

INTRODUCTION

Being proficient in one language means having the following four basic language skills: reading, listening, writing and speaking. Reading and listening belong to receptive language skills, whereas speaking and writing belong to productive language skills. Comply with Nunan (2003, p.48) who says that speaking is a productive aural/oral skill that consists of producing systematic verbal statements to convey meaning. This means that speaking is a way of expressing ideas, opinions, information and thoughts that needs to be done in two ways between the speaker and the listener. Speaking is essentially necessary when learning English so that students can have good communication with others. As pointed out by Azizah Ismi (2016, p.6) the teaching-learning process in the teaching of English is very important for the development of students. Students who are properly trained to speak will be able to use the language appropriately and effectively in a variety of social interactions.

Presentations in teaching and learning activities are commonly used to measure speaking skills at the college level. Levin and Topping in Al-Nouh, Abdul-Kareem and Taqil (2015) describes that oral presentation is planned and practiced speech that is not memorized or read from notes but is introduced by a presenter to an audience. This means students are trained to deliver a material in front of audience as the important assessment for them to improve their speaking ability. The presentation is an essential requirement for students because it offers numerous advantages. It is affirmed by Girard, Pinar, and Trapp (2011) claim that using oral presentations in the classroom leads to improved classroom interaction and involvement, increased interest in learning, and significant gains in students'

communication and presentation skills. In the performance of the presentation, the ability to provide efficient presentations is necessary because it affects the competence of foreign students to speak. It includes excellent speaking skills which for many students are not the easiest thing to acquire.

A good speaking ability is required to be able to perform the presentation. Apart from the fact that speaking is the most important skill, speaking is also considered the most challenging skill to perform in learning English in comparison with other skills. Most foreign language learners who are better at reading or writing still have a hard time expressing their ideas or thoughts orally. Communicating in English with a fellow student is difficult and gives so much pressure on students, in addition, to deliver a presentation in front of the class with numerous audiences.

There are a number of issues that students face during a presentation. Some difficulties arise either as a result of linguistic problems or as a result of non-linguistic problems. According to Horwitz, et al. , (1986, p. 118),

Language learning has some factors that contribute to students' speaking problems; these factors are derived from linguistic and psychological perspectives. He defined three linguistic problems namely; lack of vocabulary, pronunciation, and grammar, beside that he also classified psychological problems namely; lack of, and fear of making mistake.

Therefore, speaking is divided into two kinds of the problems; linguistic and non-linguistic factors. According to Zappa-Hollman (2007), linguistic issues were considered the most difficult in oral presentations. Linguistic problems include incompetence of vocabulary, pronunciation, and grammar. Psychological speaking problems or non-linguistic are speaking problems caused by psychological factors. In this case, Burns and Joyce in Nunan (1999; Schawartz, 2005; Tornbury, 2005;

Juhana, 2012: 100) argued that psychological factors such as anxiety or shyness, lack of confidence, lack of motivation and fear of mistakes are commonly that hinder students from speaking. Therefore, non-linguistic problems are outside of linguistic problems, one of the main of non-linguistic problems is psychological problem.

Being conscious of this fact, the researcher would like to identify these problems more clearly. The researcher will carry out a study on the problems encountered by the students while making an oral presentation to the students of the fourth-semester of the presentation skills class of STBA LIA JAKARTA in the academic years 2019/2020. It is hoped that the results of this study will complement the research problems faced by the students during their oral presentation. Thus, the objective of this study is to identify the most predominant and minor problems encountered by the students in their oral presentations.

Several kinds of research have been conducted on the problems related to this study. The first study is entitled Students' Speaking Problems in English Presentation, thesis by Meli Arya Susilawati (2017). In this research, the researcher concentrates on the linguistic and non-linguistic speaking problems in presentation. The population of this research is fourth-semester students of the English Education Study Program of Teacher Training and Education faculty, Tanjungpura University within the academic year 2015/2016. This research aims to discover the most dominant and least problem faced by the fourth-semester students in their presentation. This research used a descriptive method and the data is gathered through a questionnaire. The findings showed that the most dominant problem faced by the students in doing the presentation is vocabulary (18.94%), and the least

problem in doing the presentation is fear of making mistakes (15%). The other problems are lack of confident (17.23%), grammar (16.57%), and pronunciation (15.52%).

The second research is entitled *The Students' Difficulties in Presenting The Academic Speaking Presentation* by Ikhfi Ilmaniah (2018). The aim of the research is to observe the activities of students within the academic speaking class to analyze the problems of the students in the presentation of the academic presentation, and identify the particular needs of the student in the academic presentation. The research was carried out by using qualitative approach and analyzed using a descriptive analysis. The emphasis of this research is about the difficulties of the student to perform an academic presentation. The findings showed that most of the students of the English Education Study Program of Teachers Training and Education Faculty of Muhammadiyah University are lack of: 1) Goal setting on their academic speaking presentation, 2) Prioritization on what the essential point needs to be presented, 3) Self-awareness on themselves, while they present the presentation in front of the audience, 4) Self-motivation while presenting the materials; 5) Planning; and 6) Communication skill.

The third research is entitled *Presentation Difficulties Experienced By Students of English Department of Unswagati* by Tiara Widyastuti and Ratna Andhika Mahaputri (2015). The objective of this research is to know how the students make the presentation of the material. This research seeks to explore the difficulties of students in the presentation of the material. The research was conducted at Unswagati Cirebon toward the fifth semester of A and B classes. The observation was carried out for this research, and the data were analyzed by using

a qualitative descriptive approach, along with a questionnaire as data collection instruments. The results showed that most students give good criteria for doing a presentation in class, they can deliver the presentation well. Problems encountered by the student in the presentation of the material are as follows: 1) The students bring a note when they presenting the material, 2) They often fidgeting, jiggling or swaying when they deliver the presentation, 3) The student stiff when delivering the presentation and it makes presentation tedious, and 4) they end the presentation with an inspiration deficit.

This study is conducted to investigate: the predominant and minor problems faced by fourth-semester students of presentation skills class. Even though those previous studies explained above show some similarities with this research, there is one main issue that makes this study different from the previous three. It is the learning process taking place in online classrooms because of the current pandemic situation. The students study at home virtually by using applications that support the learning process throughout the pandemic, such as Zoom, Google Meet, etc. Following this, the students will do the presentation virtually. The theory applied to this research will be similar to that of the earlier study (Horwitz, 1986) and it will show the differences between the issues learners face when presenting in the classroom and online class.

METHOD

The research focuses on analyzing the problems faced by fourth-semester students of the presentation skills class of STBA LIA JAKARTA while doing an