



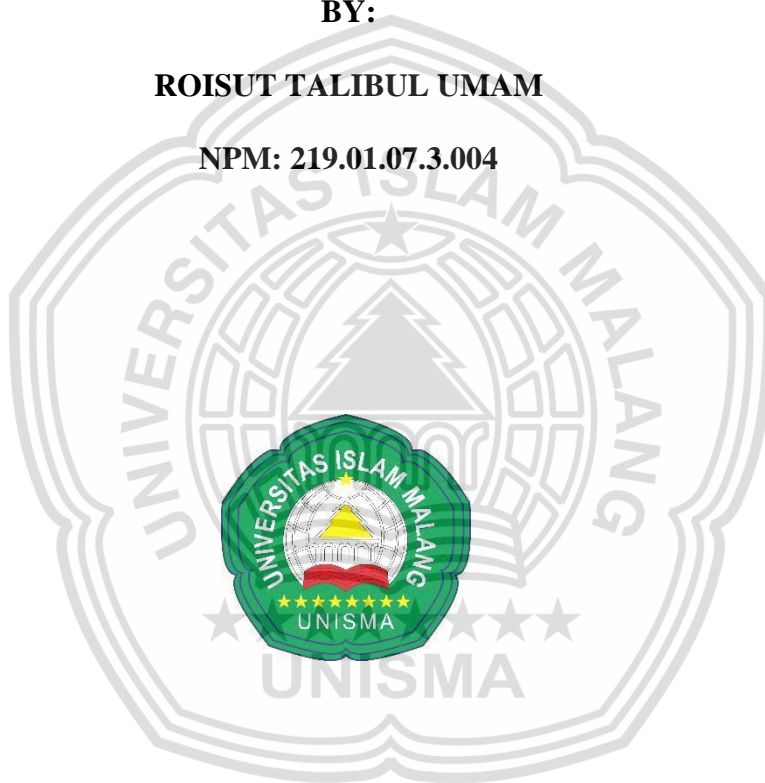
**AN ANALYSIS OF EFL STUDEN T'S DIFFICULTIES IN  
PRESENTATION AT SPEAKING CLASS**

***SKRIPSI***

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## ABSTRACT

**Umam, Roisut T. 2023.** *An analysis of RFL student's in presentation at speaking class: A Qualitative Study. Skripsi*, English Education Department Faculty of Teacher Training and Education University of Islam Malang. Advisor I: Drs. H. Ali Ashari, M.Pd. Advisor II: Fitri Awaliyatus Sholihah, S.Pd., M.Pd

**Keywords:** EFL Student's, Presentation, Speaking class.

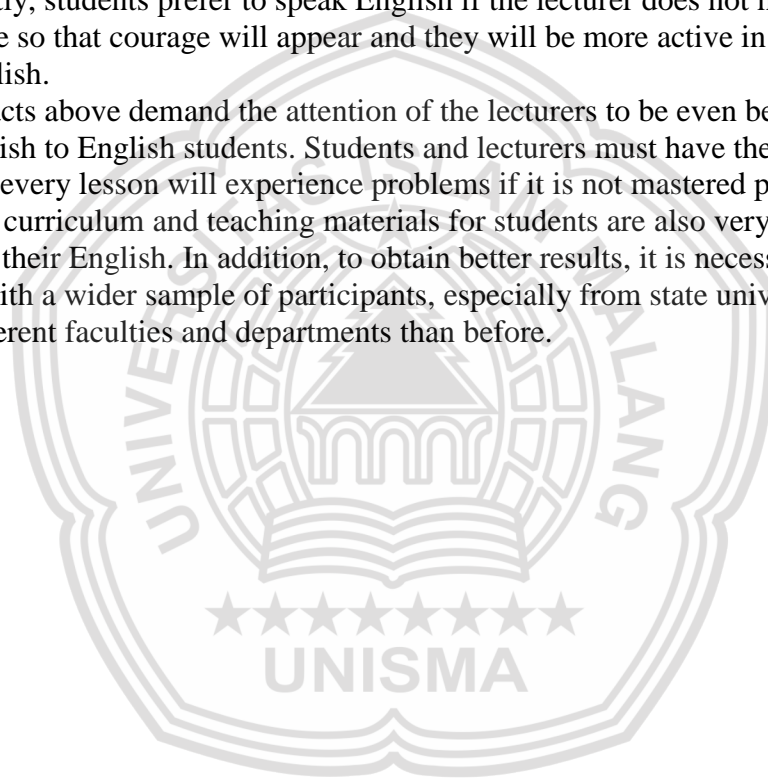
Speaking is one of the skills in English. Speaking is an expression or communication in which an individual utters an idea or ideas and feelings toward the one with whom he is speaking. Therefore, the ability to speak is essential to mastery and learning in education, especially students because students can know how to relate their thoughts, ideas, and ideas to a topic of conversation. According Moat (2016:88), said that speaking is the important skill because the learner should acquire and the purpose of speaking is students are able to use English well in oral communication. Speaking has many activities that should be paid attention to, not only relate to what is being spoken, what the language is used, but also who is our interlocutor. So, the good speaker should pay attention to what they will speak, understanding the topic, what language they want to use In order to be understood easily by his listener, and to whom they speak. Speaking is a tool to communicate ideas as well that are arranged and developed according to the listener's needs (taiga, 1987, cited in Masada, 2008).

The research subjects were the second semester of EFL students at University of Islam Malang. The researcher took those who were considered having the problems to be examined in this study, it come from the background of students' abilities or different score. There were five male students and five female Students' to be selected as samples, thus the total number of participants required by the researcher is 10 students. The data were analyzed using six procedures adapted from Braun and Clarke's (2006) thematic analysis, such as (1) identifying the recorded data (2) transcribing the data (3) reading the interview Transcribing (4) marking any important data found (5) making a theme potential (6) and concludes the final theme. There are ten students who were interviewed. They were students who have made presentations in the speaking class and were selected using a quota sampling technique based on the highest and lowest grades of English lessons in the second semester. After explaining this research to participants clearly, the researcher starts the interview to students. This interview was recorded using a recorder, and this interview was done online. Before the interview begins, the researcher will chat first to eliminate the nervousness of the sources that can affect the validity of the data. The duration of interview is approximately 15-20 minutes. The main thing is the result of the difficulties students often experience in making presentations in speaking class. The data were generated through the interviews. The questions were made by the researcher and it was validated by the lecturer, to facilitate participants in

understanding the interview questions, interviews were conducted using the national participant's first language or language.

The findings show that there are factors that make it difficult to speak English at the time of their presentation, including personal factors and limited linguistic mastery. They significantly said that the existence of these factors made it difficult for them to speak English. When asked about speaking English they mostly use Indonesian. The reason is because they are also students who still need to learn English so they think it is only natural. The use of Indonesian is still often used even though in class you have to use English. In this case the teaching materials used by lecturers also affect their willingness to communicate in English in English classes, while teaching materials supporting students are rarely used by lecturers. Lastly, students prefer to speak English if the lecturer does not make them too tense so that courage will appear and they will be more active in speaking English.

The facts above demand the attention of the lecturers to be even better in teaching English to English students. Students and lecturers must have the principle that every lesson will experience problems if it is not mastered properly. The lecturer's curriculum and teaching materials for students are also very influential on their English. In addition, to obtain better results, it is necessary to collect data with a wider sample of participants, especially from state universities and from different faculties and departments than before.



## CHAPTER I

### INTRODUCTION

This chapter presents the background of the study, research problem, objective of research, significance of research, scope and limitation of the research, and definition of key terms.

#### 1.1 Background of the Study

Speaking is one of the skills in English. Speaking is an expression or communication in which an individual utters an idea or ideas and feelings toward the one with whom he is speaking. Therefore, the ability to speak is essential to mastery and learning in education, especially students because students can know how to relate their thoughts, ideas, and ideas to a topic of conversation.

According Moat (2016:88), said that speaking is the important skill because the learner should acquire and the purpose of speaking is students are able to use English well in oral communication. Speaking has many activities that should be paid attention to, not only relate to what is being spoken, what the language is used, but also who is our interlocutor. So, the good speaker should pay attention to what they will speak, understanding the topic, what language they want to use In order to be understood easily by his listener, and to whom they speak. Speaking is a tool to communicate ideas as well that are arranged and developed according to the listener's needs (taiga, 1987, cited in Masada, 2008).

Academically speaking in various ways is like academic writing. Linear, explosive, all presented in simple language and have various points of origin.

Speaking academically must use formal, explicit, protected, and responsible language but there are some things that are complex and objective about what has been written.

Therefore, the speaker who performs the academic presentation has to know and avoid formal and informal everyday words and must have adequate experience speaking because it affects audience understanding during the speaker. So, it is the responsibility of the speaker in English to make it clear to the listener how various parts of the talk are related. To achieve the objectives of the spoken ability, many students have found it difficult to address the topic, Students often read the text during the presentation, and feel nervous when talking in front of an audience. Therefore, many readers find it difficult and confusing to understand the material being presented, even difficult to draw conclusions from the material topic. And it often occurs in class presentations, so it's not uncommon for students to have speaking anxiety on presentations.

According to Clements (1993), stated that various learning difficulties stem from psychological inability or weakness in using verbal and communicative language. Symptoms of learning difficulties are: 1) often there is no harmony between the two parties between teaching and learning; 2) Many students learn not to use methods, methods and materials often students learn, but it requires special procedures.

Previously, in the article Santi Andriani (2020), wanted to know the factors of the student's speaking difficulty. The result of the research proved that four factors caused the difficulty to speak English: the student's own personal

factors (learners themselves), the factor of teaching strategies, the curriculum factor and the environmental factor. (Oktafiani, 2019: 20).

Similar research about songs for listening comprehension was done by several researchers. First, in the research conducted by Al-Nouh, Kareem & Taqi (2015) investigated students who study in the English education department at university of Kuwait. The study found the problems in applying English to classroom presentations. The result of the study showed that almost half of students feel anxious before delivering a presentation.

Secondly, a study conducted by Susilawati (2017) mentioned students who study in the English language department at university of Indonesia had many problems when delivering presentations, namely less confidence, grammar errors, incorrect pronunciation and weak vocabulary and also fear of making mistakes.

Therefore, based on explanations mentioned above, the researcher is interested in doing this research. Researcher conducted this research because he wanted to know the difficulties experienced by students when doing presentations in speaking classes at the University of Islam Malang. This research is always be useful for students and lecturers to find out the students difficulties often experience and when presenting material in speaking classes. In addition, there are also differences in the level of subjects between the latest and previous studies.



## 1.2 Research Problem

Based on the background of the study, the researcher formulates the problem as follows:

What are the EFL students' difficulties in doing presentation in speaking class at University of Islam Malang?

## 1.3 Objective of Research

Based on the research problems above, the objective of this research is to know the EFL students' difficulties in doing presentation in speaking class at University of Islam Malang.

## 1.4 Significance of Research

Based on the researcher, the results of this study can be used as a basis and reference for students who often experience difficulties when making presentations using English in class and can be used as scientific informants and documentation to develop student speaking during presentations using English in class. This research is expected to open up new insights particularly for researchers, and students who often experience difficulties in stringing words during class presentations. Besides that, as a suggestion and evaluation for students who are still unsure and not confident in their own abilities so that students are not confident in making presentations using English in class. By knowing the findings of the research, hopefully some lecturers will more pay attention to the students especially in the teaching of speaking in order to reach the learning goals, especially speaking itself.

### 1.5 Scope and Limitation of the Research

This research is expected to open up new insights, the researcher mainly focuses on speaking difficulties. This research focuses on the difficulties experienced by students when presenting using English in class which are often experienced by students at University of Islam Malang and what are the obstacles for them so difficult when presenting in front of the class.

In this study, researcher only used interviews as an instrument to collect data. Researcher limits research to students who experience difficulties at University of Islam Malang. Because researcher wants to get direct and in-depth information about the difficulties students experience when presenting in English in class.

### 1.6 Definition of Key Terms

Identifying a key term is a crucial section to facilitate the reader in understanding the content of the study. Key terms are used as a reference point to find out other words or information. In order to make more obvious information and to anticipate misunderstanding, here are the key terms defined as follows:

#### 1. Speaking

Speaking is one of the skills in English to express opinion, comment, and reject the opinions of others if it is not in accordance with our opinion, as well as the ability to ask and answer the question, and also speaking is an activity to explain someone in a certain situation or an activity to report something. The discussion that is of concern in this case is the presentation activity by



students who are taking speaking two courses at the Islamic University of Malang.

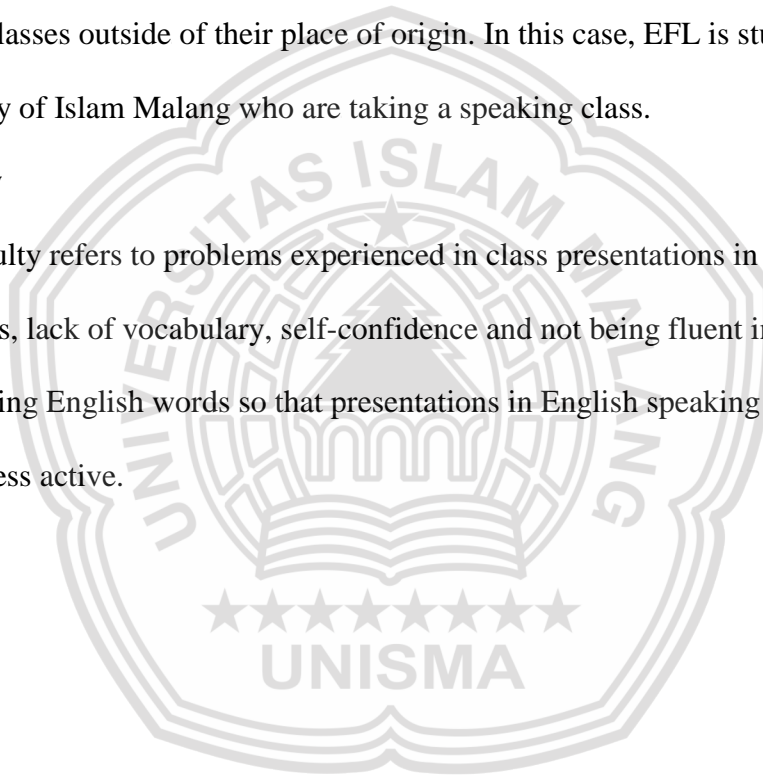
## 2. EFL Students

EFL refers to the study of English by non-native speakers in nations where the language is neither widely spoken nor used as a medium of instruction.

Learners of EFL (English as a Foreign Language) are people who are taking English classes outside of their place of origin. In this case, EFL is students of University of Islam Malang who are taking a speaking class.

## 3. Difficulty

Difficulty refers to problems experienced in class presentations in the form of shyness, lack of vocabulary, self-confidence and not being fluent in pronouncing English words so that presentations in English speaking class become less active.



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter provides a summary of research on several topics as well as suggestions for teachers, students, and future research.

#### 5.1 Conclusion

The purpose of this research is to find out what difficulties EFL students experience in their presentations in speaking class in semester 2 of Islamic University of Malang. This finding reveals that there are two factors that influence their students' difficulties in speaking English presentation, including 1) Personal factors, for example shyness and lack of confidence, pronunciation, and vocabulary, including 2) External factors, for example English Speaking in other places, Classroom Environments. In this case, there are findings about how these factors influence the difficulties experienced by EFL students in their presentations in speaking class, namely from personal factors in the form of nervousness and often feeling afraid and then from limitations in language acquisition, namely difficulties in vocabulary and pronunciation, from external factors, in the form of a student's reluctance to communicate using English outside the classroom and often feel bored in class.

#### 5.2 Suggestion

In this section the researcher would like to provide some suggestions that need to be considered by lecturers and students, especially students who have low English proficiency as follows:

1. English lecturers can modify and teach strategies effectively for students with low abilities.
2. As for the students, the need a lot of practice speaking English, in order to develop speaking skills well, students must use English speaking strategies more often in various places, in class or outside the classroom, especially when learning to speak in class. Prepare material in advance so that don't worry when speaking in front of the class and have to increase the number of words so that you don't have difficulty when speaking English.
3. So by taking this into account, further research is recommended to conduct quantitative research or observation in order to be more detailed and obtain other factors.
4. Finally, the researcher realizes that this research still has some weaknesses and errors. Therefore, researchers really appreciate constructive suggestions for improving research and researchers also hope that the next researchers will be even better by adding more participants and continuing to use phenomenological research methodologies and if possible using quantitative research again.

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