AN ANALYSIS OF SPEAKING PROBLEMS IN ONLINE ENGLISH PRESENTATION DURING COVID-19 PANDEMIC

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Abstract*:* Speaking is one way to convey information to others. Those speaking skills are the primary skills that need to be learned in English. To master English speaking skills, it is necessary to have sufficient habituation and practice to use English actively. A class presentation is one way to provide speaking training to students to become accustomed to using English in their daily lives. However, due to Covid-19, all learning activities are online through the platform, including the presentation class. This study investigates students' English language problems in online English presentations during the covid-19 pandemic. This study used qualitative phenomenological study, data taken from observations, questionnaires and semi-structured interviews obtained from eight participants. Data were analyzed using Nvivo 12 software to process data effectively and efficiently. The analysis results showed that the participants experienced linguistic problems (lack of grammar, pronunciation errors, and lack of vocabulary when speaking in online English presentations during the covid-19 pandemic. In addition, the participants revealed that psychological problems (shyness, anxiety, and nervousness) are made it difficult to speak English in online presentations. The findings also indicate that the causes of the problem were lack of practice, unsupportive environment, and mother tongue.

Keywords*: speaking skills, speaking problems, online presentation*

INTRODUCTION

Mooneeb et al. (2020), speaking is the core ability to convey messages and information. Based on this statement speaking is one way to share information with others. Those speaking skills are the primary skills that need to be learned. To master speaking skills, students must first understand the components of speaking themselves to make it easier to master speaking skills. Suwartono & Pertiwi (2020) stated that students should master some components of speaking skills, namely pronunciation, grammar, vocabulary, and fluency. Knowing these components will make it easier for someone to master their speaking skills. As we know that learning a language skill, especially speaking skills, is not easy, we certainly need a lot of practice so that speaking skills can be mastered well.

A class presentation is one way to provide speaking training to students to become accustomed to using English in their daily lives. Al-Issa & Al-Qubtan (2010) stated that oral presentations or class presentations are an efficient way to encourage the presenting students to practice. Meaningful oral English class presentation activities aim to make students more active in learning and accustomed to using English. Moreover, speaking is one of the most difficult skills for students to be understood, Wibowo & Raihani, (2019)

To improve the ability to speak English, first, it is necessary to master the components of the language. Just as said by Suwartono & Pertiwi (2020) that speaking skills must master several important components, such as pronunciation and grammar vocabulary, and intelligibility, to determine communication success. Moreover, Tokoz-Goktepe (2014) also that the language elements in question such as vocabulary, grammar, and pronunciation. This shows that vocabulary, grammar, and pronunciation are essential factors to improve English speaking skills.

Due to Covid-19, the learning process is done online. The teaching and learning process is conducted online through several platforms, including English learning. Onyema (2020) also said that many wide ranges of online education tools/platforms encourage online education, especially in times of flare-ups, just like the Coronavirus pandemic. Some of these technology tools/platforms are Google Classroom, zoom, WhatsApp, Edmodo, Skype, YouTube, etc. similarly, Akhter (2020) said that all teaching and learning processes that were previously carried out face-to-face in the classroom have now shifted to electronic learning platforms. Based on this, of course, English learning is also done with this platform, including presentations. which done as a way to practice getting used to using English in class.

Although the presentation is done as a habit to improve speaking skills, as stated by As Al-Issa & Al-Qubtan (2010), oral presentations or class presentations are an efficient way to encourage students present to practice the objectives of spoken English. This shows that the class presentation activities in English are carried out so that students are more active in learning and are accustomed to using English. However, the problem of the linguistic component still occurs, as stated by Fitriani & Zulkarnain (2019), that students are still faced with linguistic problems such as lack of vocabulary, pronunciation error, poor grammar, and lack of self-confidence. Abrar et al. (2018) also said that the same thing that language barriers such as lack of vocabulary, poor pronunciation, and lack of grammar). This shows that there are still problems with the language component. Besides

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language problems, there are also psychological problems that occur while speaking. According to Suwartono & Pertiwi (2020), when EFL students try to speak English, they face five basic oral communication problems related to psychological factors. The problems included lack of confidence, lack of motivation, shyness, anxiety, and fear of making mistakes. This shows that in addition to the linguistic problem, other problems still occur when speaking. These problems are problems that are influenced by psychological factors.

Although many previous studies have examined speaking problems, as is known now due to the covid-19 pandemic, learning is done online. This study explores explicitly students' speaking problems in presentations made online through the platform. Based on this, the researcher is interested in analyzing the problem of speaking in online English presentations during the Covid-19 pandemic.

THEORETICAL UNDERPINNING

Speaking is one of the four basic skills that must be mastered in learning English. Habituation is needed to master speaking skills. According to Asakereh & Afshar (2016), inadequate opportunities within the EFL classrooms compared to the multitude of varieties to improve speaking skills are very different from real-life situations. This shows that the chance to improve English speaking skills is more obtained outside the classroom than in class. Still, these two situations are equally serious in practising speaking skills through habituation, so there needs to be encouragement or motivation from both inside and outside the classroom to master speaking skills.

The many opportunities given to students to hone their speaking skills can make them more accustomed to speaking English, and this allows them to improve their speaking skills. Opportunities to improve speaking skills can also be obtained from the social environment where a person is like what Al-Issa & Al-Qubtan (2010) said that the social environment affects a person's process of mastering speaking skills. This shows that the social environment can help someone to get the opportunity to master speaking skills. In addition to the environment to master speaking skills, one must also know the main components of a language. Al-Nouh et al. (2015) stated that the components of linguistics skills are pronunciation, grammar, and vocabulary. Understanding these components will make it easier for someone to master their speaking skills. The same thing was said by Suwartono & Pertiwi (2020) stated that the components that support the success of speaking skills are pronunciation, grammar, vocabulary, fluency.

Based on the Brown (2001) proposed four aspects of speaking skills namely pronunciation, vocabulary, fluency, and accuracy.
a. Pronunciation

Pronunciation is the way for students to produce clearerlanguage when they are speaking. It means that the student cancommunicate effectively when they have good pronunciation andintonation even though they have limited vocabulary and grammar.
b. Vocabulary

It is one of the important aspectsin learning a foreign language. With limited vocabulary, people willalso have a limited understanding in terms of speaking, reading,listening , and writing.

c. Fluency

Fluency is defined as the ability to speak communicatively, fluently and accurately. Fluency usually refers to express oral language freely without interruption. In teaching and learning process, if the teacher wants to check students fluency, the teacher allows students to express themselves freely without interruption. Fluent speak is phrasal not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering (Brown, 2001).

d. Accuracy

Accuracy is the ability to produce correct sentences using correct grammar and vocabulary in natural interaction (Brown, 2001). It means that accuracy is gained by allowing the speaker to focus on the elements of grammar, phonology. The aspect of accuracy in the speaking class is set by providing opportunities for the learners to be engaged in the context of daily life. The teacher should give the students communicative tasks and activities such as conversation, role play, games, debates, etc.

To improve English speaking skills, students need to master these components. As Suwartono & Pertiwi (2020) said that to master speaking skills and achieve the target language, students must master language components, namely pronunciation, grammar and vocabulary. To master these things, students, of course, have to practice often inside and outside the field. Therefore, using the presentation method in students can provide students with opportunities to practice speaking in class. To gain the ability to communicate and solve problems that occur while speaking, one must practice frequently. One of the efforts of the lecturer or teacher to improve the speaking skills of students is the presentation method. With this method, students can also play a more active role in the teaching and learning. According to Al-Issa & Al-Qubtan (2010), oral presentations are an efficient way to encourage the presenting students to practice meaningful oral English and the rest of the class to practice listening. Based on this, it shows that presentations can provide more opportunities to practice speaking skills.

In speaking, of course, several things make students difficult or hinder one's desire to master these skills. He also happens in English presentations. According to Suwartono & Pertiwi (2020), Students have difficulty using English since they do not speak it in their regular activities. There are two categories of problems that occur when speaking English in presentations: language problems and psychological problems.

Several linguistic problems affect a person speaking in a presentation, such as lack of understanding of grammar, the need for vocabulary, and pronunciation. It is the same as what Abrar et al. (2018), Huwari (2018) and Fitriani & Zulkarnain (2019) said problems faced by students were:

a. Pronunciation Error

Pronunciation is a problem most English learners face. According to Asakereh & Afshar (2016), students don't realize their bad pronunciation mistakes. Pronunciation errors can cause misunderstanding of the interlocutor or even make them not understand what is being said or said. This makes the goal of Speaking cannot be adequately achieved. The poor pronunciation will also have fatal consequences when someone speaks in a presentation. The

material or information that is delivered cannot be understood by the audience and makes the presentation delivered to be useless.

What's more, in the current pandemic covid-19, all learning is done online, and of course, learning pronunciation will be more difficult. Even when the presentation is done online, it is increasingly difficult for the audience to understand. Because it could be that the audio recorded in the delivery of the material is less clear, and not to mention that there are words with almost the same pronunciation, which will make the audience more difficult to understand the delivery of the material in the presentation. The reason for pronunciation errors is a lack of understanding of the components of speaking skills. As said by Abrar et al. (2018), students have language barriers in vocabulary mastery, pronunciation, grammar, fluency.

b. Lack of vocabulary

The large number of vocabularies that are mastered will make it easier for someone to speak English. Vocabulary is one of the important things when you want to master speaking skills. When someone does not have a large vocabulary, it will be difficult to master speaking skills in English. According to Gan (2012), the students do not know the vocabulary. Then they use the Indonesian language when they must speak English. This shows that lack of vocabulary is one of the most common problems when speaking English.

Lack of vocabulary can make it difficult for us to master speaking skills. As stated by Mooneeb et al. (2020), the lack of vocabulary also creates problems in Speaking, making students unable to speak. So that when there is a lack of vocabulary, we are forced to use our mother tongue, which is mastered and make our English-speaking skills not develop. Things like this often also happen in English presentations. When delivering material but do not know what the vocabulary is, the only way is to use Indonesian as a solution so that the material delivery process continues to run smoothly. This is a problem that needs to be resolved or addressed promptly.

c. Lack of grammar

Lack of grammar here means a lack of understanding of grammar. Speaking skills are always related to grammar because grammar is the way language is structured or the structure of the formation of sentences that will be issued when speaking. If someone lacks an understanding of grammar, it is because it makes them difficult to speak. Fitriani & Zulkarnain (2019) said that students are not free to speak English because language problems are too complex and difficult to understand. Knowledge of grammar makes it easier for us to compile sentences in speaking English, so that it makes the process of improving language skills easier.

Lack of understanding about grammar makes someone hesitant in speaking English because of course. There is a feeling of fear if the sentence he compiles is wrong. This is one of the problems in speaking English that can hinder the development of one's speaking skills.

Besides problems of linguistics, there are a few psychological problems that influence somebody speaking, such as lack of confidence, lack of motivation, shyness, anxiety, and fear of making mistakes. As Suwartono & Pertiwi (2020) said that there are five basic oral communication problems related to psychological factors, namely:

a. Lack of Self-confidence

Self-confidence is one of the important things in mastering speaking skills. Confidence makes someone dare to try to speak English. So that it m akes students not afraid to speak English wrong and strengthens their intention to develop their speaking skills. Lack of confidence makes someone always hesitant and afraid to speak English. Lack of confidence is a problem in speaking in English presentations with many audiences.

According to Suryani et al. (2020), lack of confidence is one of the points of students to barrier the development of their speaking skills. Confidence can help fluency in speaking when delivering presentation materials. However, eating will make the presentation less smooth if you lack self-confidence. The process of delivering material will be choked up due to a lack of confidence when speaking English in public. Even though we have good pronunciation, have a lot of vocabulary, and have a good understanding of grammar, our lack of self-confidence will still be difficult to improve our speaking skills. Self-confidence is a big problem for every student. This problem must be resolved quickly to make it easier for students to master English speaking skills in presentations or in public.

b. Shyness

Lack of self-confidence also makes students shy when speaking English. Khatoony (2020) stated that shyness could affect students' focus when speaking in public and hinder their English-speaking skills. This shows that shyness affects students' focus and makes them afraid of speaking in public.

c. Anxiety

Anxiety is one of the problems faced by students when speaking English. Anxiety can cause panic, making it difficult for a person to speak English. Huwari (2016) stated that when students Make mistakes in speaking or forget the necessary words, they are afraid of being reprimanded by the lecturer or teacher and worried that they would be scolded. This show that excessive anxiety experienced by students towards the comment of the lecturers or teachers on their ability to speak English makes them feel afraid and do not dare to speak in front of many people, especially when Making presentations in English.

d. Fear of making mistakes

When students speak English and make mistakes, the response they get from their friends is ridicule. This makes students sometimes afraid to speak English and refer silent during presentations. As Haidara (2016) said, most of them believe that if they mispronounce a few words, others will laugh at them, making students hesitant to speak English. This makes students afraid of making mistakes when speaking English in front of many people because if they make mistakes, they will be laughed at by other friends.

Presentations are usually carried out in class face-to-face class, but this is because, at the end of 2019, there was an outbreak of covid-19. According to Onyema (2020), Coronavirus disease may be an infectious disease that, to begin with, developed in Wuhan, China, in 2019. Afterwards, it was coded "covid-19" by the WHO, which stands for Coronavirus Disease 2019. The Coronavirus outbreak remains one of the worst global pandemics for decades. This causes many schools to close so that learning is carried out online; this is in line with what was said by Onyema (2020) efforts to prevent covid-19 encourage unscheduled school closings in more than 100 countries in the world. Therefore, the education sector

in Indonesia is also affected so that learning is carried out online based on a circular issued by the Minister of Education and Culture of the Republic of Indonesia. This causes presentations also to be made online. Onyema (2020) said that many wide ranges of online education tools/platforms encourage online education, especially in times of flare-ups, just like the Coronavirus pandemic. Some of these technology tools/platforms are google classroom, zoom, WhatsApp, Edmodo, Skype, YouTube, etc.

METHOD

Researchers conducted a phenomenological study to better understand students' experiences of English speaking problems encountered in online presentations during the covid-19 pandemic. According to Creswell (2013), phenomenological study is a kind of investigation in which the researcher describes the life experiences of the participants about a phenomenon. The data used in this study were the results of Class observations, a questionnaire via a google form, and a verbal transcription of the recorded interviews conducted via WhatsApp with voice notes. The participants of this study were students of the 5th semester of the English study program at IAIN Palangka Raya with the criteria of the presentation moderator, the presentation presenter, and several audiences. According to Abrar et al. (2018), the focus in phenomenological investigations is not on a large number of participants but an in-depth examination of human experience. Based on this statement, eight participants were obtained who were willing to participate in this study, and all of them met the required criteria. The researcher then sent a consent form as a participant in the study. The eight research participants were (pseudonym) Agus, Dian, Lina, Mita, Mei, Putri, Sinta, Yuli. Information about participants is shown in Table 1:

Table 1. Participants Information

No	Name	Gender	As
1	Agus	Male	Presenter
2	Dian	Female	Presenter
3	Lina	Female	Presenter
4	Mita	Female	Presenter
5	Mei	Female	Presenter
6	Putri	Female	Moderator
7	Sinta	Female	Audience
8	Yuli	Female	Audience

FINDINGS AND DISCUSSION

From the results of observational data, questionnaires, and interviews, it was known that all participants reported that they experienced two types of problems that hindered them, namely linguistic problems and psychological problems. The participants also shared the factors that caused the problems they were experiencing.
1. Problems Linguistics

Linguistic problems that occurred to students when speaking English in presentations were lack of vocabulary, pronunciation errors and lack of grammar. this can be seen from the results of data visualization using Nvivo in figure 1:
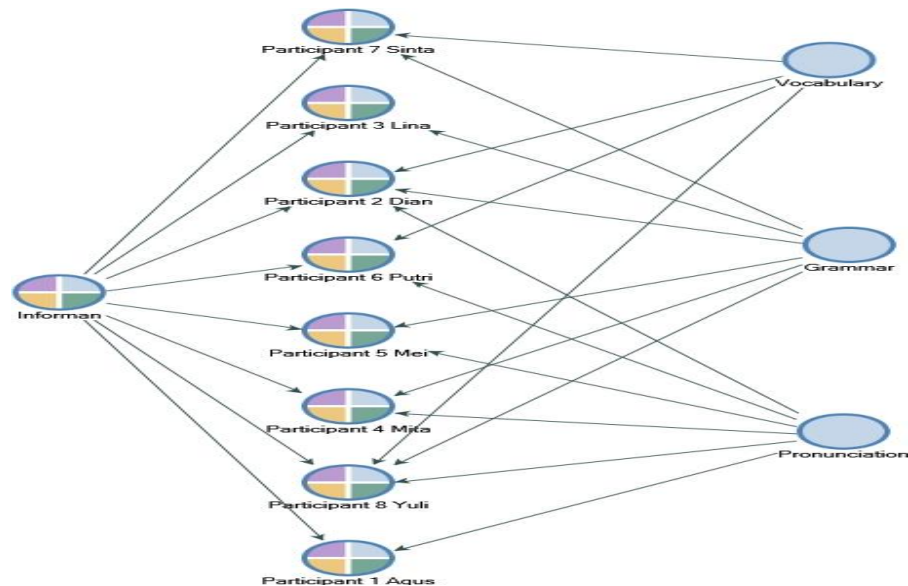

Figure 1

a) Pronunciation Errors

Pronunciation errors were one of the language problems experienced by participants. Abrar et al. (2018) stated that pronunciation was the way a word was pronounced according to language rules. So that without good pronunciation, the process of speaking English will be disrupted. This made it difficult for students to convey information properly and made it difficult for others to understand the meaning they wanted to convey. From the results of the instrument, most of the students had difficulty pronouncing words correctly, so they tended to mispronounce words when they did not know the correct pronunciation. Pronunciation significantly influences students' fluency in speaking in online presentations. Yuli, for example, emphasized that "The linguistic problem I faced when speaking in English was pronunciation because I sometimes get confused in pronouncing a word so that it interferes with my fluency in speaking when online percentages." similarly, Mei stated, "The problem I faced was pronunciation because sometimes we often find 2 or 3 words with almost the same pronunciation, it made me a little confused to distinguish them so that it interferes with fluency in speaking." the participants revealed that they had problems pronouncing words consisting of 3-4 syllables. this was evidenced by Mita who stated, "the linguistic problem that I most often faced when speaking English online presentations was pronunciation because I still have difficulty pronouncing words consisting of 3 or 4 syllables."

Based on these data, it shows that pronunciation was a crucial problem that often made them confused in speaking English in online presentations. In

this regard, word and sentence stress impact their ability to communicate (Huwari, 2019). Long sentences and word stress made them confused and unable to pronounce words correctly because Correct utterances rely heavily on intonation and sentence stress (Wahyuningsih, 2020).

b) Lack of Grammar

Lack of students' knowledge of grammar was one of the problems they faced when doing online presentations. Students did not always have enough time to consider what they wanted to convey. So, they have to decide as quickly as possible what they need to say. When they spoke English in online presentations, they often say the word "uh..." to connect or give them time to think about what they were saying. as one participant put it, "I always used the word "eh" to give me time to think about grammar or good structure." on the other hand, Mei stated that "grammar was a problem I'm facing, I have a lot of difficulties when I want to make a sentence from a few words into a sentence I will have a very heavy confusion" the same thing by Lina that "I think my problem was about grammar language because I did not know much about grammar so when I spoke English I just rely on the vocab I have."

The data showed that when speaking English in online presentations, Participants become confused because they thought about grammar, so Participants did not distinguish the types of tenses when speaking. This was because they were afraid that their grammar was wrong, so Participants used the same tense to make it easier when speaking English, especially in online English presentations. It was also found that Fitriani & Zulkarnain (2019) stated that Students frequently employ basic verbs without regard for the tense. In line with that, Huwari (2020) stated that students could not distinguish between different types of sentences and the tenses they used to speak. Fear of grammar also made students prefer not to participate and just watch the online presentations that were being done.

c) Lack of Vocabulary

Lack of vocabulary was a common problem when one spoke English during an online presentation. Lack of vocabulary made it difficult for students to get used to speaking English and made it difficult for them to convey ideas in presentations well and fluently because I did not know the vocabulary. In regards to this matter, one participant, Sinta, said that "The problem I faced was vocabulary, because That made it difficult for me to speak, so when speaking English, there were certain words that I did not know English." Putri also stated the same thing "The problem was vocabulary because my vocabulary was still lacking" The lack of vocabulary made them dependent on their mother tongue (Indonesian), so their speaking skills were not developed properly.

In addition, using their mother tongue, sometimes they were also silent when asked to participate in online presentations. This was done because they were afraid of making English mistakes, which made them embarrassed and afraid of being ridiculed by their friends. The lack of vocabulary was a problem that made it difficult for students to speak in speaking English. This was reinforced by previous EFL/ESL study such as Abar et al. (2018), Amoah & Yeboah (2021); Huwari (2018); Mooneeb et al. (2020); Suwartono & Pertiwi (2020); and Wahyuningsih (2020). Fitriani & Zulkarnain (2019) expressed different results,

which stated that Pronunciation and grammar problems were the most prevalent errors made by students in the speaking class.

2. Psychological Problems

Psychological problems that occurred to students when speaking English in presentations were shyness, anxiety, and nervousness. This can be seen from the results of data visualization using nvivo in figure 2:
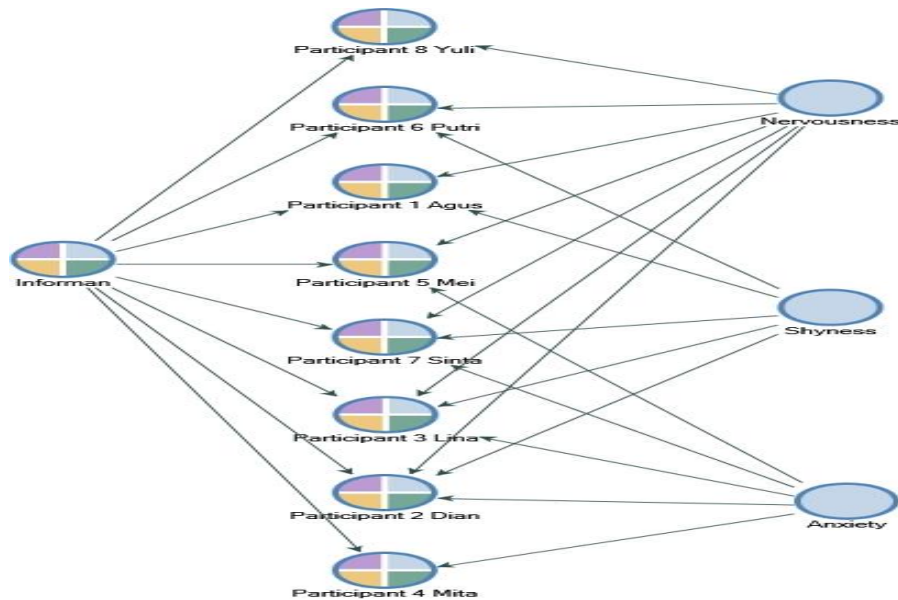

Figure 2

a) Shyness

Shyness has always been a psychological problem that students often experienced. This made online presentations passive and unattractive. Shyness has always been a psychological problem that students often experienced. This made online presentations passive and unattractive. Because shyness made them just watch and not participate in online presentations. Even online presentations become boring because students are passive and just wait for the online presentation to finish. Shyness usually comes when students are unsure or doubtful about their ability to speak English. Such as Sinta, for example, expressed that "I am embarrassed to speak English because I am afraid that I am not good enough to be judged by people who listen". Similarly, Dian stated that "I am shyness when many of my friends were more fluent than me". Likewise, Hadi said, " I shy because I'm doubtful and afraid to make mistakes". Participants claimed that they felt embarrassed to actively participate in online presentations because they were unsure or doubtful about their abilities. Although students had good knowledge and ability to speak English, shyness was a scourge that could hinder students in speaking English and made it difficult for students to apply their understanding in speaking when presenting online. Another study mentions similar problems with psychological problems that students face when speaking English. Among them were Khatoony (2020), Haidara (2016); Asakereh & Afsar (2016); and Suriani et al. (2020). Different results were revealed by Wahyuningsih (2020) that Students' lack of confidence was discovered to be one of the problems that they encountered.

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b) Anxiety

Besides being shy, students also revealed that anxiety was a psychological problem they faced when speaking English in online presentations. Anxiety was one of the severe problems that caused students to have difficulty speaking English; anxiety occurred when students had problems with their linguistics knowledge (vocabulary, pronunciation, and grammar). Usually, the students felt anxious when they did not have enough vocabulary and did not know what to say during an online presentation. One of the participants revealed this; Mei said that "I am anxiety if my pronunciation was wrong and my grammar arrangement was not right". This is supported by Dian's statement, which said that "one of the things that hinder me from speaking English in online presentations was anxiety because I am anxious that the word structure that I put together before the presentation was blank or missing". In line with that, Mita said that "what I faced when speaking English in an online presentation was anxiety because I am afraid that what I say will be spelt wrong So what did I wanted to convey to the audience". Anxiety has become a thing that has a negative enough effect of preventing students from playing an active role in online presentations. Anxiety was indeed something that made students reluctant to speak and participate in presentations.

Anxiety occurred triggered by the increasing fear of making excessive mistakes so that students had difficulty expressing their English-speaking skills in online presentations. The same thing was also expressed in other studies Abrar et al. (2018); Amoah & Yeboah (2021); Mooneeb et al., (2020); Fitriani & Zulkarnain (2019); and Suwartono & Pertiwi (2020). And the different result Haidara (2016) stated that fear of making mistakes, shyness, reluctance, and lack of confidence was all psychological factors that had a detrimental impact on their English-speaking abilities. Wahyuningsih (2020) said almost the same thing that lack of confidence was a psychological problem that students faced in speaking English.

c) Nervousness

The last psychological problem experienced by participants when speaking English in online presentations was nervousness. Nervousness made students forget what they wanted to convey in online presentations, thus making it difficult for them to speak English. The thing that made nervousness come was the lack of vocabulary they have or vocabulary that suits their needs during presentations. In addition to the lack of vocabulary, not knowing the pronunciation of words also made students nervous and panicked when speaking English, so they sometimes used Indonesian in online presentations. Sinta said, "I'm nervous because I've made mistakes in speaking, such as pronunciation errors, wrong grammar and lack of vocabulary". Likewise, Agus stated, "I think the problems that happened to me were nervousness and anxiety". When students spoke English during an online presentation, nervousness was always present, even though they had prepared thoroughly for the online presentation. When nervousness came, they lost what they had prepared and made them have to use Indonesian or their mother tongue to convey the material well and fluently. This problem has been found in other research findings, such as Suryani et al. (2020), Fitriani & Zulkarnain (2019), and Haidara (2016).

3. Factors That Cause Problems Speaking

All the problems that occurred must have a cause that causes all of that to happen, including the problem of speaking English in online presentations. The causes of all the problems that occurred, both linguistic problems and psychological problems found in this study based on the results of questionnaires and in-depth interviews with participants, there were three causes, namely lack of practice, a less supportive environment, and mother tongue.This can be seen from the results of data visualization using nvivo in figure 3:
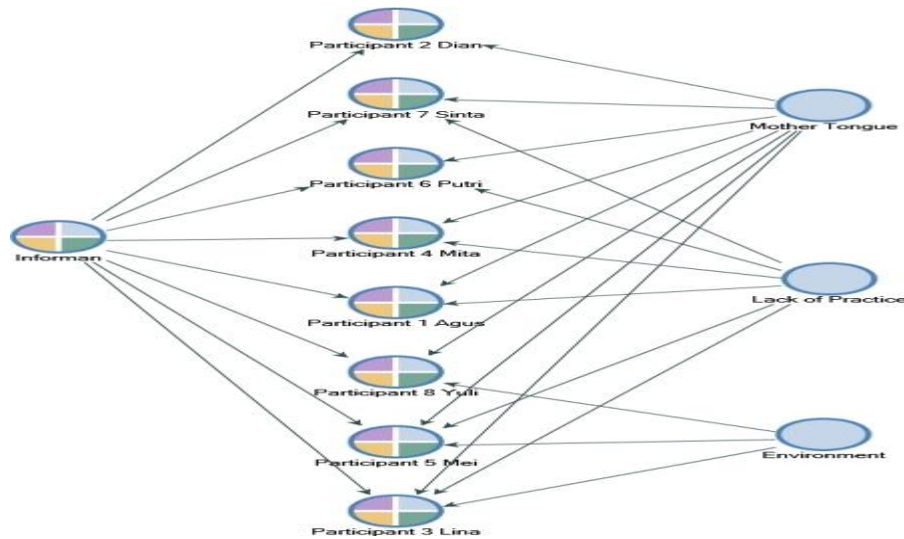

Figure 3

a) Lack of Practice

Lack of practice to speak English was the cause of problems experienced by participants. To fluently speak English during online presentations, participants needed a lot of practice. The participants explained that they prepared the material well, but the participants neglected the practice of speaking English, so they had a lot of problems when presenting online. They explained many reasons why they didn't have enough practice, starting from the many tasks that piled up to being busy participating in campus organizational activities. As stated by Agus that "the cause may be lack of practice, because as I said earlier, I rarely practice even though there were presentations, this was also because I am too busy". Similarly, Putri said that "the cause was a lack of practice because I did not have time for it because there were many assignments, especially now that all learning was done online". This made the participants did not have time to practice everything needed in an online presentation. It was also conveyed by some participants that sometimes they practised for the presentation by taking small notes before the presentation began, and that was very helpful for them when speaking English in online presentations. The researcher observed comparable results with Asakereh & Afshar (2016), Huwari (2018); Haidara (2016); and Fitriani & Zulkarnain (2019) that lack of practice causes students to have problems when speaking English.

b) Less Supportive Environment

Next was a less supportive environment. The absence of a good environment to support participants in practising Speaking was one of the

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reasons they had many problems speaking good English. It also affects participants when they are in class during an online presentation. Due to the lack of practice and lack of support from the surrounding environment, such as friends who were difficult to practice together to get used to speaking English, students became lazy to speak English and were even ridiculed when they tried to practise speaking English outside the classroom. This made students unfamiliar with using English, even in class when the presentation was done online.

Finding a good environment to practice speaking English was indeed difficult, especially in this country of Indonesia, where English itself was the second language used. In the interview session, some participants, Such as Mei, Yuli, and Dian, stated that they tried to create a good environment to practise speaking English by starting to speak English with their friends, either when meeting in person or via WhatsApp chat, but this did not get a good response from their colleagues. The findings of the study were congruent with those of other studies Seraj et al. (2021) stated that the most common issue that EFL teachers experience is a lack of environmental support. This was supported by Tokoz-Goktepe (2014), who stated that students want to be fluent in the language and acquire English for everyday use, despite learning English in a less supportive environment.

c) Mother Tongue

The cause of problems when speaking English in the next online presentation was the mother tongue. As it was known that Indonesia was not a country that used English as its first language. English was used as the second language after Indonesian as the first language or mother tongue in Indonesia. The influence of the mother tongue was very big on the development of students' speaking skills. The habit of students who always use their first language or mother tongue becomes a stumbling block when students speak English inside and outside the classroom. This was because the encouragement to use their mother tongue or Indonesian in class or online presentations was very large. This happened due to a lack of knowledge of English, so when they had difficulty speaking English, students often used Indonesian, which was their first language, so that what they conveyed when the online presentation was delivered well and smoothly.

Mother tongue (Indonesian) was an alternative that was often used by students when they were in a state of urgency in an online presentation forum when students did not know how to convey a material using English. The research participants such as Mita, Lina and Mita also stated that "not all of the lessons used English and only some of them used Indonesian or their mother tongue". This made the participants free to use their mother tongue (Indonesian) at any time, thus making students not accustomed to speaking English. This made the purpose of the presentation method to persuade students to speak English unattainable. This cause was in line with research conducted by Seraj et al. (2021), which stated that inside and outside the classroom, both instructors and students tended to speak their mother tongue a lot, which made improving students' speech abilities difficult. This emphasizes that using too much mother tongue can make it difficult for students and cause many problems. This was supported by Abrar et al. (2018), who stated that Inadequate vocabulary, mother tongue impact, and problems with pronunciation, grammar, and fluency become

stumbling hurdles for EFL learners' ability to speak the language fluently eloquently. The same thing started by Tokoz-Goktepe (2014): the main cause of their communication difficulties was their reliance on their mother tongue (Turkish).

CONCLUSION

Based on the results of the study, the researcher found that most of the students had two main problems, namely linguistic problems such as lack of vocabulary, lack of grammar, and pronunciation errors and psychological problems such as shyness, anxiety, and nervousness faced by students. during online presentations. Furthermore, the findings show that the factors that cause linguistic and psychological problems here are lack of practice, unsupportive environment, and mother tongue.

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