstacles, based on understanding to support communication between participants and audiences. This is in line with a study by Zeng et.al (2016), which found that language barriers and linguistic problems can be encountered when adopting a growth mindset – the belief that skills can be enhanced through hard work and dedication. Then, students should think positively to build their confidence. Also, students must be responsible and focused on their webinar presentation topic. The solutions not only show their ability to solve problems but also their willingness to excel in academic communication. This means that students are well-informed about the topic presented.

In conclusion, students face several significant obstacles that hinder their performance. However, the ability to master problems and find effective solutions demonstrates a student's critical thinking, resilience, and dedication to their academic growth. It brings out their abilities to adjust in challenging circumstances, express themselves effectively even when faced with difficulties, and be responsible for their learning outcomes.

2.2 English Webinar Presentation

In this era of globalization, innovation is needed in teaching English, and students should be well comprehended. The process of finding resources and delivering them to students is complex when it comes to learning a language; therefore, in this era, technology is needed. Organizations that involve both people and machines utilize technology to apply scientific knowledge to use in practical tasks (Cakir, 2006). One of the technologies that can be utilized in language teaching is the internet, where webinars serve as a valuable tool for language learning.

A webinar is an audio-visual communication between a presenter and an audience about a topic that everyone can access through the Internet. As Rao (2019) stated, the term "webinar" originates from the "web seminar," which is a workshop or seminar that is performed virtually and can take the form of a presentation, discussion, demonstration, or other educational activity. Webinars can facilitate meaningful interaction because many features can be used, as Zieliński et al. (2012) stated that features that can be used of a webinar such present content (using audio, share video and slides, etc.) and Participant interaction through chat, audio, questionnaires, quizzes, whiteboards, "hands up" buttons, etc. Therefore, using the webinar as an English learning tool is an effective way; the features themselves can engage interaction and create more interest.

In the context of language teaching and learning English, webinars are very beneficial for both teachers and students. Zieliński et al. (2012) claim that the webinar's advantages include its flexible scheduling that allows access from anywhere, its ability to record content based on audience requests, and also provides presenters the chance to interact with the audience. Therefore, webinars are increasingly being utilized in the online education field in the modern era. Furthermore, webinars have a favorable impact on students' learning but also have drawbacks. According to Budiana and Yutanto (2020) in their research, students have difficulty logging in. They cannot share the slides because the internet is unstable, and the audio is not audible. In conclusion, webinars can be profitable if utilized properly, but they can also harm the connection.

In this research, the lecturer implements a webinar presentation as a final assignment of the course. The application used for this presentation is Zoom; the participants will receive a code or link to access the seminar at the time scheduled from the host. In this webinar, students are expected to gain experience, which can also serve as a platform for doing scientific work in the future.

In conclusion, English webinar presentations are essential for the enhancement of students' communication abilities, particularly in an academic or professional setting. They provide opportunities to engage with a broader audience and practice public speaking. Despite the obstacles, students should prepare

themselves, and a reliable technological setup needs to be considered, particularly if the presentation is given online. Thus, English webinar presentations are valuable learning experiences that help students grow in language competence and digital communication.

2.3 Academic Listening and Speaking Class

The Academic Listening and Speaking class is a course that provides students with opportunities for extensive listening and speaking practice, as well as enhanced academic presentations. In this class, students have to improve their creativity through an academic presentation at one of the universities in Tasikmalaya, Indonesia. Students who enroll in this course will have the opportunity to develop their academic presentation skills. According to Arini (2021), in this class, students were expected to systematically conceptualize, formulate, and articulate ideas into an academic presentation through webinars with a distinct title assigned to the speaker. Therefore, in this course, the participants actively listened, participated in the presentation, and then provided feedback to the speaker.

This class has been planned for four months. The class was scheduled for 16 meetings, with students participating in different activities once a week. These included discussion, note-taking, and technical activities, such as working on final projects, preparing speeches, and making presentations. Then, at the end of the class, the students were asked to make an academic presentation so that they could experience a mini-conference, and one of the topics was about better English. The presentation was conducted as a final project from the ALS class. Then, here is a specific description of the course above.

Table 2.1*Academic Listening and Speaking Webinar Schedule*

No	Time	Agenda
1	Week 1 Saturday, 18/6/2022	Webinar Group D1: An Avenue to the English Mastery
2		Webinar Group D2: Escalating Fundamental Language Skills as a Bridge to Language Acquisition
3		Webinar Group D3: Enriching English knowledge by Enhancing vocabulary
4		Webinar Group D4: Mastering The Language Essentials To Become An English Expert
5	Sunday 19/6/2022	Webinar Group C1: Exploring Current Trends in English Language Learning
6		Webinar Group C2: The Better your Dictions, the Better your English
7		Webinar Group C3: English Learning Infuse: Ways to Self Development
8		Webinar Group C4: Maximizing Your Academic Skills by Enriching English Competences!
9	Week 2 Saturday, 25/6/2022	Webinar Group B1: Be A Tremendous Learner by Mastering English Language Skills
10		Webinar Group B2: Upgrade Vocabulary and Pronunciation, Build A Good Communication!
11		Webinar Group B3: Improve Your Reading, Strengthen Your Vocabulary and Be A Good Speaker
12		Webinar Group B4: Technology as an Implementation of Today's Language Learning
13		Webinar Group B5: English for All: Some Ways to Develop
14	Monday 16/6/2022	Webinar Group A1: Vocabulary Defines Your English Competence: Some Evidence and Solutions
15		Webinar Group A2: Conquering English to Achieve Your Dreams
		Webinar Group A3:

16	Being Fluent in English: A Preparation for Global Participation
17	Webinar Group A4: Think Glocally: English as A Global and Local Communication Mode

2.4 Study of Relevant Research

The present study is relevant to the previous study conducted by Al-Nouh et al. (2015), which investigated the perception of English as a Foreign Language (EFL) college students regarding the difficulties in oral presentation as a form of assessment, employing a mixed-method research approach. His research used three main sections: personal traits, oral presentation skills, and instructor and audience in the questionnaire, which was later interviewed. The results show students have medium-level problems with their oral presentations. Teachers believe "oral presentation skills" to be the most significant component, while students believe "personal traits" to be the most significant factor affecting their performances.

The second study conducted by Khechine and Lakhal (2015) analyzed the effects of webinar performance in higher education using a quantitative method. The result showed that students faced difficulties during the webinar, such as distraction while listening, which made them anxious and unconfident.

The third study, conducted by Hadi et al. (2019), examined the challenges faced by students at one of the universities in Mataram during oral presentations in the classroom. Besides identifying students' challenges in the classroom, this study also focused on developing strategies to address the problem of oral presentation. Then their study also applied a qualitative method and used observations, focus group discussions, and in-depth interviews as data collection. The result of the study showed that the difficulties are mostly related to psychological and linguistic aspects. Additionally, the study offers strategies to address the problem.

The fourth study was conducted by Sahan et al. (2022). This study aimed to investigate the performance of EFL students in oral presentations by categorizing their level of mastery and identifying common problems that arise during performances. A descriptive quantitative study was applied. The results implied that

mispronunciation/wrong pronunciation should be considered in the learning process of oral performance i.e., English presentation in public.

The fifth study, conducted by Hizriani et al. (2022), examined students' challenges during thesis proposal seminars at the English Department at one of the universities in Indonesia, both online and offline, focusing on seminar preparation, topic mastery, students' confidence, and technical issues. Additionally, the solutions to these challenges involve students understanding the research topic and research methodology, as well as practicing effectively. In conclusion, these solutions can help develop students' confidence and motivation in presentation.

Concerning students' obstacles in webinar presentations, students face pressure, and scarce studies have been conducted. However, the obstacles in the webinar itself have almost not been observed. Therefore, to fill this gap, this study aims to investigate students' obstacles in English webinar presentations at Academic Listening and Speaking class in a qualitative approach.