PROBLEMS ENCOUNTERED BY STUDENTS IN ONLINE ORAL PRESENTATION AT ENGLISH EDUCATION DEPARTMENT OF MUHAMMADIYAH UNIVERSITY OF MAKASSAR

A Thesis

Submitted to the Faculty of Teacher Training and Education Muhammadiyah University of Makassar in Partial Fullfillment of Requirement for the Degree of Education Degree in English Department

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2022

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Day / Date	Chapter	Note	Sign
20/July/22	I	Abstract	
30/July/22	II	Make sure your conceptual / framework	
5/8/2022	III	explain what your linguistic paper ~~make you pursuing~~ support with another references	
10/8/2022	IV - V	Put on theories in your findings - [illegible] insert table results -	
14/8/2022	V	Reuse for conclusion and suggestion - Base on your findings and result - Bibliography / APA style -	
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Day / Date	Chapter	Note	Sign
20/July/22	1-V	- Put some of reference/source in your chapter II (some pertinent ideas) - Pay attention on your findings	
2/July/22	1-V	- Make systematic data in your findings - Put some of sources in your discussion that support your ideas in findings	
7/July/2022	1-V	- Recheck your bibliography - content - Complete your appendix	
28/July/2022	1-V	- Provide abstract, acknowledgement, list of appendix in your thesis.	
10/8/2022	1-V	- Provide your CV	
Wednesday, 17 Augt 22	1-V	- Pay attention on the name of your supervisor don't need to put the 'title' - Provide indonesia abstract - Well Done	

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Dengan ini saya menyatakan bahwa skripsi yang saya ajukan kepada tim penguji adalah hasil karya saya sendiri, bukan hasil cipta orang lain dan tidak dibuatkan oleh siapapun.

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Yang membuat pernyataan

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MOTTO

"Apapun yang terjadi tetaplah happy"

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ABSTRACT

Awalia, Dina. 2022. *Problem encountered in oral presentation through online learning of the students at English education department of Muhammadiyah University of Makassar.* English Education Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by Firman and Sitti Maryam Hamid.

Since pandemic of covid-19, the learning process transformed into online learning and become popular nowadays. This study aimed to find out the problem encountered in oral presentation through online learning of the students at English education department of Muhammadiyah University of Makassar. This research applied a descriptive qualitative research design because it aimed to exploring the students problem in doing online presentation. The subject of the research was B class at fourth semester students of English department in Muhammadiyah University of Makassar in academic years 2021/2022. The students who had obstacles in doing presentation were invited and the total subject were 10 students. The interview were conducted as the instrument of the study based on the two aspects such as linguistic problem and non-linguistic problem.

The result of this study showed that students had some problem in online oral presentation both in linguistic and non-linguistic aspects. The linguistic aspects consisted of material comprehension, fluency and accuracy. Furthermore, non-linguistic problem consisted of network and psychological factor such as self-esteem, anxiety, and motivation. The researcher hoped that the results of this study could have a good impact on teachers, students and future researchers as a reference to provide progress, especially in oral presentation.

Key Words: Problem Encountered, Oral Presentation, Online Learning

ABSTRAK

Awalia, Dina. 2022. *Problem encountered in oral presentation through online learning of the students at English education department of Muhammadiyah University of Makassar*. Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Firman dan Sitti Maryam Hamid.

Sejak pandemi covid-19, proses pembelajaran berubah menjadi pembelajaran onlinc dan menjadi populer saat ini. Penelitian ini bertujuan untuk mengetahui permasalahan yang dihadapi dalam presentasi lisan melalui pembelajaran online pada mahasiswa jurusan pendidikan bahasa Inggris Universitas Muhammadiyah Makassar. Penelitian ini menggunakan desain penelitian deskriptif kualitatif karena bertujuan untuk menggali permasalahan siswa dalam melakukan presentasi online. Subjek penelitian ini adalah kelas B pada mahasiswa semester IV jurusan Bahasa Inggris Universitas Muhammadiyah Makassar tahun ajaran 2021/2022. Mahasiswa yang mengalami kendala dalam melakukan presentasi diundang dan jumlah subyek sebanyak 10 siswa. Wawancara dilakukan sebagai instrumen penelitian berdasarkan dua aspek yaitu masalah linguistik dan masalah non-linguistik.

Hasil penelitian ini menunjukkan bahwa Mahasiswa memiliki beberapa masalah dalam presentasi lisan online baik dalam aspek linguistik dan non-linguistik. Aspek linguistik terdiri dari pemahaman materi, kelancaran dan ketepatan. Selanjutnya, masalah nonlinguistik terdiri dari jaringan dan faktor psikologis seperti kepercayaan diri, kecemasan, dan motivasi. Peneliti berharap hasil penelitian ini dapat memberikan dampak yang baik bagi guru, siswa dan peneliti selanjutnya sebagai acuan untuk memberikan kemajuan khususnya dalam presentasi lisan.

Kata Kunci: Masalah yang Dihadapi, Presentasi Lisan, Pembelajaran Online

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Alhamdulillah, thank God Almighty for all the grace and abundant gifts so that the author can complete the preparation of the thesis under the title "*Problem encountered in oral presentation through online learning of the students at English education department of Muhammadiyah University of Makassar*".

The preparation of this research aimed to fulfill some of the requirements in order to obtain a bachelor's degree in education majoring in English Language Education, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar.

Thank you for my beloved parents (Mr. Ambo Haseng and Mrs. Salmah Paiman), and the whole families who always pray, motivate, spent a lot of time to support writer in whole time and reminded the writer to finish this thesis as soon as possible. The author realizes that this thesis will not be realized without the maximum effort, guidance, assistance and helping both morally and materially from various parts.

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The author realizes that this thesis is far from perfect. Therefore the authors accept suggestions, comments and constructive criticism.

Makassar, 2022

Author

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CHAPTER I

INTRODUCTION

A. Background

In 2019, Covid 19 came over and has a significant impact on the educational sector. This sector has felt the impact of the COVID-19 pandemic because it involves routine community activities that involve many parties. Educators, students, school supporters, parents, employees, and anybody else involved in learning activities are all there. In the meantime, this learning activity must continue so that it does not come to a halt in the midst of the highway. In the face of these constraints, the government has chosen to close school buildings temporarily toward learning activities and redirect the learning process to online techniques for an unknown period of time. As a result, the internet has become the primary medium for learning (Oktaria & Rahmayadevi, 2021).

Universities are also abiding by government policies by implementing an online learning system. An online learning system, according to Mukhtar et al. (2020) is a web-based program that allows students and teachers to distribute, search, and organize courses over the internet. Even though they are learning online, students still require comprehensive learning elements to assist learning and to attain their learning objectives. This pandemic according to Laili & Nashir (2021) represents new defiance in the education sphere, notably for colleges. Due to this, universities are interested in looking for the most effective and efficient way during the pandemic to share course

content, engage students, and conduct assessments in online learning (Mukhtar et al., 2020).

One of methods available that can help students to learn English during the pandemic is the online oral presentation. Beside of the easier of the students' to learn, at the same time it is also as challenge for students in conveying messages or materials so that the message extended to the audience or participants. That's why they really need pay attention to the language and sentences they use so that they are easy to understand well, so that the message can be conveyed properly to anyone who listens to it. It has been noted that people who have difficulty in communicating with people are likely to experience more anxiety in a foreign language class because these people encounter many various difficulties that negatively affect their ability during the oral presentation.

Actually, in terms of learning oral presentations online it really helps us in forming a more confident character or eliminates our nervousness in doing presentation activities. Because this is a very important element in providing a fairly positive learning experience, or it can also be said that this method is very suitable to be used as a learning so that students are able to increase their experience in presenting material in public with the right language but also opportunity to increase their self-confidence. Even to be able to do it, a presenter or one who requires the ability to have good presentation skills. Because oral presentation skills will empower students to communicate complex ideas and information in a way that is easily

understood by the audience. In addition, having good oral presentation skills is very useful in the future especially for the student's career itself.

Based on the preliminary research observation, the researcher briefly assume that the students' faced many obstacles in learning English, Also there were some students that had problems in doing oral presentation. The problem that they were faced such as problem in organizing ideas, understanding topic, and anxiety. So that the presentation was not running well. To handle those problems, proper strategy is needed.

Based on the background above, the researcher conducted a study entitled "problem encountered in oral presentation through online learning of the students at English education department of Muhammadiyah University of Makassar". It conducted online.

B. Problem Statement

Based on the background of the study, the researcher formulates problem as follow: "What is the problem faced by students in the oral presentation through the online learning at English Education Department of Muhammadiyah University of Makassar".

C. Objective of The Research

Based on the background of the problem that has been described, the researcher formulates the objective of the research as follows: "To know the problem faced by students in the oral presentation through the online learning at English Education Department of Muhammadiyah University of Makassar".

D. Significance of the Research

1. **For the students,** the researcher hopes that this research can help the students to prepare themselves to solve their problem faced through online learning.
2. **For the teacher or lecturer**, the researcher hopes that the result of this study will be useful for the teacher or lecturer in applying strategy for teaching English through online learning. So, the teacher can improve teaching and learning English to become more active, effective, and efficient even through e-learning methods
3. **For the next researcher,** it will give good information related to the problem faced by students through online learning English, expecially in oral presentation. Also this study provides a favorable description for further research that wants to study the same case, so this research becomes helpful information and a useful reference for the next study.

E. Scope of the Research

In this research, the researcher focused on the problems faced by the students in speaking especially in oral presentation in group through online learning at the fourth semester of English Department students' of Muhammadiyah University of Makassar. The problems are consisted into two categories, those are linguistic problem and non linguistic problem. The linguistic problems are the speaking accuracy and fluency. Non linguistic

problem are students' psychology such as self-esteem, anxiety, and motivation.

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CHAPTER II

REVIEW OF LITERATURE

A. Preview of Related Studies

According to Zainal et al (2021) in their research showed that The Challenges Faced by USIM BELCOM Students during Online learning was revealed into two (2) categories of challenges – external and internal. Internet connection and environment are for external while understanding and communication are for internal. In other words, the challenges faced by BELCOM USIM students in undergoing online learning at home during the Movement Control Order can be categorized into external and internal factors. Each of the categories is made up of two (2) related challenges which are Internet connection and environment, and understanding and communication.

Ta'amneh (2021) also found the obstacles faced by students during online learning in her research entitled "Attitudes and Challenges Towards Virtual Classes in Learning English Language Courses", it's divided in two categories: the most frequent and the least frequent ones. The most frequent problem was students were not fully educated about the system in general and the process of attending online exams and assignments in specific. They might feel their practices are watched out. This made them feel bored and sometimes tired as a result of technophobia. While the least frequent obstacles were the students' experience in the use of technology, suitable technological tools to

attend the virtual lectures, home environment is not appropriate, Attending a virtual class is difficult and scary sometimes.

Beside that, Adnan and Anwar (2020) examined the attitudes of Pakistani students towards compulsory digital and distance learning university courses during COVID-19 pandemic. The sample of their study consisted of 84 female and 42 male higher education students who were surveyed to find their attitudes towards online education in Pakistan. The findings of the study indicated that online learning could not produce good results in Pakistan because of the internet problems and other technical and monetary issues in addition to other difficulties like the lack of face-to-face communication with their teachers and the absence of conventional classroom socialization. The results also showed that online learning was not as effective as traditional learning although it played a vital role during the pandemic. The result also indicated that curriculum designers and teachers need to develop and improve their curriculum and design suitable content for online meetings.

Khalilia (2020) also did a study to determine students' attitudes and difficulties towards online learning during the times of crisis and to help teachers, students and the educational institution in taking appropriate decisions in such difficult situations. Two hundred and eighty students at Al-Istiqlal University responded to online questionnaire during the second semester of the academic year 2019-2020. The results indicated that the participants had appositive attitudes towards online learning. It also revealed

that the participants encountered some obstacles while using the e-learning process related to computer skills, gender, and internet connection.

On the other hand, Lassoued et al (2020) conducted a study to reveal the obstacles of online learning during COVID-19 pandemic. The participants consisted of 400 professors and students from Algeria, Egypt, Palestine, and Iraq. The researchers wanted to investigate the different ways used by students to continue learning outside universities as a result of COVID-19 pandemic. They used a questionnaire to achieve the objectives of their study. The results indicated that the participants encountered self-imposed difficulties, as well as pedagogical, technical, and financial or organizational obstacles

Based on the preview findings above, the researcher assume that those research conducted is similar with this research which is analyze the obstacles of the students during online courses. The difference is this research analyzed only for oral presentation and most of the research above collect the data by using questionnaire. Yet, in this research collected data by using Zoom meetng and was analyzed thematically.

B. Some Partinent Idea

1. The Concept of Speaking

Speaking is the ability to express information to others in spoken language. It is the most demanding skill that people need to communicate in everyday situations. The message could be delivered to listener if we use appropriate word. Meilyaningsih (2015) states that ability to speak fluently emphasizes not only on the knowledge of language features but also on how the ability to process information on the spot. When the learners are engaged in discussions, the purpose of speaking here may be to express opinions, to persuade someone about something or clarify information. According to Harmer (2001), learners should know the language features and the ability to process them in communication. If the speaker rules the language features, it will help learners to acquire successful communication goal.

According to Shirmohammadi an Derakhsan (2015) Speaking not only knowing the linguistic feature in expanding oral communication requires but it enables to memorize vocabulary and grammatical comprehension. One of the obstacles of learning speaking is class materials and courses sometimes incompatible between them, so that most of the teachers do not facilitate situations for real practice in speaking. Furthermore, the teacher should analyze learners' interest and needs in learning and the learners should take part in oral activities to exchange spontaneously their thought in second language speaking.

a. Types of Classroom Speaking Performance

According to Brown (2004) there are six types of classroom speaking performance that students are expected to carry out in the classroom:

1) Imitative

A very limited portion of classroom speaking time may legitimately be speech generating "human tape recorder speech, where, for example, learner practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out nit the purpose of meaningful interaction, but for focusing on some particular element of language form.

2) Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self initiated or it can even form part of some pair work activity, where learners "going over" certain forms of language.

3) Responsive

A good deal of student speech in the classroom is responsive: short replies a teacher or student. Initiated questions or comments. Such speech can be meaningful and authentic.

4) Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information is an extended form of responsive language.

5) Interpersonal (dialogue)

The other form of conversation mentioned in the previous was interpersonal dialogue, carried out more for the purpose of maintaining social relationship than for the transmission of fact and information. Learners would need to learn how such features as the relationship between interlocutor, casual style, and sarcasm are coded linguistically in this conversation.

6) Extensive (monologue)

Students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports summaries of perhaps short speeches.

b. The problem of speaking

There are some characteristics can make speaking difficult. As Brown (2004) demonstrates some characteristics of spoken language can make oral performance easy as well as, in some cases difficult:

1) Clustering Fluent speech is phrasal, not words by words.

Learners can organize their output both cognitively and physically (in breath group) through such clustering.

2) Redundancy

The speaker has an opportunity to make meaning cleaner through the redundancy of language. Learners can capitalize on this feature of spoken language.

3) Reduce forms

Contraction, elisions, reduced vowels, etc., all form special problems in teaching spoken English.

4) Performance variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking and corrections.

5) Colloquial language

Make sure your students reasonable well acquainted with the words. Idioms and phrases of colloquial language and those they get practice in producing these forms.

6) Rate of delivery

Another salient characteristic of fluency is rate of delivery. How to help learners achieve an acceptable speed along with other attributed of fluency. 7. Stress, Rhythm, and Intonation The most important characteristic of English pronunciation, as well be explained below. The stress times rhythm of spoken English and its intonation patterns convey important messages. 8. Interaction Learning to produce moves of language in a vacuum-without interlocutors would rob speaking skill of its richest component: the creativity of conversational negotiation.

c. Linguistic Feature in Speaking

According to Derakhsan et al (2016), Speaking is the production skill that is included in two main categories those are accuracy and fluency.

1) Accuracy

Accuracy consists of using vocabulary, grammar and pronunciation through some activities. Speaking English accurately means doing without or with few errors on vocabulary, grammar and pronunciation. Accuracy refers to how correct learners' use of the language system is, including the use of grammar, pronunciation and vocabulary.

Accuracy is often compared to fluency when we talk about a learner's level of speaking or writing. For example a learner might be fluent (make their meaning clear) but not accurate (make a lot of mistakes).

In the classroom Language manipulation activities can help develop accuracy. These include controlled practice, drills, the study and application of grammar rules, and activities that help students to 'notice' their own mistakes.

2) Fluency

Fluency is the ability to speak spontaneously and eloquently with no pausing and with absence of disturbing hesitation markers. It also refers to some aspects like responding coherently within the turns of the

conversation, using linking words and phrases, keeping in mind a comprehensible pronunciation and adequate intonation without too much hesitation (Richards, 2006).

Wang (2014) investigated Chinese EFL learners who may have some problems in speaking English fluency and accuracy. It might be affected by cognitive, linguistic and emotional factors by the mother tongue. With respect to this, the research was conducted in Development of Education of Sichuan province. The aim of the research was to attain the learners' oral proficiency first through evaluating three vital models of teaching English speaking, and then suggesting a four-step educational method through four stages: pre-speaking, while-speaking, post-speaking and extension activity. Before speaking, students need to master enough in knowledge, vocabulary and strategies to decrease their fear and stress. While speaking, learners should have adequate time and space to enhance their fluency, with overall attention to describe their meanings. After speaking, learners need to be given opportunities to figure out the appropriate use of language to develop their speaking accuracy. Finally, extension practice is eloquent to boost learners' language use because task repetition assists learners to improve fluent and accurate spoken English.

Human's mind has limited capacity so it is not easy to focus on everything at the same time. Because of the limited attentional capacity, focusing on one area reduces students' attention to other areas. Skehan & Foster in Derakhsan (2016) argue that over-focus on accuracy may result

in the lack of fluency, and too much emphasis on fluency may lead to the lack of accuracy. Therefore, it is necessary for Chinese EFL learners to keep a balance between speaking accuracy and fluency.

Fluency (speed of talking, hesitation while speaking, hesitation before speaking). Fluency is one another popular criteria in assessing students' oral performance, which is often mentioned in contrast to accuracy. When assessment focuses on fluency, assessors judge students' ability to speak naturally without worrying too much about being completely accurate. The sub-criteria (speed, hesitations) should be decoded correctly because they may vary in the natural flow of speech as well and they may be features of the fluency (for example, fluency is rather the ability to know how and when to hesitate, or when to speak slowly). Moreover, fluency is not something that stands by itself, it depends on the level of language skills. It is hardly possible to produce meaningful speech without appropriate vocabulary stored in their mind, and knowledge of the grammar rules to combine them into sentences.

d. Non-Linguistic Feature in Speaking

It is obvious that psychological factors become important and influential elements which give a great impact on how the students acquire second/foreign languages particularly in speaking area. Therefore, it is important to point out those psychological factors based on various theories as follows:

1) Motivation

Motivation is regarded as the desire of the students in learning a language. It is not enough when the students just have the desire to learn the language, the students also need to provide a great effort to reach their goal (Ortega, 2009). In learning second/foreign languages, motivation can be divided into two factors, they are communicative needs of the students and their attitudes towards the language community (Lightbrown & Spada, 2001). In this case, the students will be motivated in learning a second/foreign language just because they need to learn and communicate it in a social large scale to support their professional ambition in the future. Therefore, they need to have a good attitude toward people who speak the target language because they need to have a contact with them. Furthermore, Gardner (2001) believes that integrative motivation is the most dominant form of motivation which is set in three kinds of condition, they are (1) the large proportion of the integrativeness, (2) the students' effort, investment, and enjoyment quantity in learning the language, and (3) the students' attitude towards teachers and curriculum used. In addition, another factor which contributes to the students' motivation is a manner or attitude to reasons of why they want to perceive their intended result (Al Othman & Shuqair 2013). In short, their motivation can influence their decision on being involved or not to a certain situation in language learning such as in speaking class.

2) Anxiety

Anxiety is a natural psychological aspect which contains the feeling of fear which sometimes cannot be controlled (Javed et al., 2013). Foreign Language Anxiety (FLA) seems to be occured very often in the process of language learning. The students cannot neglect the existence of being afraid and have a great tension when they think of foreign languages (Ortega, 2009). To the more particular aspect in learning a language, in speaking, adults are different with kids where they tend to feel anxious whenever they make mistakes especially in public situation because it is related to an image and judgement from many people about their ability in performing their speaking (Latha, 2012). In addition, there is also a possibility of losing face and accepting ignorance from people who speak the second/foreign language if their speaking cannot be understood or not acceptable.

3) Self-esteem

Self-esteem is one of psychological factors which present much contribution in students' speaking performance (Lathifah, 2015). Those who have self-esteem are potential to perform speaking in more fluent way because they make the problem of making mistakes becomes the last matter to think about. In line with Dulay, Burt, & Krashen (1982) also mention that the students with high self-esteem will be in secure place and become successful in learning a language. On the other hand, self-esteem becomes one of big challenges for students to deal with their speaking

performance mostly faced by adult students in university level (Jamila, 2014). It can be concluded that since self-esteem becomes one of the influential factors, it can be said that the students with high self-esteem will perceive better achievement rather than those who do not.

2. The Concept of Online Learning

a. Understanding Online Learning

Learning comes from the word "learning" is an activity that is carried out by someone to gain new knowledge as a provision to live a better social life. An expert named BF Skiner stated that learning is a process of adaptation or adjustment of behaviour that takes place progressively.

Learning is a term that has an interrelated and cannot be separated from one another. According to Sudjana in Sugihartono et al,(2019) learning is an effort that is done intentionally by the teacher and causes students to carry out learning activities.

Ministry of National Education "in Law no.20 of 2003 concerning National Education Article 1 paragraph 20. learning is a process resources in a school environment.

While online learning in general is learning that is done electronically using computer-based media and network. Online learning or also called E-Learning is a learning that is supported by the use of digital tools and content.

According to Numiek (2013:92), online learning is a form of learning model that is facilitated and supported by the use of information and communication technology. Dabbagh and Ritland in Arnesi and Hamid

(2020) state that Online learning is an open and distributed learning system using pedagogical tools (educational aids) made possible through the internet and network-based technology to facilitate the formation of learning processes and knowledge through action and interaction.

b. Features of Online Learning

Broadly speaking, there are four characteristics of online learning according to Flinders University, namely:

1) Personal

In online learning, students create pleasant learning atmosphere and according their own wishes in terms of atmosphere, time, place, and so on. However, online learning students also need a teacher as a control for themselves when learning.

2) Structure

As in conventional learning, online learning is carried out structurally. From before the activity started, the teacher prepared learning tools, learning materials, learning media, and learning resources.

3) Active

In online learning, one of the teacher's efforts in activating students is through logical sophistication. Because technology can facilitate and provide things needed in the learning process. With technology, teachers can design interesting and active learning for students while studying, both active in thinking, working, socializing and others.

4) Connective

The online learning process can connect between teachers and students, and connect between a team of educators oof students with staff.

c. Delivery of Online Learning Materials

Delivery of online learning materials can be done synchronously and asynchronous. Synchronous means that lectures and students or teachers with students interact in real time. For examples with two-way video conference, audio conferencing, internet chat, and desktop video conferencing.

While the delivery of materials asynchronously means that lectures and students or teachers interact with student simultaneously, the teacher conveys instructions by video, computer or other, and students respond at another time. For examples instructions are delivered via web or feedback is delivered via email.

d. Advantages and Disadvantages of Online Learning

1) Advantages of Online Learning

According to Sanjaya (2020), the advantages of online learning are:

a) Teachers can improve their professional abilities.

b) Students can repeat the learning material.

c) Improve the ability of educators and students in using information technology.

d) Increase access to learning and insight.

e) Flexible venue

2) Disadvantages of Online Learning

According to Simanihuruk et al (2019), the limitations of online learning are :

a) Lack of face-to-face interaction between students and educators and between students and students.

b) Learning tends to be coaching not education.

c) Teachers are required to better master learning techniques using ICT.

d) Not even distribution of internet facilities.

e) Lack of human resources who have the expert to operate computers.

f) The information obtained has variations in the quality and accuracy

g) Unsupported facilities and infrastructure make it difficult to access graphic, images, and video

3. The Concept of Oral Presentation

a. Definition of Oral Presentation

According to Baker (2000: 115) oral presentation is like a formal conversation, speaking to group as a natural activity. Most of people spending hours of their day time, speaking to others, however making an oral presentation that is a formal conversation, it is difficult task for them. Oral presentation is part of spoken language. The purpose of this practice is to communicate. It is design to inform or persuade. Oral presentation occurs

in organizational setting and with limitation in time. Presentation should been structured carefully.

In addition the speakers can support their talk with visual aids. Melion and Thompson (1980: 503) state that if oral presentation is guided and organized, it will give the students a learning experience and teach them an important skill which will be beneficial to ESL/EFL in all their education subject and later in their work. In addition, Chivers and Shoolbred (2007:5) state that "doing presentation is very good learning experience." In the end of oral presentation, the speakers give their audience the opportunity to ask about things that are not clear to them. The speakers answer them to complete their work. Mandal (2000: 8) defined presentation is speech that is usually given in a business, technical, professional, or scientific environment.

The audience is likely to be more specialized than those attending a typical speech event. There are different between normal speech and oral presentation. The later is a type of speech, but the former is more nature than oral presentation. According to King (2012) oral presentation is an effective communicative activity that has been widely adopted by ELF conversation teachers to promote oral proficiency. Thus, based on some definition above, the researcher concludes that oral presentation is an activity of sharing ideas and or information in front of audiences which has purpose to improve students' oral proficiency.

b. Kinds of Oral Presentation

Oral presentation are a common feature of many courses at university. They may take the from of a short or longer presentation at a tutorial or seminar, delivered either individually or as part of a group. According to Heaton (1991) there are two kinds of oral presentation as follows:

1) Individual Presentation

The benefits of individual presentation include helping students to gain confidence while speaking on their own in front of a large group, or to take personal responsibility for critically understanding and responding to questions. In the process, students become localized "experts" on certain subjects.

2) Group Presentation

There are substantial benefits to assigning presentation in groups. Groups encourage team work and help students get feedback from each throughout the process of developing the presentation. Groups can prepare presentations during or outside of class.

Group presentation require students to work together to plan and prepare for their presentation. During group work students can be encouraged to use English to negotiate meaning with the other members of their group and to work together, in English, to plan how they will present their ideas to the other members of the class. This facilitates English use to meet a specific goal, in an authentic way, and with very little intervention from the teacher (Brooks & Wilson, 2014).

In this study, the researcher focus in individual presentation in EFL classroom.

c. Students' Difficulties in Oral Presentation

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

1) Difficulty in Constructing Good Grammar in Speaking

Thornbury and Slade (2007) believe that one of the students' problems in speaking was transferring L1 into L2 which was done manually. Therefore, it will make the presenter has another problem in constructing a good sentence with correct grammar/vocabulary because the presenter needs to think twice about the grammar rule. Rajoo (2010) pointed out that grammar also plays an important role in the students' mistake. It is because students sometimes make a sentence without considering the grammar.

2) Difficulty in Understanding the Topic

Tuan and Mai (2012) said that it is difficult for the learners if the teacher gives a topic which is not familiar to the students and as a result it will make the students confuses because they did not have enough knowledge about the topic. In relation with the topic, the students also face some difficulties in organizing the presentation. The students should know about the organization of the presentation about the topic that was going to be presented (Gibson,2014).

3) Problem in Keeping the Audiences' Interest

Khoury (2015) argued that one of the presenter problems when they do a presentation is on keeping or making the audience listen to the presenters. In other words, maintaining the audiences' interest when the speaker performs an oral presentation is difficult.

4) Problem Pace in Speaking

Speaking speed also became one of the student's challenges in speaking in front of public. There was a study which examined the student's problems especially about the tempo. Rajoo (2010) said that most of the student's tended to speak too fast. As a result, the audiences could not understand well.

5) Memorizing Problem

Memorizing problem, which led to the blankness. Rajoo (2010) also found that memorizing problem become one of the students' considerations in speaking in front of public. Rajoo said that the students suddenly forgot what they would say when speaking in front of public.

6) Anxiety

Recent studies have found that anxiety becomes the most difficult obstacles that the students face when speaking in public (Al-Nouh, Abdul-Kareem, & Taqi: 2015). Furthermore, according to El-Enein (2011) that most of the learners or students were very nervous about presenting in public.

7) Teacher's Expectation

Teacher's expectation also makes the students difficult in doing an oral presentation. There are studies which believed that teacher expectation also make the students difficult when they do the presentation. Gigante, Lewin, and Dell (2012) argued that most of the students were having problems in the teachers' expectation to the students who are going to do 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. Moreover, a study who have done by Rajoo (2010) also categorized the students' difficulties during oral presentation into 4 groups; vocabulary/language/grammar (not fluent in speaking English, grammatical problem and lack of vocabulary), contents/ideas (having problem in giving examples, topic problems, difficult in attracting the students' interest, being afraid if the points are not correct), personal traits (talk too fast, nervousness, memorizing problem, not confidence enough and teachers expectation), and external factors (lack of preparation, lack of time).

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4. Conceptual Framework

The conceptual framework of this research give in the following diagram:

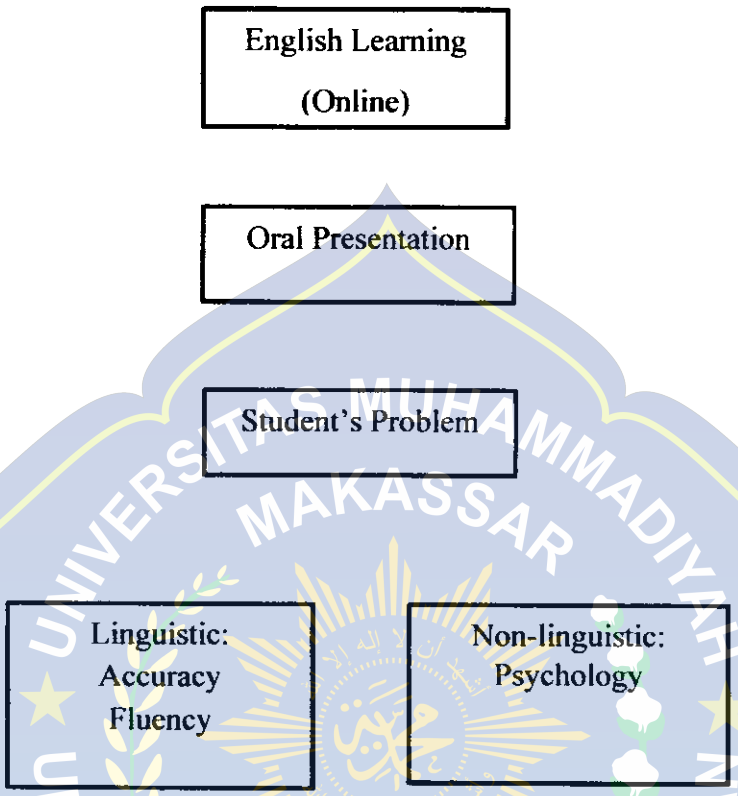

Figure 2.1 Conceptual Framework

Based on the conceptual framework above, the researcher described the problem that faced by the students in doing oral presentation through online learning. First of all, the researcher observed the students' activity in English learning especially in oral presentation in the online classroom interaction. Secondly, the researcher identified the problem that faced by the students, that is linguistic and non-linguistic factor. The linguistic problems were the speaking accuracy and fluency. Non linguistic problem were students' psychology such as self-esteem, anxiety, and motivation.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher used descriptive qualitative research that focuses on the students' problem in oral presentation on English online learning at English Department of Muhammadiyah University of Makassar. According to Creswell (2014:2) qualitative research is a research with an approach to understanding the meaning of individual or group and exploring social or human problems. Furthermore, Sutopo and Arief (2010:1) states that qualitative is a study aimed at doing a description and analysis of a phenomenon, event, social activity, attitude, perception of each individual or in a particular group.

B. Subject of the research

In this research, the researcher chose B class at fourth semester students of English department in Makassar Muhammadiyah University academic years 2021/2022 who had obstacles in doing presentation. Indicators for selecting research subjects are; (1) The research subjects were fourth-semester students of Muhammadiyah University of Makassar, (2) Conducting online learning in the zoom application or other application (3) Conducting oral presentation.

C. Instrument of the Research

The research instrument was interview (Afrizal:2014). The type of interview was in-depth interview. In depth interview is a qualitative research technique that is intensive individual interview with several respondents to explore their perspectives on a particular idea, program or situation (Boyce & Neale, 2006). It was conducted online by using Zoom meeting app that required the respondents described and explained their online learning problem by interviewed. The type of the question was open-ended question. Participants were given the opportunity answered the question based on their knowledge and understanding. As the qualitative study is part of a bigger research, the session of interview was conducted at the early stage of data collection.

D. Procedure of Data Collection

Data collection is the procedure use by the researcher to collect data. In conducting this research in the classroom, the researcher have done the following

procedures :

1. The researcher told each class to get permission that their class would be researched by the researcher.
2. An online group was created using WhatsApp application as a communication platform between the respondents and the researchers.
3. The researcher explained the objective of interview to the respondents and how to answer the question within it.

4. The researcher shared the link of Google meet/zoom to the respondents in WhatsApp Group that has created and told them to answer the question based on their own experience.

5. The researcher ensured that all of the respondents have been interviewed, and has a data to be analyzed.

E. Technique of Data Analysis

The researchers transcribed the data collected from all respondents and analyze it through thematic analysis. Instead of using statistical procedures, the words are examined by the researchers to be classified into larger meanings such as codes, categories, or themes. (Allo, 2020). The problem further categorized into linguistic and non-linguistic features.

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CHAPTER IV

FINDING AND DISCUSSION

This chapter present the findings and discussion of the research. The findings of this research found from analyzing the questionnaire and interview. The discussion of this research was based on the result and finding of the research and some theories on the research. All of it will be presented on the following.

A. Findings

Based on the research question, the findings of this study is to find out the obstacles students faced during oral presentation through online learning of the students and to investigate students' ways in overcoming obstacles during online learning at English education department of Muhammadiyah University of Makassar, the finding of this research will be described the data from students responses conducted in B class of English department at the 4th Semester. The data obtained from interview of 10 students as the subject of this study.

Based on the results of interview, there are several obstacles students faced during online learning in English subject at oral presentation through online learning of the students learning at English education department of Muhammadiyah University of Makassar that will be explained below:

1. Internet connection/network

   Based on the interview regarding the obstacles in online class, students reported that the main problem they faced is the internet connection.

The following is a statement from MR student:

"the difficulty in doing online presentation orally is the bad network." *(MR Interview)*

Similarly IR also said that:

"The internet connection influence the online learning specially in doing presentation" *(IR Interview)*

ADZ also said:

"the problem is bad internet connection" *(ADZ Interview)*

Furthermore MU said:

"the obstacles is the network that suddenly can not connecting in doing presentation" *(MU Interview)*

According to the statement above, MR, IR, ADZ, and MU have similar obstacles that is internect connection affect the process in doing oral presentation.

2. Material Comprehension

The second problem in doing in online presentation is the in problem understanding the material:

The following is a statement from SR student:

"It is hard to understand the material because it is explaining online and undetail" *(SR Interview)*

Similarly a statement from AI student stated:

"online learning makes me hard to understand the material and if it conduct offline we can understand in detail" *(AI Interview)*

IS also said that she did not understand the material in English.

"I don't understand the material" *(IS Interview)*

MAG also stated that:

"the bad network makes the material hard to understand" *(MAG Interview)*

Statement of AI, SR and IS as students who said that the obstacle in online learning that make them hard to understand the material is internet problem because of worst connection so that they don't listened the material clearly. Beside that, sometimes lecturer explaining is not detail as stated by SR and AI.

3. Lack of Vocabularies

The next obstacles is the student's vocabulary still lack so it's affect the fluency in presentation.

The following is a statement from student IR:

"I don't master the vocabulary" *(IR Interview)*

Similarly MR also said that:

"I always combine in bahasa because I don't fluent in English" *(MR Interview)*

SR also stated that:

"The lack of vocabularies make me combine in bahasa and it is affect the fluency in speaking" *(SR Interview)*

Furthermore AI said:

"Sometimes I don't know the vocabularies so that I combine with Bahasa" *(AI Interview)*

MAG also said that:

"I don't mastered much vocabularies so that I always combine in Bahasa, it is because the online learning" *(MAG Interview)*

Statement of IR, MR, SR, AI and MAG shows they don't fluent in English because of the lack of vocabularies they mastered. It is because the lecturer doesn't have the firm regulation and activities about the use of English in learning process as stated by MUT:

"I using Bahasa because sometimes there is lecturer doesn't make us using English in doing presentation" *(MUT Interview)*

Similarly, STW stated that:

"I use English based on the lecturer's permission" *(STW Interview)*

MR also said that:

"I don't using full English in doing presentation because sometimes there is lecturer allow us to use bahasa and I hope the lecturer give us an opportunity to read and listen in English " *(MR Interview)*

SAL also stated that:

"The cause of the lack of vocabulary I mastered because the lack of interaction between students and lecturer, I hope the lecturer give us more activity to enhance our vocabulary" *(SAL Interview)*

Furthermore AI also add that:

"We don't motivate to enhance our vocabulary because there is no activity in the class given by lecturer such as memorizing vocabulary or giving some quizzes to develop it." *(AI Interview)*

4. Speaking ungrammatically

Speaking ungrammatically also being obstacles in doing presentation in terms of accuracy, the following is a statement of MR :

"I don't speak grammatically because sometimes I forget what tenses should I use" *(MR Interview)*

IR also state that:

"sometimes I don't speak grammatically because I lack understanding of grammar. I hope the lecturer pay more attention to our grammar we use so we can build a habit in using it correctly" *(IR Interview)*

Similarly, MAG also state:

"I don't pay attention to the grammar because I think I am not able to speak grammatically" *(MAG Interview)*

MUT also said:

"I am not always speaking grammatically because I speak spontaneously" *(MUT Interview)*

SAL also said that:

"I don't speak grammatically because I think I should speak fluently first and I hope the lecturer pay more attention when we don't speak grammatically and correct it" *(SAL Interview)*

Furthermore AI state that:

"I don't mastered tenses so I can't speak grammatically, I hope the activity in learning process give us more knowledge about grammar for instance there is a quizzes related to it." *(AI Interview)*

Statement of MR, IR, SR, MAG, MUT and SAL shows that they can't speaking fluently when pay attention in grammar. Furhermore IR, SAL, and AI add that the lecturer give some activities to enhance the ability in using grammatical sentence.

5. Psychological factor

There are some psychological factor faced by students during in doing presentation such as lack of confidence, lack of motivation, and anxiety. The following are the statements of the students:

1. Nervous

MAG state that:

"I feel nervous because I don't fluent in speaking in front of the public" *(MAG Interview)*

SR also state that:

"I feel nervous because sometimes I don't know what should to say" *(SR Interview)*

Beside that, AI said:

"I feel nervous because the audience focus on me and sometimes I don't mastered the material" *(AI Interview)*

MUT also said:

"I feel nervous because there is many people focus on me on the screen" *(MUT Interview)*

On the other hand, some students enjoy when doing online presentation as state by MR:

"in doing online presentation,I don't feel nervous because a well-prepared and not speak face to face in front of the audience such as in offline learning so it makes me brave" *(MR Interview)*

STW similarly state:

"online learning help me to not feel nervous in speaking because it is not face to face with the audience" *(STW Interview)*

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By seeing the statement above, there are two perspectives about students nervous in online presentation. The first is statement by MAG, SR, AI and MUT which is they feel nervous because they don't fluent in English and sometimes all the audience eyes focus on the presenter. The second is statement by MR and STW which is thet don't feel nervous because it is not face to face with the audience so it boosts their brave.

b. Anxiety

the following is state by MR:

"I feel anxiety because I don't fluent in English spoken so it makes me lack of confidence in doing presentation in front of the students and lecturer" *(MR Interview)*

Similarly MAG said that:

"I feel anxiety because I can't speak English fluently because I have lack of vocabulary so it makes me not confidence" *(MAG Interview)*

Beside that, AI state that:

"I feel anxiety because I am uncertain with my material whether is it true or not" *(AI Interview)*

SAL also state that:

"I feel anxiety because I am not good in pronunciation so it makes me lack of confidence" *(SAL Interview)*

ADZ also said that:

"the uncertainty in mastering the material makes me feel anxiety because I always think whether my answer or material I bringing true or not." *(ADZ Interview)*

Furhermore, STW also state that:

"The random question that given by audience make me feel anxiety whether I can answer it or not because I don't fluent in English and sometimes I don't mastered the material" *(STW Interview)*

Based on the statement above, most of the students feel anxiety because they don't fluent in English as stated by MR, MAG, and SAL. The rest of them feel anxiety because they don't mastered the material they bringing as stated by AI, ADZ and STW.

c. Motivation

The last obsatcles is the student's motivation in learning English during online.

The following is the state of STW:

"I have lack motivation in learning English during online course because no one people around me can help me to improve my speaking continously because we don't meet with our friend like in offline course so we just practice our speaking only in classroom" *(STW interview)*

Similarly, MAG state that:

"I don't have motivation because this online learning makes me poor and it is boring." *(MAG interview)*

SR also state that:

"I am too lazy because it is boring and make me sleepy during online learning so that I am not motivated" *(SR interview)*

On the other hand, SAL said:

"I don't motivate in learning because only few students attend in the online class during online learning" *(SAL interview)*

MUT also said:

"The lack of attention and appreciation by either students or lecturer make me lack of motivation in learning English, I don't know if it is because the network or not" *(MUT interview)*

Furthermore IS add that:

"I have lack of motivation because of I am lazy to learn. As we know that we can access the material everywhere and everytime. We can search it in google or youtube."

The statement above show that the student have lack motivation caused by bored feeling in online learning as stated by MAG and SR. Beside that, lack of supportive resource such as no one can help the students speak continuously so that they can't practice it everyday because

during online learning they don't have opportunity to meet with the lecturer and their friends in person as stated by STW. Lastly, lack of attention and appreciation given by both lecturer or students as stated by SAL and MUT. On the other hand, the lack of motivation because of laziness of the students in searching the related material as stated by student IS.

B. Discussion

Based on the findings as presented in the facts above which stated by students, it can be known that online learning, especially in doing online presentation has many problem that is in Linguistic Problem and non-linguistic problem. The following is the problems faced by students during online presentation at the fourth semester of English Education Department of Muhammadiyah University of Makassar.

1. Linguistic Problem

The first problem in linguistic is material comprehension. Students do not understand the material given, this is because the material is provided online so students are not satisfied with the explanation given by the lecturer and it is not detail which causes students not understand the material. Beside that, the internet connection also affect the student understanding due to worst connection so that the students don't listened the material clearly. This statement is link with Efriana (2021) statement. According to Efriana, (2021) one of the obstacles faced by students during online learning is that students

do not understand the reading material provided because reading material is delivered online.

The second problem is the fluency in speaking. The students don't speak fluently in presentation because they don't mastered many vocabularies so that they speak with much hesitation. It is happen because the lecturer doesn't have firm regulation in using English in the classroom and they don't give them activity to support their vocabularies so that the mastering of vocabularies very lack. It is also made the interaction between both of presenter and audience is very lack. It is also affected by motivation of the students to more practice their ability in speaking. Nation & Newton (2009) stated that motivation, confidence, anxiety, listening ability and feedback during speaking activities performance conditions can affect speaking performance.

The next problem is obstacles in speaking accuracy. One of aspects that students should pay attention in using English is speaking grammatically so what they want to explain to the audience well-delivered. It is being the problem of the students in doing presentation because most of them don't know how to make sentence with correct grammatical so it is affect their presentation. Some students' just pay attention on how the material presentation understand by audience and some of them just pay attention in pronunciation.

2. Non-linguistic problem

Non-linguistic problem consist of network and psychological factor such as self esteem, anxiety and motivation. The first is problem in network. In some research results, the internet network is also one of the obstacles. Many students of English Department at Muhammadiyah University of Makassar are trying to find a place with a good internet signal so that they can take part in online presentation. This statement is link with Hatauruk and Sidabutar (2020) statement. According to Hatauruk and Sidabutar (2020) there are several obstacles that must be faced by students such as internet networks, limited online application features, and lack of learning services.

The second problem is psychological factor that is self-esteem, anxiety and motivation.. Most of the student's feel anxiety because they cannot speak fluently and mastered the material. It also makes them lack of confidence. During the class transformed into online, they feel getting stupid because don't understand the material when delivered through online system. The explanation also undetailed. Han (2018) state that the higher the level of anxiety, the weaker the motivation of language learning. It is found that students' interest in learning and learning opportunities affect their foreign language learning anxiety to a certain extent.

In the normal face-to-face teaching, students can form a positive learning atmosphere with their learning partners and teachers. Students' interest in learning will be stimulated at this atmosphere, which will enhance the learning motivation. Online learning lacks external motivation, which requires students' internal motivation so much, and the lack of students' internal motivation often leads to the enhancement of psychological anxiety.

Furthermore, the students also have lack motivation in learning because they feel boring when following learning process because sometimes there is no reciprocal interaction between students and students or students and lecturer. This statement is link with Tambunan (2010) statement. According to Tambunan (2010) online learning has disadvantages such as lack of interaction between teacher and student, student and student, and a tendency to ignore social aspect. This statement is supported by the previous study as stated by Rabiee et al. (2013) in his research that interaction factors are the main obstacles to online learning, consequently internet usage in Iran has been delayed. Beside that, it is also caused by the lack of attention and appreciation given by both lecturer or students during online presentation.

BAB V

CONCLUSION AND SUGGESTION

The last chapter of this study consists of conclusions and recommendations for this research. It describes the final conclusions about the problem encountered in oral presentation through online learning of the students at English education department of Muhammadiyah University of Makassar.

A. Conclusion

This research was aimed to find out the problem encountered in oral presentation through online learning of the students at English education department of Muhammadiyah University of Makassar. This research was conducted at fourth semester academic year 2021/2022 of English Department. The data were collected using interview (in-depth interview). The findings show that the students have some problem in online presentation that is linguistic problem such as material comprehension, accuracy and fluency and non linguistic problem such as self-esteem, anxiety and motivation. The other factor is network.

B. Suggestion

Based on the results of this study, the researcher considers several suggestions for teachers, students and next researchers. The researcher suggestions are as follows:

1. For the teachers

Teachers must provide a clear explanation of the material to students even though in online learning, also make some quizzes or games to enhance the students'vocabulary.

2. For the students

Keep learning English even though in online learning and do not spend internet quota for useless things.

3. For the next researchers

Suggestions for the next researchers to be able to examine more deeply about two aspects, such us linguistic and non-linguistic problem in student's presentation. The next researchers can also use interview to explain clearly about the three aspects.

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APPENDIX 1

Research Instrument

To find out the purpose of this paper, the students were asked the following questions:

1. Have you been being a presenter?

   (apakah kam pernah menjadi penyaji?)
2. What are the obstacles you faced during online presentation?

   (apa kesulitan yang kamu hadapi selama presentasi online?)
3. Does the internet connection affect the presentation process?

   (apakah koneksi internet mempengaruhi proses presentasi?)
4. Do you have problem when doing presentation in front of your friend and lecturer? If yes, Mention the problem you faced?

   (apakah kamu punya masalah dalam melakukan presentasi dihadapan teman-teman dan dosen? Jika iya, sebutkan masalah apa saja yang kamu hadapi.)
5. Do you always combine in bahasa in doing presentation? If yes, what makes you do it?

   Apakah kamu selalu mengkombinasikan dalam bahasa Indonesia ketika melakukan presentasi? Jika iya, apa yang membuat kamu melakukannya)
6. Does it affect your fluent in speaking?

   Apakah itu mempengaruhi kelancaranmu dalam speaking?)
7. Do you speak English grammatically (Such as pay attention to the grammar)?

(apakah kamu berbicara bahasa inggris secara gramatikal? (seperti memperhatikan grammar)?

8. If no,what makes you doing it?

   (jika tidak apa yang membuatmu melakukan itu?)

9. Does online learning affect your psychology in doing presentation (such as lack of confidence, anxiety, lack of motivation, nervous)?

   (apakah online learning mempengaruhi psikologismu dalam melakukan presentasi? (seperi kurang percaya diri, ragu-ragu, kurang termotivasi, nervous)

10. If yes, what makes you feel nervous?

    (jika iya, apa yang membuatmu nerves?)

11. If yes, what makes you feel anxiety?

    (jika iya, apa yang membuatmu merasa ragu?)

12. If yes, what makes you lack of confidence?

    (jika iya apa yang membuatmu merasa kurang percaya diri?)

13. If yes, what makes you lack of motivation?

    (jika iya, apa yang membuatmu kurang termotivasi?)

14. How do you overcome those problem?

    (bagaimana kamu mengatasi masalah tersebut?)

(Lestari, 2021)

APPENDIX 2

Students' Interview

MR Interview

Interviewer: Have you been being a presenter?

Interviewee: Yes I have

Interviewer: What are the obstacles you faced during online presentation?

Interviewee: The difficulty is because the internet network is not good.

Interviewer: Does the internet connection affect the presentation process?

Interviewee: In my opinion, it is very influential, because when I did the presentation and the internet network was not good, it could hinder the ongoing learning.

Interviewer: Do you have problem when doing presentation in front of your friend and lecturer? If yes, Mention the problem you faced?

Interviewee: The problem is because I feel nervous because I'm not a person who likes to always show off in public.

Interviewer: Do you always combine in bahasa in doing presentation? If yes, what makes you do it?

Interviewee: Of course because my English is still not fluent. Maybe it's because I don't read much articles or whatever using English so I don't have a lot of new vocabularies.

Interviewer: Does it affect your fluent in speaking?

Interviewee: No , because there are lecturers who allow their students to use Indonesian when making presentations.

Interviewer: Do you speak English grammatically (Such as pay attention to the grammar)?

Interviewee: No , because I can't remember many rules of grammar.

Interviewer: what makes you doing it?

Interviewee: Sometimes I forget the grammar with the words that I am going to say.

Interviewer: Does online learning affect your psychology in doing presentation (such as lack of confidence, anxiety, lack of motivation, nervous)?

Interviewee: If it held online, I feel more courageous, because the preparation is well-done and we don't talk directly in front of many people (face to face).

Interviewer: what makes you feel nervous?

Interviewee: It is congenital, because in the past, I never speak in front of many people or public.

Interviewer: what makes you feel anxiety?

Interviewee: I am afraid like the wrong delivery of material, and less than optimal in bringing the material

Interviewer: what makes you lack of confidence?

Interviewee: Maybe because I am still not fluent in English, sometimes it makes me less confident to speak in front of lecturers and friends.

Interviewer: what makes you lack of motivation?

Interviewee: it maybe because I myself am not able to speak English.

Interviewer: How do you overcome those problem?

Interviewee: With the digitalization era like now, I learn to use it through YouTube, or Instagram which uses English and then I take notes of it. I also hope to be given lots of reading activities and listening to many things in English while studying.

IR Interview

Interviewer: Have you been being a presenter?

Interviewee: Yes.

Interviewer: What are the obstacles you faced during online presentation?

Interviewee: The obstacles is because I don't know the vocabulary I want to say

Interviewer: Does the internet connection affect the presentation process?

Interviewee: Very influential.

Interviewer: Do you have problem when doing presentation in front of your friend and lecturer? If yes, Mention the problem you faced?

Interviewee: Sometimes the internet connection is bad and also does not master the English vocabulary that I want to use.

Interviewer: Do you always combine in bahasa in doing presentation? If yes, what makes you do it?

Interviewee: Yes, I always mixed Indonesian-English at the time of presentation. Because I am still not able to use English completely.

Interviewer: Does it affect your fluent in speaking?

Interviewee: Very influential.

Interviewer: Do you speak English grammatically (Such as pay attention to the grammar)?

Interviewee: Sometimes

Interviewer: what makes you doing it?

Interviewee: Because I don't know what the correct grammar is.

Interviewer: Does online learning affect your psychology in doing presentation (such as lack of confidence, anxiety, lack of motivation, nervous)?

Interviewee: Yes, sometimes it affects because the internet connection is not good and that sometimes makes me feel stressed.

Interviewer: Do you feel nervous when doing presentation?

Interviewee: I rarely feel nervous.

Interviewer: what makes you feel anxiety?

Interviewee: Afraid that what we present can be wrong in answering

Interviewer: what makes you lack of confidence?

Interviewee: Afraid to think whether my presentation is right or wrong

Interviewer: what makes you lack of motivation?

Interviewee: Because they are not fluent and have not mastered speaking

Interviewer: How do you overcome those problem?

Interviewee: Of course, by motivating myself, so that I can improve my speaking more and don't feel hesitant when speaking and become more confident.

IS Interview

Interviewer: Have you been being a presenter?

Interviewee: Once

Interviewer: What are the obstacles you faced during online presentation?

Interviewee: I mean just the network

Interviewer: Does the internet connection affect the presentation process?

Interviewee: Yes

Interviewer: Do you have problem when doing presentation in front of your friend and lecturer? If yes, Mention the problem you faced?

Interviewee: Nothing

Interviewer: Do you always combine in bahasa in doing presentation? If yes, what makes you do it?

Interviewee: Yes, usually I combine using English-Indonesian

Interviewer: Does it affect your fluent in speaking?

Interviewee: Yes

Interviewer: Do you speak English grammatically (Such as pay attention to the grammar)?

Interviewee: Not at all.

Interviewer: what makes you doing it?

Interviewee: Sometimes I use tenses but still at a low level such as simple present, simple past.

Interviewer: Does online learning affect your psychology in doing presentation (such as lack of confidence, anxiety, lack of motivation, nervous)?

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Interviewee: Yes

Interviewer: what makes you feel nervous?

Interviewee: With the attention of many people

Interviewer: what makes you feel anxiety?

Interviewee: Because I don't understand with my material

Interviewer: How do you overcome those problem?

Interviewee: Maybe I didn't study the material enough and I'll fix the next error

ADZ Interview

Interviewer: Have you been being a presenter?

Interviewee: Yes I Have

Interviewer: What are the obstacles you faced during online presentation?

Interviewee: The difficulty is when the network is not good, because I am usually at my village.

Interviewer: Does the internet connection affect the presentation process?

Interviewee: Yes, because the internet connection is bad so it hinders the lesson

Interviewer: Do you have problem when doing presentation in front of your friend and lecturer? If yes, Mention the problem you faced?

Interviewee: So far I feel that there are no problem

Interviewer: Do you always combine in bahasa in doing presentation? If yes, what makes you do it?

Interviewee: Yes Sometimes I still combine languages, maybe around 20% Indonesian and 80% I use English

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Interviewer: Does it affect your fluent in speaking?

Interviewee: Actually not, because I trained myself to use English to practice my conversation

Interviewer: Do you speak English grammatically (Such as pay attention to the grammar)?

Interviewee: No. because the most important thing for me is that I must first be able to use English well, and I also speak according to what is in my mind. Without having to think about the grammar.

Interviewer: what makes you doing it?

Interviewee: Because the most important thing for me is where I have to be able to use English as well as possible

Interviewer: Does online learning affect your psychology in doing presentation (such as lack of confidence, anxiety, lack of motivation, nervous)?

Interviewee: It's very influential. Like anxiety and lack of confidence.

Interviewer: If yes, what makes you feel anxiety?

Interviewee: I hesitated because I was afraid that the answer I gave was not what they wanted.

Interviewer: what makes you lack of confidence?

Interviewee: I feel less confident because, I feel that my friends are capable and understand better what I say

STW Interview

Interviewer: Have you been being a presenter?

Interviewee: I've been a presenter

Interviewer: What are the obstacles you faced during online presentation?

Interviewee: When I presented in online class the problem is where I find it difficult to discuss material with my friends. Which is where we usually discuss it directly and now it has to be via telephone or chat whatsapp.

Interviewer: Does the internet connection affect the presentation process?

Interviewee: Yes of course. because at home using wifi and sometimes many people joining it, automatically the network connection becomes slow.

Interviewer: Do you have problem when doing presentation in front of your friend and lecturer? If yes, Mention the problem you faced?

Interviewee: When the presentation held offline sometimes I feel nervous because I'm not used to performing in public and it makes me stage fright because it is hard for me to speak more.

Interviewer: Do you always combine in bahasa in doing presentation? If yes, what makes you do it?

Interviewee: Depends on the lecturer who teaches and allows to be able to combine it into the English-Indonesian languages in the presentation

Interviewer: Does it affect your fluent in speaking?

Interviewee: For me yes. Because I am not used to speaking in front of many people so I am not able to speak up

Interviewer: What makes you lack of motivation?

Interviewee: I'm not motivated with this online system, I feel stupid

Interviewer: How do you overcome those problem?

Interviewee: I'm trying to study harder to be able to speak English, because for me this is the biggest problem because I don't memorize much or learn vocabulary.

SR Interview

Interviewer: Have you been being a presenter?

Interviewee: Yes I have

Interviewer: What are the obstacles you faced during online presentation?

Interviewee: The obstacles is like the network of all problems

Interviewer: Does the internet connection affect the presentation process?

Interviewee: Yes it does

Interviewer: Do you have problem when doing presentation in front of your friend and lecturer? If yes, Mention the problem you faced?

Interviewee: I faced like the network problems and also it is hard for me to undesrtand the material

Interviewer: Do you always combine in bahasa in doing presentation? If yes, what makes you do it?

Interviewee: It depends on the lecturer who teaches, whether or not you can combine it with language

Interviewer: Does it affect your fluent in speaking?

Interviewee: Slightly affects, especially when I forget the vocabulary.

Interviewer: Do you speak English grammatically (Such as pay attention to the grammar)?

Interviewee: Yes, I pay a lot of attention to grammar when I speak

Interviewer: Does online learning affect your psychology in doing presentation (such as lack of confidence, anxiety, lack of motivation, nervous)?

Interviewee: Yes

Interviewer: what makes you feel nervous?

Interviewee: If I speak English and I forget vocab and it's like a subject that is difficult for me to understand

Interviewer: what makes you feel anxiety?

Interviewee: The lesson is difficult and I just answer the questions

Interviewer: What makes you lack of confidence?

Interviewee: If I don't master the material.

Interviewer: what makes you lack of motivation?

Interviewee: Because of the feeling of laziness so there is no motivation

Interviewer: How do you overcome those problem?

Interviewee: By making myself aware not to be lazy with the obligations as a student.

AI Interview

Interviewer: Have you been being a presenter?

Interviewee: Yes I have.

Interviewer: What are the obstacles you faced during online presentation?

Interviewee: The obstcales is like I feel more nervous when presenting online and do not understand the material and if we are offline we can know the situation.

Interviewer: Does the internet connection affect the presentation process?

Interviewee: Yes, sometimes.

Interviewer: Do you have problem when doing presentation in front of your friend and lecturer? If yes, Mention the problem you faced?

Interviewee: More nervous.

Interviewer: Do you always combine in bahasa in doing presentation? If yes, what makes you do it?

Interviewee: Yes I always combine with Indonesian. For the introduction, I use full English, but when I enter the Q&A session, I have combined it into the language because I don't know much the vocabularies. Hopefully the learning process on vocabulary and grammar can be taught in more detail and depth, and often hold quizzes to find out the development of these skills

Interviewer: Does it affect your fluent in speaking?

Interviewee: Yes

Interviewer: Do you speak English grammatically (Such as pay attention to the grammar)?

Interviewee: I speak according to what I know, I don't know if the grammar I am using is correct or not

Interviewer: If no,what makes you doing it?

Interviewee: Because in my opinion, I must speak English fluently first.

Interviewer: Does online learning affect your psychology in doing presentation (such as lack of confidence, anxiety, lack of motivation, nervous)?

Interviewee: It really affects.

Interviewer: If yes, what makes you feel nervous?

Interviewee: Because we was noticed directly by the audience and lecturers and also didn't really understand the material, and sometimes we was given direct questions by the lecturer at the time.

Interviewer: what makes you feel anxiety?

Interviewee: I am afraid I can't answer the questions given to me.

Interviewer: what makes you lack of confidence?

Interviewee: I think sometimes the way I answer questions is not optimal.

Interviewer: How do you overcome those problem?

Interviewee: When I was the first moderator I prayed for fluency in speaking, focused on the material, the last one felt like a body part being pressed causing pain (according to what I've seen on the internet to relieve nervousness)

SAL Interview

Interviewer: Have you been being a presenter?

Interviewee: Yes I have

Interviewer: What are the obstacles you faced during online presentation?

Interviewee: Sometimes the internet network and the lack of students attending, so that during the Q&A session no one has a voice to answer

Interviewer: Does the internet connection affect the presentation process?

Interviewee: Very influential, because the network in the village is not good.

Interviewer: Do you have problem when doing presentation in front of your friend and lecturer? If yes, Mention the problem you faced?

Interviewee: So far there have been no problems, because the material presented can be understood by students

Interviewer: Do you always combine in bahasa in doing presentation? If yes, what makes you do it?

Interviewee: Yes Because some of my friends don't understand if we explain in English because of the lack of vocabulary mastered. In my personal opinion, it happened because of a lack of communication or less active in discussions either between students or between lecturers and students

Interviewer: Does it affect your fluent in speaking?

Interviewee: Not at all. It's just to explain to friends who don't understand if it explain in full English

Interviewer: Do you speak English grammatically (Such as pay attention to the grammar)?

Interviewee: Not.

Interviewer: what makes you doing it?

Interviewee: Because what I think about is only smoothness in presentation and when it ends

Interviewer: Does online learning affect your psychology in doing presentation (such as lack of confidence, anxiety, lack of motivation, nervous)?

Interviewee: Yes

Interviewer: what makes you feel nervous?

Interviewee: Maybe because of the teacher's sudden question..

Interviewer: what makes you lack of confidence?

Interviewee: Because the pronunciation is not good so it makes me less confident

Interviewer: what makes you lack of motivation?

Interviewee: Due to the lack of friends who are present in the forum during class.

Interviewer: How do you overcome those problem?

Interviewee: We need to quickly hold an offline presentation, so that many friends can attend and be active. The hope in the world of lectures to improve vocabulary and grammar is the lecturers pay more attention or be clearer in providing material to students, and students must also be active in discussions because it can improve vocabulary and grammar.

MUT Interview

Interviewer: Have you been being a presenter

Interviewee:Yes I have

Interviewer: What are the obstacles you faced during online presentation?

Interviewee: Like a network that suddenly disappears at the time of presentation and at the time of presentation there is a disturbance in the sound of surrounding sounds

Interviewer: Does the internet connection affect the presentation process?

Interviewee: Yes, very influential

Interviewer: Do you have problem when doing presentation in front of your friend and lecturer? If yes, Mention the problem you faced?

Interviewee: For example, there is a friend's voice that is not heard, the voice of a lecturer who suddenly disappears, and a friend who doesn't connect in speaking

Interviewer: Do you always combine in bahasa in doing presentation? If yes, what makes you do it?

Interviewee: I think it is depend on the rules of the lecturer. Because My friend and I always use Indonesian in doing presentation. So that the vocab that we have memorized or learned sometimes we forget, sometimes we remember because of the lack of practice using the vocab that we have memorized outside of lectures. So this also has an impact on the world of education.

Interviewer: Does it affect your fluent in speaking?

Interviewee: I think yes

Interviewer: Do you speak English grammatically (Such as pay attention to the grammar)?

Interviewee: Sometimes without realizing it is not always grammatical, and I try to always be able to use grammar when speaking

Interviewer: what makes you doing it?

Interviewee: Sometimes spontaneity and also makes it easier for the other person to understand what we are saying (sometimes they don't understand how to put grammar)

Interviewer: Does online learning affect your psychology in doing presentation (such as lack of confidence, anxiety, lack of motivation, nervous)?

Interviewee: I think yes

Interviewer: what makes you feel nervous?

Interviewee: I think there is a lot of people who pay attention(fear of being wrong)

If yes, what makes you feel anxiety

Interviewee: afraid of being wrong even though we already know the answer

Interviewer: If yes, what makes you lack of confidence?

Interviewee: Lack of confidence with the answers that will be conveyed

Interviewer: what makes you lack of motivation?

Interviewee: Lack of attention and appreciation from friends and lecturers. sometimes lecturers only order presentations but there is no attention and appreciation for what we have conveyed

Interviewer: How do you overcome those problem?

Interviewee: Prepare and train myself to speak full English with correct grammar.

APPENDIX 3

Letters

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT
Jl. Sultan Alauddin No. 259 Telp.866972 Fax.(0411)865588 Makassar 90221 E-mail :lp3munis@yahoo.com

بسم الله الرحمن الرحيم

Nomor : 2014/05/C.4-VIII/VI/40/2022
Lamp : 1 (satu) Rangkap Proposal
Hal : Permohonan Izin Penelitian

07 Dzulqa'dah 1443 H
06 June 2022 M

Kepada Yth.
Ketua Program Studi
Pendidikan Bahasa Inggris
di –
Makassar

السلام عليكم ورحمة الله وبركاته

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 10052/FKIP/A.4-II/VI/1443/2022 tanggal 4 Juni 2022, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama	:	**DINA AWALIAH**
No. Stambuk	:	**10535 624715**
Fakultas	:	**Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan	:	**Pendidikan Bahasa Inggris**
Pekerjaan	:	**Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"Problems Encountered in Oral Presentation Through Online Learning at Students at English Education Department Muhammadiyah University of Makassar"

Yang akan dilaksanakan dari tanggal 7 Juni 2022 s/d 7 Agustus 2022.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.
Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

السلام عليكم ورحمة الله وبركاته

Ketua LP3M,

Dr. Ir. Abubakar Idhan,MP.
NBM 101 7716

06-22

UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

بسم الله الرحمن الرحيم

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : **Dina Awaliah**
NIM : **10535624715**
Judul Penelitian : ***Problems Ecountered in Oral Presentation Through Online Learning at the Students at English Education Department Muhammadiyah University of Makassar.***

Tanggal Ujian Proposal : **23 juni 2022**
Tempat/Lokasi Penelitian : **Kampus Muhammadiyah**

No	Hari/tanggal	Kegiatan Penelitian	Nama Dosen/terkait	Paraf Dosen/terkait
1	Selasa, 7 Juni 2022	Permohonan izin penelitian kepada dosen mata kuliah	Heri Hermawan,S.Pd.,M.Pd	
2	Sabtu, 11 Juni 2022	Tidak hadir	Heri Hermawan, S.Pd., M.Pd	
3	Rabu, 15 Juni 2022	Pengambilan data di dalam kelas, dengan cara melakukan obsevasi	Heri Hermawan, S.Pd.,M.Pd	
4	Kamis, 16 Juni 2022	Melakukan interview kepada siswa dengan menggunakan aplikasi goggle Meet.	Heri Hermawan, S.Pd.,M.Pd	

Makassar, 18 Juli 2022

Mengetahui,

Ketua Program Studi,
FKIP Unismuh Makassar

Dr. Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

Dekan,
FKIP Unismuh Makassar

Erwin Akib, M.Pd., Ph.D
NBM. 860 934

UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

بسم الله الرحمن الرحيم

SURAT KETERANGAN PENELITIAN
Nomor : 1270/FKIP/05/A.5-VI/VIII/1444/2022

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan dengan sebenarnya bahwa mahasiswa yang tersebut di bawah ini :

Nama	: Dina Awaliah
NIM	: 10535 6247 15
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Keguruan dan Ilmu Pendidikan

Adalah benar-benar telah melaksanakan penelitian di Fakultas Keguruan dan Ilmu Pendidikan Tahun Akademik 2021/2022 terhitung sejak 07 Juni 2022 s.d 07 Agustus 2022, dalam rangka penyusunan Skripsi dengan judul:

"Problems Ecountered in Oral Presentation Through Online Learning at Students at English Education Departement Muhammadiyah University of Makassar"

Demikian surat keterangan ini kami buat dengan sebenarnya, dan untuk dipergunakan sebagaimana mestinya.

Makassar, 21 Muharram 1444 H
19 Agustus 2022 M

Dekan,
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar,

Erwin Akib, M.Pd., Ph.D
NBM. 860 934

UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN
Alamat kantor : Jl Sultan Alauddin No 259 Makassar 90221 Tlp (0411) 866972,881593, Fax (0411) 865588

بسم الله الرحمن الرحيم

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Dina Awalia
NIM : 10535624715
Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	7 %	10 %
2	Bab 2	24 %	25 %
3	Bab 3	8 %	10 %
4	Bab 4	5 %	10 %
5	Bab 5	0 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 18 Agustus 2022
Mengetahui
Kepala UPT- Perpustakaan dan Penerbitan,

Nurmiaty Sultan, M.I.P
NBM. 964 591

Jl. Sultan Alauddin no 259 makassar 90222
Telepon (0411)866972,881 593,fax (0411)865 588
Website: www.library.unismuh.ac.id
E-mail : perpustakaan@unismuh.ac.id

APPENDIX 4

LOA (Letter Of Acceptance)

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782201 (Secretary)
Email : prodibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بسم الله الرحمن الرحيم

LETTER OF ACCEPTANCE
0610/BG-FKIP/LOA/B/VIII/1444/2022

Dear DINA AWALIA
It is our pleasure to inform you that, after reviewing your paper:
PROBLEMS ENCOUNTERED IN ORAL PRESENTATION THROUGH ONLINE LEARNING OF THE STUDENTS AT ENGLISH EDUCATION DEPARTMENT OF MUHAMMADIYAH UNIVERSITY OF MAKASSAR
The manuscript ID: 335
Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

has been ACCEPTED to publish with **Journal of Computer Interaction in Education,** ISSN (paper) *2656-5218* ISSN (online) *2622-2418*. We appreciate your contribution.

We will let you know if you must make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at *jcie@bg.unismuhmakassar.ac.id*

Makassar, 28 August 2022 M
31 Muharram 1444 H

Head of English Education Department
Faculty of Teacher Training and Education

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN

APPENDIX 5

Students' Documentation

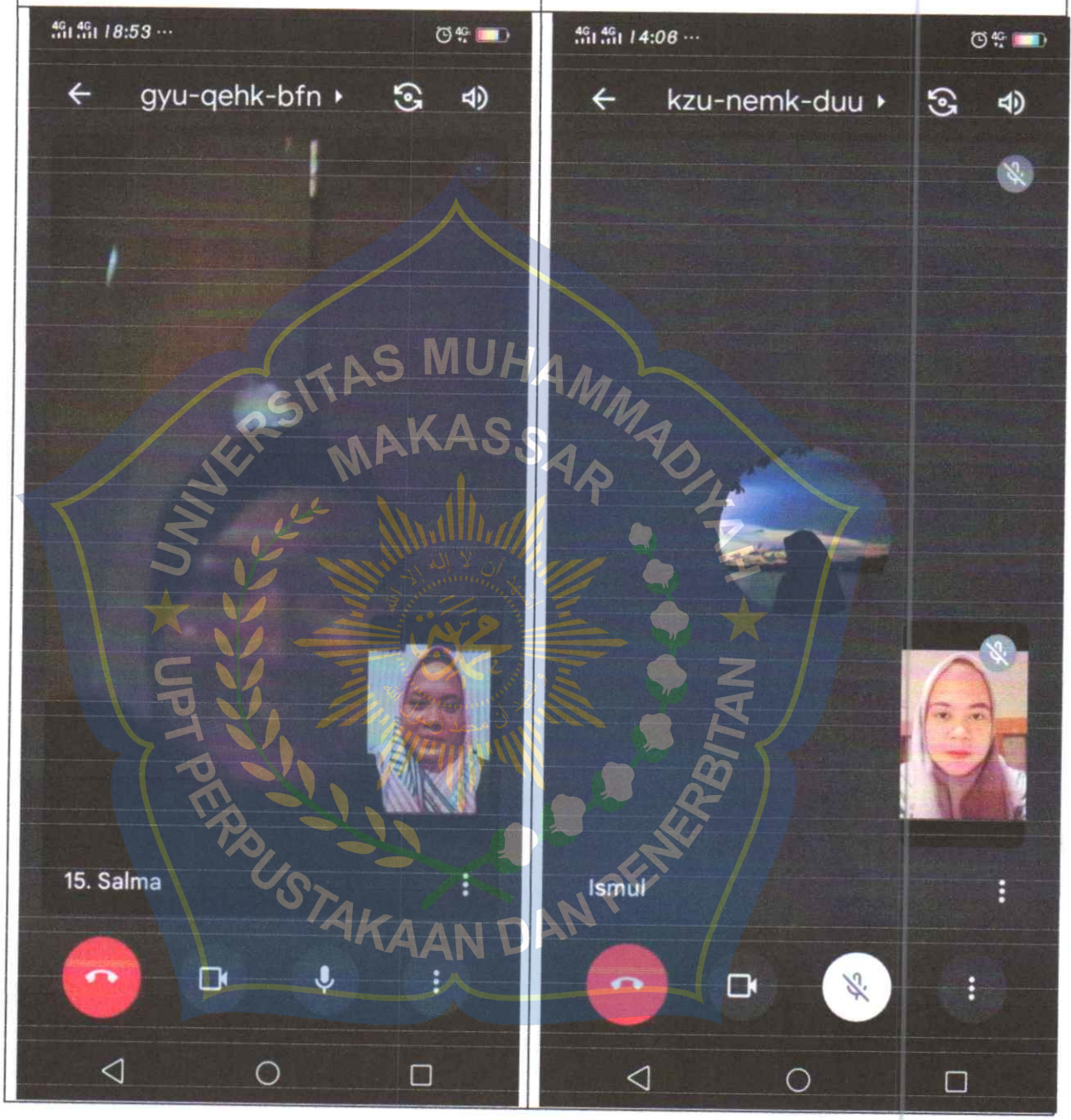
Nama : Andi Isnaeni Kelas : 4B	Nama : Sahra Ramadhana Kelas : 4B

UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN

Nama : Magfirah Kelas : 4B	Nama : Ibrahim Kelas : 4B

UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN

Nama : Salma Hera Kelas : 4B	Nama : Ismul Inayah Kelas : 4B



UNIVERSITAS MUHAMMADIYAH MAKASSAR
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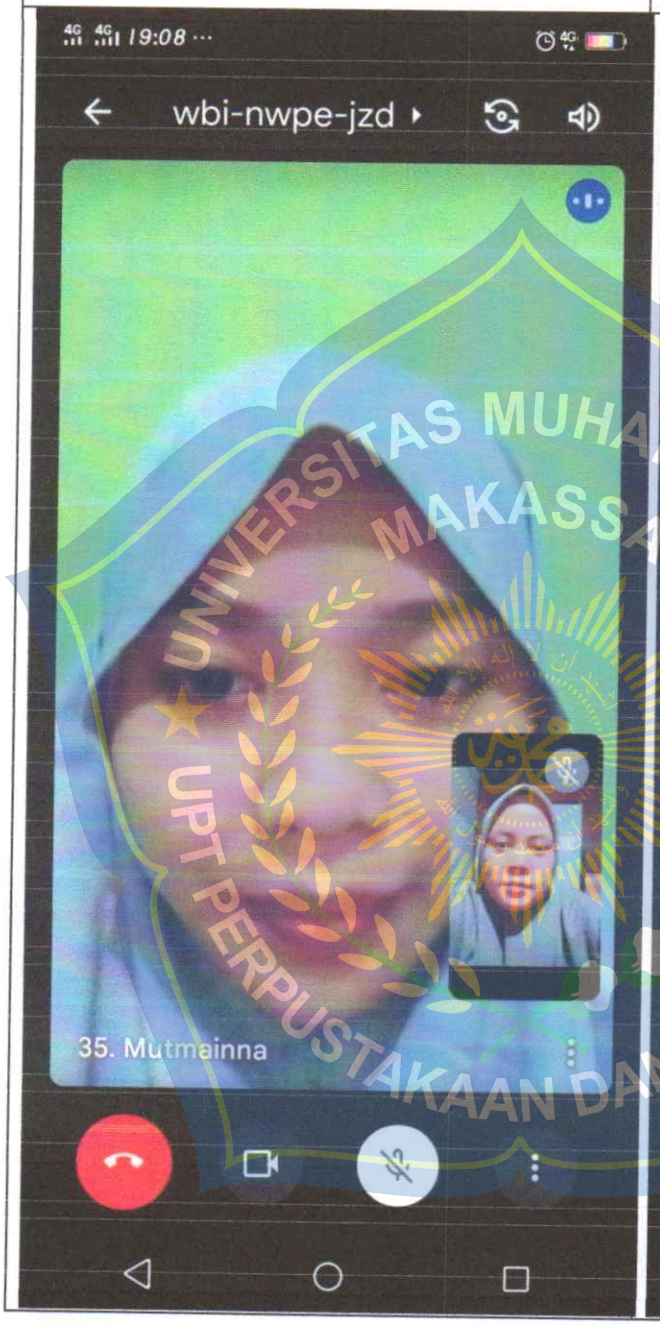
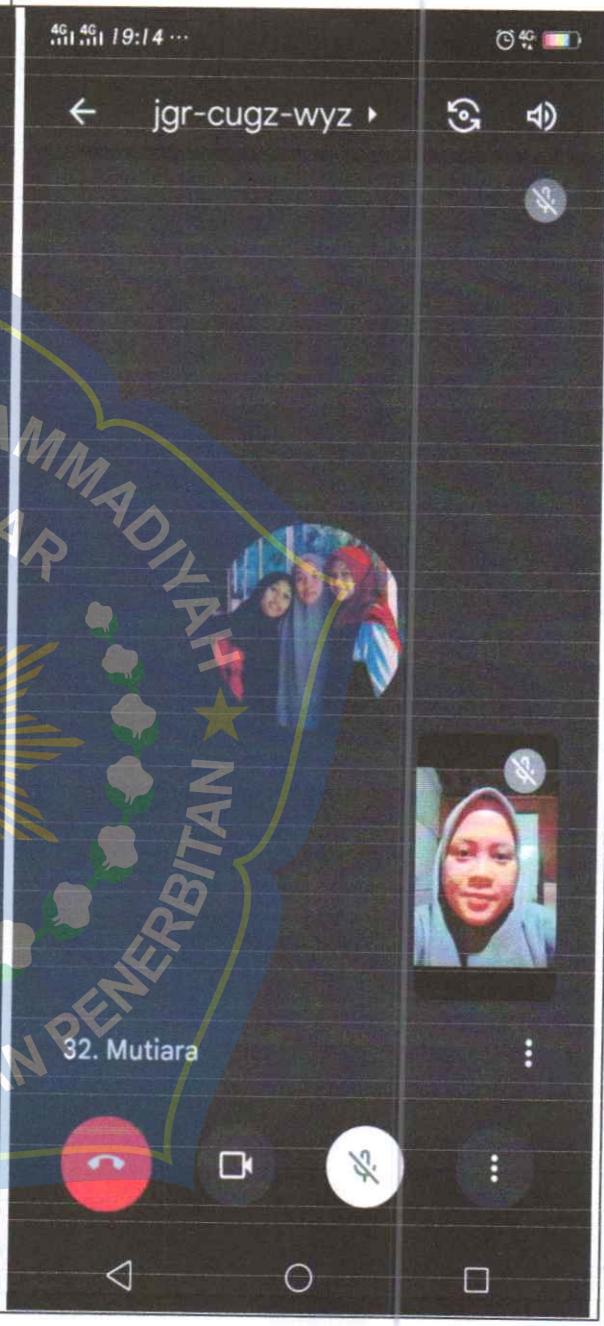
Nama : Mutmainnah Anwar Kelas : 4B	Nama : Mutiara Resky Maya Kelas : 4B





UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN

Nama : Adzima Nurul Fatimah Kelas : 4B	

UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN

APPENDIX 6

CURRICULUM VITAE

Dina Awalia was born on July 12th, 1997 in Palu. She is the only one daughter from the marriage of Mr. Ambo Haseng and Mrs. Salma Paiman, S.Pd. She began her study at SD Inpres Sausu in 2003 and graduated in 2009. Then she continued her study at PPM Al-Istiqamah Ngatabaru in 2009 and graduated in 2012. Afterwards, she continued her study at PPM Al-Istiqamah Ngatabaru in 2012 and graduated in 2015. After being an alumna, she was registered as a student of English Education Department of Faculty of Teacher Training and Education at Universitas Muhammadiyah Makassar in 2015. At the end of her study, she could finish her thesis under the title *Problems Encountered in Oral Presentation Through Online Learning of The Students at English Education Department of Muhammadiyah University of Makassar.*

UNIVERSITAS MUHAMMADIYAH MAKASSAR
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