

THE PROBLEMS ENCOUNTERED BY THE STUDENTS IN LEARNING SPEAKING THROUGH ONLINE GROUP PRESENTATION

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Abstract

The aims of this research was to know the problems encountered by the students in learning speaking through online group presentation and the problem solving for the problems have found. This research was descriptive qualitative research and used field observation and data interview. This research was using online group presentation to find the problems encountered by the students in learning speaking. The population of research had already been taking at Mutiara Bunda Senior High School Sidoarjo and the sample of this research was the eleventh grade of students at Mutiara Bunda Senior High School Sidoarjo 2021. The instruments were field observation and data interview. The result of using online group presentation has found the problems encountered by the students in learning speaking through online group presentation. There were 8 problems were found in this research and also problem solving for those problems. The concluded that through online group presentation method could help the students to solve the problems they faced in learning speaking. Thus, online group presentation could find the problems encountered by the students in learning speaking and helped the students to find the solution of the problems they faced

Keywords : Problem in Speaking, Speaking, and Online Group Presentation.

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui masalah-masalah yang ditemui para siswa di dalam belajar berbicara melalui grup presentasi *online* dan penyelesaian untuk masalah-masalah yang ditemukan. Penelitian ini merupakan penelitian deskriptif kualitatif dan menggunakan observasi lapangan dan *interview*. Penelitian ini menggunakan grup presentasi *online* untuk menemukan masalah-masalah yang ditemui siswa di dalam belajar *speaking*. Populasi penelitian ini berada di SMA Mutiara Bunda Sidoarjo dan sample dari penelitian ini adalah para siswa kelas sebelas SMA Mutiara Bunda Sidoarjo 2021. Instrumen-instrumennya adalah observasi lapangan dan *interview*. Hasil dari menggunakan grup presentasi *online* telah menemukan masalah-masalah yang ditemui oleh para siswa didalam belajar berbicara melalui grup presentasi *online*. Ada 8 masalah ditemukan didalam penelitian ini dan juga penyelesain untuk setiap masalah. Disimpulkan bahwa melalui metode grup presentasi *online* bisa membantu para siswa untuk menyelesaikan masalah-masalah yang mereka hadapi didalam belajar berbicara. Sehingga itu, grup presentasi *online* bisa menemukan masalah-masalah yang ditemui oleh para siswa di dalam belajar berbicara dan membantu para siswa untuk menemukan solusi dari masalah yang mereka hadapi.

Kata kunci: Masalah didalam berbicara, Berbicara, dan Grup Presentasi *Online*.

INTRODUCTION

Speaking skill should be mastered by students to enable them communicate with other people. From good skill in communication, someone is going to be able share their ideas, opinion and purposes easily. According to Brown (1994), an interactive process of constructing meaning that involves producing, receiving and processing information is speaking. Those who have mastered speaking skills will be able to gain more opportunities for the prospective jobs, education, and career. Therefore, students should master speaking skill especially English as it is used as an international means of communication.

This world is full of competition and challenges, so we require human resources who have high ability to solve various problems (Sari & Prasetyo, 2021). In the era COVID 19, lots of people are difficult to find a new job after they are fired from his old company. This difficulty is caused by the lack of abilities they have. One of them is their English speaking skill as a tool to communication. As David Kilgour (1999) claimed that the obviously way to get vital communication is English. In 2021st century, many companies are looking for the employees that have ability to speak foreign language, especially English. This is intended so that their employees will be able to serve and maintain good relations with partners from other countries. To get simple language in daily communication is the main aim of learning any language, Riyaz (2016). From this statement, English is the most important subject to train students' speaking skill especially students in Senior High School which after graduation they will look for a new job

However, nowadays lot of students' ability to speak English is very low. The children tend to have good abilities in "Writing Class". They can to make a good essay, story, and text with many of vocabularies easily, but in the time when they have to face in "Speaking Class", they become loss of imagination and looks confused to express sentence in English. According to Nunan (2003), in studying a new language, more people feel that speaking is the hardest subject to be mastered. It is harder than the other subject, such as reading, writing or listening for two reasons. Speaking occurs spontaneously which means it happens at anytime and anywhere without any preparation.

Some people who speak with another person are usually waiting the feedback of their questions or their statement. In the other hand, speaking cannot be able to edited, that is different with writing process. Why it can be happen? Even though, they already had lot of vocabularies. This might happen because of the lack of practice, they are too often trained in non-formal English, so they look very difficult to expressing sentence when they are speaking English.

In the eleventh grade students of Senior High School, they still use the writing method before speaking. It makes them difficult to speak English directly. Lack of practice spontaneously in speaking directly can hinder the development of students' speaking skill. They will feel insecure about speaking directly because they are afraid that they will make mistakes while speaking. According to (Kurniati, 2015), states the difficulties for students to express idea by speaking English are afraid to make mistakes and not confident. However, they must continue to be trained to speak directly and consistently during the learning process.

Based on the problems above, here the focus of the teacher is only to monitor and guide. Teachers do not need to monotonously convey materials through explanations or material written in the class board like the old method that is often used. Teachers are expected to introduce new methods which more challenge students' interests. From this way, they will be more interactive and enjoy in learning English.

However, the condition at this time is not possible to train the students' speaking skill directly as the most teachers do before. The students can not to come in the school and meet their friends as usual before pandemic COVID 19 attracts us. So, they just can to do the learning process virtually. Base on the condition above, the researcher applies online group presentation as the method to increase students speaking skill in the learning process virtually.

To fill the research gap of the problems above, the researcher introduces a method to learn speaking virtually, namely “Online Group Presentation” in which in this method students will be more interactive during learning. Online group presentation is an effort to increase students’ speaking skill. In the online group presentation method, the teacher will divide students into small groups where they will discuss one material that the teacher has given. According to (Antony, 2017) proposes that: “By small group discussion, students’ speaking skill will be improved. There are 3 reasons why we should use small group discussion in improving speaking skill. First, to increase teacher-student interaction by discuss issues and student-student verbal interaction in the classroom. Second, to promote meaningful personal interaction and learning by discussion issues. The learning may be of contents, skills, attitudes or processes. Third, to help students adopt more responsible and independent mode of learning process by discussion issued.”

By applying online group presentation method, students will play an active role as speakers in the online class. As Slavin (1985) the initial goals of cooperative learning theory and investigation can be applied by cooperative learning methods. They will convey and explain the material to other students who act as audience. After they explain the material, other group members will give responds in the form of questions or rebuttals in English to the group that is explaining the material. Baker (2000) defines speaking to a group as a natural activity is a good way to get a formal conversation by oral presentation.

Using online group presentation in learning speaking provides some activities that encourage and support the students to speak and to express their ideas. The researcher would also observe the problems are faced by the students during their learning activity using online group presentation. The researcher will understand about the difficultness of the students in the virtual learning process. The researcher will identify and discuss with the students for the problems they have faced to find the solutions. Finally, the students’ speaking skill will be trained and the problems are faced by the students will be solved by using online group presentation in the learning process. Hence, the researcher chose “The Problems Encountered by the Students in Learning Speaking through Online Group Presentation” as title of her thesis.

Research Method

The research design of this research is descriptive qualitative research. Qualitative research is a research that does not use procedure of statistics analysis, (Moleong, 2018). Qualitative research is also intended as type of research that finding is not obtained through procedure of statistic or quantitative, (AR & Damaianti, 2011). While descriptive qualitative is research that effort to say existing problem solving now based on data, so he also presents the data, analyzes the data, and interprets the data, (Nabuko & Achmadi, 2016). Descriptive qualitative research is research that efforts to draw problem solving without through procedure of statistics or quantitative form.

This study is conducted in the first semester of eleventh grade students in the academic year of 2021/2022. The schedule of conducting the study is suited with the schedule of English subject of the targeted class. Each meeting lasted 30 minutes. The total meeting that the researcher will observe is 6 meetings via online by Zoom app. This researcher will take all students in the class.

There are two kinds of instruments, namely interview and field observation. The detail of each instrument will be discussed below:

1. Interview

In this research, the researcher use unstructured interview to collect the data. Unstructured interviews are the methods of collecting data by asking some questions to the participant to find the information that has purpose to get the data.

2. Field Observation

The aims of field observation are to observe, interact and understand the participants while they are in a natural environment. In this method, the data is collected via an observational method or subject in a natural environment to know the problems are faced by the students in learning speaking and how the students solve their problems using online group presentation method.

Data in this research will be obtained from conducting interview with the participants (about speaking learning strategies that are used, the difficulties when learning speaking, and the solution to solve those difficulties) which is supported by field noted observation to get validity in speaking learning strategy is mostly used, and documentation as follows the recording of virtual meeting by Zoom app to share their problems as along implementing online group presentation to learn speaking skill.

FINDING AND DISCUSSION

This research involved 6 students in the class of Mutiara Bunda Senior High School in the different times did the online group presentation. As the purpose of this research, all of the students who involved in this research have been done their presentation by online group presentation. In this research, the researcher tried to find the suitable method would she used in this research to support learning speaking for the students in the virtual class. Therefore, the researcher chose online group presentation as the suitable method in this research. Online group presentation was expected could increase students in speaking ability in the learning process. However, because the presentation was unable done directly, so there would be some problems encountered in this research. The problems would not be internal problem was come by the students as their problems in speaking ability including fluency, pronunciation, and grammar. However, there was external problem encountered in this research that was network connection of students' mobile phone.

At the first time, the researcher would do this observation research to all of students in the class. However, because of limit time and there were some constraints happen in this research, the researcher narrowed this research is only applied to 6 students in the class. As the result of this research, there were some problems in learning speaking through online group presentation found in this research by interview technique to the 6 students have done online group presentation and also the way to solved the problems were found by field observation is done by the researcher who acted as the teacher in the class. The finding of the problems will be described below:

1. Problems Encountered by the Students in Learning Speaking through Online group Presentation.

The problems were faced by the students in learning speaking through online group presentation have been the main focus in this research. The problems would be found by the researcher through interview technique, the interview would be doing virtually (online) through message chat. So, to find the problems encountered by the students in learning speaking through online group presentation, the researcher would ask the students one by one.

Based on the result of the observation, it could be described that the serious problem was experienced by the students was network connection and lack of preparation before they did their presentation. So, as the result of field observation, the network connection problem could made the presentation was being done by the students was paused, and lack of preparation made the students not fluent to speak English, difficult to answer the questions by another student and the main effect of lack of preparation made some students was unable to join meeting by Zoom app, because they have not installed Zoom app yet. This is supported by the result of interview which showed in the conversation between the researcher and the students virtually below:

a. Meeting 1

As the result of data interview and field observation would be discussed below:

1. Field observation

The presentation should be done by all of the students in the group 1. However, there were some problems that made this presentation was only done by 1 student (single presentation). It caused Anastasya (Student 2) did not have Zoom app. So,

Jordi (Student 1) did the presentation by his own self. Here are the problems found in the Jordi's speaking skill at his presentation:

1. Jordi was lack of preparation before did the presentation.
2. Jordi was not fluent in speaking English.

The problems were found by the researcher above was supported by interview data has been done by the researcher and the students in the next discussion below.

2. Interview

The interview data has been done unstructured by the researcher. The questions was given by the researcher to the student 1 and student2 as the member of group 1 who did presentation in the first meeting. The questions of interview data were made directly as a long the interview process was done by message chat below:

Jordi (Student 1)

The researcher decided Jordi as the member of group 1 from 5 groups in online group presentation were doing in this research. After Jordi (Student 1) has done his presentation with his partner, the researcher sent message to Jordi to get the information about the problems encountered while his presentation with his partner. The message has consisted about the questions around the presentation has been done by his group. Based on the result of answer/question section has been done by the message, the researcher found some problems encountered in Jordi's presentation. Below is the chat messages list between the researcher and Jordi (Student 1):

The researcher asked:

"Hello, good afternoon, Jordi. I say congratulation for your presentation today. Miss Dinda would like to ask you about the problems you've gotten in the online group presentation method in learning English. So, what is the problems did you get?"

Jordi replied:

"Ummm, I think my connection, and I'm not fluent enough in English."

"And I'm not preparing my presentation very well."

The researcher said:

"OK, Jordi. Thankyou and good luck!"

Jordi replied:

"OK, Miss. Thank you."

From the result of the message between the researcher and Jordi (Student 1) were doing, the problems can be identified as below:

1. Jordi was not confident to speak English.
2. Jordi was lack of preparation.
3. Jordi had problem at his network connection.

Anastasya (Student 2)

Based on the deciding group member in this research, Anastasya was Jordi's partner. Anastasya sent message to the researcher as a form of discussion of her problem while learning speaking through online group presentation. Below is the messages list between the researcher and Anastasya (Student 2):

Anastasya asked:

"Assalamualaikum, Miss. I'm sorry to say that before, some of them did not have Zoom application"

"How's the assignment?"

The researcher replied:

"You can record your voice to give explanation about the material in your power point slides."

Anastasya replied:

"Alright, Miss."

The researcher said:

"OK. I'll be waiting."

"Maybe you can download Zoom app in the next meeting when we cannot to use Gmeet app."

Anastasya replied:

"Alright, Miss."

From the discussion message about, the researcher could to conclude a problem that Anastasya was faced. The problem could be concluded below:

1. Anastasya did not have Zoom app as a tool in the learning process.

As the result of field observation and data interview above, the researcher could to conclude that there were 4 problems were found in the meeting 1. Those were:

1. Student was not confident to speak English.
2. Student was lack of preparation before did the presentation.
3. Student had a problem at his network connection.
4. Student did not have Zoom app as a tool in the learning process.

b. Meeting 2

As the result of data interview and field observation would be discussed below:

1. Field Observation

Based on the field observation there were some problems were found by the researcher in her research in the meeting 2. From the schedule of the meeting class, meeting 2 was the presentation of group 2, the members of group 2 were Grace (Student 3) and Imel (Student 4). A day before the presentation was started, the students already sent the power point slide of the material to the researcher, it means that they had prepared of their presentation. However, there were some problems were found in the meeting 2. The problems were:

1. Students were lack of preparation.
2. Students were difficult to speak English fluently.

The problems were found by the researcher above was supported by interview data has been done by the researcher and the students in the next discussion below.

2. Interview

The interview data has been done unstructured by the researcher. The questions was given by the researcher to the student 3 and student 4 as the member of group 2 who did presentation in the first meeting. The questions of interview data were made directly as a long the interview process was done by message chat below:

Grace (Student 3)

Grace was one of the students at eleventh grade student in the Mutiara Bunda Senior High School. The researcher decided Grace as a participant in group 2. The researcher has done the interview by message after Grace has done her presentation with her group. Below are the messages list between the researcher and Grace (Student 3):

The researcher asked:

"Hello, good afternoon, Grace. I say congratulation for your presentation today. Miss Dinda would like to ask you about the problem you have gotten in the online group presentation method in learning speaking English. So, what is the problem did you get?"

To make easier the interview process the researcher give option language for Grace to answer, that is Indonesian and English language. The researcher said:

"You can answer using English or Indonesian."

Grace replied:

"Good afternoon, Miss. I think it is difficult for me to answer questions from friends, especially if the question is difficult."

The researcher asked:

"Oh, I see. Do you mean questions by students by another group?"

Grace replied:

"Yes."

The researcher asked:

"Ah, I see. That is good, Grace. Which one is better between having a discussion by online and offline, Grace?"

Grace replied:

"Hm, I think online and offline are the same, Miss. But the important thing is to try."

The researcher asked:

"What do you mean?"

Grace replied:

"I mean, if we are struggle harder such as have a good preparation long before, maybe we can present it better."

The researcher asked:

The researcher said:

"Ah, OK. Thank you and good luck, Grace!"

Grace replied:

"OK, Miss. Thank you, too."

Based on the messages above between the researcher and Grace (Student 3), the researcher could to identify the problem which Grace was faced. The problems would be:

1. Grace felt difficult to answer the questions from students by another group.
2. Grace was lack of preparation.

Imel (Student 4)

Imel was a one of students in the eleventh grade of Mutiara Bunda Senior High School. The researcher decided Imel was being a participant of group 2. While the presentation was started, Imel did not come to the online learning by Zoom app. Then, the researcher tried to find information from her partner (Grace). As the result, the researcher could to know the reason why Imel could to join the presentation, which was because Imel did not have Zoom app to join the meet. For the solution of Imel's problem, the researcher sent a message chat to Imel to confirm that problem and to give substitute assignment. Below is the messages list between the researcher and Imel:

The researcher said:

"Good morning, Imel. There was a problem because you did not have Zoom app, right? For the substitute assignment for your presentation today, you can record your voice to explain about the material in your group's power point slides or you can ask online meeting at 19.30"

Imel asked

"Can I use voice note?"

The researcher replied:

"Yes, you can."

While making voice note as a substitute assignment, Imel sent a message chat again to the researcher.

Imel asked:

"Do I need to introduce myself first or I can directly present?"

The researcher asked:

"Introduce yourself first."

Imel (Student 4) was submitted substitute assignment before the deadline. Then, to find another problem that Imel faced, the researcher sent message chat again to Imel as below:

The researcher asked:

"Imel, Can you tell your problems as a long you are doing online presentation?"

Imel replied:

"There is no, Miss. Only I cannot speak English clearly."

The researcher said:

"OK. Thank you for your information."

Imel said:

"OK, Miss."

From the message chat above, the researcher could to identify the problems were faced by Imel while learning speaking through online group presentation. The problems would be:

1. Imel did not have Zoom app.
2. Imel could not how to start presentation.
3. Imel could not speak English fluently.

As the result of field observation and data interview above, the researcher could to conclude that there were 5 problems were found in the meeting 2. Those were:

1. Students were difficult to answer the questions by another student.
2. Students were lack of preparation
3. Students could not how to start the presentation
4. Students did b]not have Zoom app as the tool of the meeting
5. Students could not speak English fluently.

c. Meeting 3

As the result of data interview and field observation would be discussed below:

1. Field Observation

Based on the field observation there were some problems were found by the researcher in her research in the meeting 3. From the schedule of the meeting class, meeting 3 was the presentation of group 3, the members of group 3 were Maycha (Student 5) and Bagus (Student 6). From the field observation, there were some problems were found in the meeting 3. The problems were:

1. Students were not fluent in speak English.
2. Students had miss-communication while doing the discussion.

The problems were found by the researcher above was supported by interview data has been done by the researcher and the students in the next discussion below.

2. Interview

The interview data has been done unstructured by the researcher. The questions was given by the researcher to the student 4 and student 5 as the member of group 3 who did presentation in the first meeting. The questions of interview data were made directly as a long the interview process was done by message chat below:

Maycha (Student 5)

Maycha was a student at eleventh grade in Mutiara Bunda Senior High School. In this research observation, the researcher decided Maycha as a participant of Group 3. A day before her group presentation was started, Maycha sent a message chat to the researcher as a form of discussion of her problem. Below is the messages chat list between the researcher and Maycha:

Maycha said:

"Good afternoon, Miss. This is power point slides for presentation tomorrow."

The researcher replied:

"Noted."

Maycha asked:

"Oh ya, Miss, for tomorrow I will do my presentation alone or with my partner."

The researcher said:

"Tomorrow you will do your presentation with Bagus, Is the power point slide made together?"

Mayha replied:

"No, it was not. Only me, Miss."

The researcher asked:

"Do not you coordinate it with Bagus?"

Maycha replied:

"Already, Miss."

The researcher asked:

"Is there any difficulty when you are doing team work with your partner virtually?"

Maycha replied:

"There is no, Miss."

The researcher said:

"Maybe it is only miss-communication and slow responses by your partner."

Maycha asked:

"That is right, Miss. I am sorry to say that before, Miss. Can we use Gmeet app for online class tomorrow? Cause I cannot use Zoom app yet."

The researcher replied:

"OK."

Maycha said:

"OK, thank you, Miss."

The researcher asked:

"It means, you have not used Zoom app yet before?"

Maycha said:

"That is right, Miss. I have just downloaded it yesterday, but I still confuse how to use it."

Maycha said:

"Thank you, Miss."

From the list of chat conversation above, the researcher could to conclude that there were some problems that Maycha was faced during learning speaking through online group presentation. The problems could be identified below:

1. Maycha had miss-communication when doing discussion with her partner virtually.
2. Maycha has not used Zoom app yet.

Bagus (Student 6)

Bagus was one of the students at eleventh grade of Mutiara Bunda Senior High School. The researcher decided Bagus as a participant in Group 3. Based on the problem was faced by Maycha (Student 5) in the previous discussion, Maycha (Student 5) got a miss-communication when doing a discussion with Bagus (Student 6). Here, the researcher would like to confirm that problem to Bagus as a form of validity data. To get the validity data for the information has given by Maycha, the researcher also did interview virtually with Bagus (Student 6). The researcher did the interview same as the previous activities, the researcher sent a message chat to Bagus to ask and got more information about the problems he has been faced as a long learning speaking through online group presentation. Below is the message chat between the researcher and Bagus (Student 6):

The researcher asked:

"Bagus, are there any difficulties while doing a discussion with your partner?"

Bagus replied:

"Yeah, Miss. All have already been made by Maycha."

The researcher asked:

"You did not join to make it?"

Bagus said:

"Maycha made it by herself."

The researcher said:

"What have you done for your group?"

Bagus replied:

"I have not done anything. She did not say before made the PPT, she just said it when PPT is already made."

The researcher said:

"OK, it means, Bagus will be doing another material."

Bagus asked:

"Which one, Miss?"

The researcher said:

"You can find the material of "Personal Letter" and make a power point slide for it. Then, you can do presentation after group 5."

Bagus asked:

"Will I present it alone?"

The researcher replied:

"Yeah, Because Maycha has made PPT and found material for group 3 by herself, Maycha will be presenting the material of group 3 alone. And you will do it also."

Bagus said:

"OK, Miss Dinda."

From the conversation by message chat above, the researcher has already found the validity of information has given by Maycha. So, here was miss-communication happen. The problem was faced by Bagus (Student 6) was similar with his partner (Maycha), the problem would be:

1. Bagus had miss-communication when doing discussion with his partner.

As the result of field observation and data interview above, the researcher could to conclude that there were 5 problems were found in the meeting 3. Those were:

1. Students had miss-communication when doing the discussion with their partner.
2. Student has not used Zoom app yet.

d. Meeting 4

As the result of data interview and field observation would be discussed below:

1. Field Observation

Based on the field observation there were some problems were found by the researcher in her research in the meeting 4. From the schedule of the meeting class, meeting 4 was the presentation of group 4, the members of group 4 were Keisha (Student 7) and Sherina (Student 8). From the field observation, there were some problems were found in the meeting 4. The problems were:

1. Students had difficulties in expressing sentence in English.

The problems were found by the researcher above was supported by interview data has been done by the researcher and the students in the next discussion below.

2. Interview

The interview data has been done unstructured by the researcher. The questions was given by the researcher to the student 7 and student 8 as the member of group 4 who did presentation in the first meeting. The questions of interview data were made directly as a long the interview process was done by message chat below:

Keisha (Student 7)

Keisha was one of the students at eleventh grade student in the Mutiara Bunda Senior High School. The researcher decided Keisha as a participant in group 4. The researcher has done the interview by message after keisha has done her presentation with her group. Below are the messages list between the researcher and Keisha (Student 7):

The researcher asked:

"Hello, Keisha. Good Morning! I'd like to ask you about your presentation in the last meeting, Is there any problem?"

Keisha replied:

"No, I don't, Maam."

The researcher asked:

"OK. Do you have any difficulties in speaking English?"

Keisha replied:

"Sometimes Ma'am, I feel difficult in pronunciation."

The researcher asked:

"Hm, pronunciation.. Do you often speak English with Nania in your home?"

Keisha replied:

"Sometimes, Ma'am."

The researcher asked:

"Maybe you can practice more to speak English with Nania. Do you have any difficulties again in speaking English?"

Keisha replied:

"No, I don't, Ma'am. And I'll practice more with Nania."

The researcher asked:

"Great. What do you think about online group presentation? Can group presentation help you to speak English?"

Keisha replied:

"Yes, Ma'am. They help me to speak English."

The researcher asked:

"How can they help you?"

Keisha replied:

Because of group presentation I knew some words that I did not know before."

From the discussion message about, the researcher could to conclude problems were faced by Keisha. The problem could be concluded below:

1. Keisha had difficulties in pronunciation.

Sherina (Student 8)

Sherina was one of the students at eleventh grade student in the Mutiara Bunda Senior High School. The researcher decided Sherina as a participant in group 4. The researcher has done the interview by message after Sherina has done her presentation with her group. Below are the messages list between the researcher and Sherina (Student 8):

The researcher asked:

"Good morning, Sherina. I'd like to ask you about your presentation in the last meeting. Do you have any problems?"

Sherina replied:

"No, Mrs."

The researcher asked:

"Do you have any difficulties in speaking English?"

Sherina replied:

"No, I can speak English. But I'm bad in grammar, but I know what people talk when speak English."

The researcher asked:

"I see. What do you think about online group presentation? Can group presentation help you to speak English?"

Sherina replied:

"It will be help me to learn new about English."

The researcher said:

"OK, thank you, Sherina."

Sherina replied:

"You're welcome, Mrs."

From the conversation on the message chat above, the researcher could to conclude problems were faced by Sherina. The problem could be concluded below:

1. Sherina had difficulties in Grammar.

As the result of field observation and data interview above, the researcher could to conclude that there were 2 problems were found in the meeting 4. Those were:

1. Student had difficulty in pronunciation
2. Student had difficulty in grammar.

e. Meeting 5

As the result of data interview and field observation would be discussed below:

1. Field Observation?

The presentation should be done by all of the students in the group 5. However, there were some problems that made this presentation was only done by 1 student (single presentation). It caused Vhyo (Student 10) could not join the meeting because he was sick. So, Nania (Student 9) did the presentation by his own self. Based on the

observation, Nania had good speaking ability, both of the fluency or pronunciation were good.

It supported with data interview was done by the researcher and Nania (Student 9) through message chat below:

Nania (Student 9)

Nania was one of the students at eleventh grade student in the Mutiara Bunda Senior High School. The researcher decided Nania as a participant in group 5. The researcher has done the interview by message after Nania has done her presentation with her group. Below are the messages list between the researcher and Nania (Student 9):

The researcher asked:

"Hello, Nania. Good morning! I'd like to ask you about your presentation in the last meeting. Is there any problem?"

Nania replied:

"Good morning! And what do you mean any problem?"

The researcher asked:

"I mean, do you have any difficulties in speaking English?"

Nania replied:

"I personally don't think so except few grammar mistakes."

The researcher asked:

"Ah, OK. What do you think about online group presentation? Can group presentation help you to speak English?"

Nania replied:

"Yes! I find that discussing things and generally interacting with someone in English helps a lot."

The researcher said:

"I see. Thank you, Nania."

Nania replied:

"No problem."

From the conversation on the message chat above, the researcher could to conclude problems were faced by Sherina. The problem could be concluded below:

1. Nania had problem in grammar while speaking English.

As the result of field observation and data interview, there was a problem found in students' speaking skill in the meeting 5. That was:

1. Student had problem in grammar while speaking English.

Based on the data interview to find the problems encountered by the students, the researcher could to conclude all the problems were faced by the students in learning speaking through online group presentation. As the result of data interview were doing by the researcher and the students, the problems could be conclude below:

1. Students were not confident to speak English.
2. Students were lack of preparation when doing presentation.
3. Students had a problem on their network connection.
4. Students did not have Zoom app as a tool in the online learning.
5. Students felt difficult to answer the questions by another group.
6. Students could not how to start presentation.
7. Students could not to speak English well.
8. Students had a miss-communication while doing a discussion virtually.

2. The Problem Solving in Learning Speaking through Online Group Presentation.

Although the researcher has tried to give the best strategy to help the students in learnin speaking, the problems were still found in this research. The problems encountered by the students in learning speaking through online group presentation have been discussed above. Every student has mentioned the problems they were faced as a long online learning. From the finding of the problems above, here the researcher would like to describe about the techniques by the students to solve their problem in learning speaking through online group presentation.

As a discussion in the previous chapter, the researcher used field observation to collect the data by the students related the techniques used by the students to solve their problem in learning speaking through online group presentation. Based on the field notes observation, the findings of the techniques as a problem solving were discussed below:

1. Students were not confident to speak English.

As a foreign language, speaking English were being a scary thing for students. They could not to speak as free as they were speaking using their own language (Indonesia or Javanese). Speaking used new language made the students felts strange, although they had a lot of vocabularies and fluent to speak English, the students were still not confident to speak foreign language. As Jordi (Student 1) in the previous discussion state: *"I am not fluent enough in English."*

Based on his statement, it showed that Jordi had less confident to speak English. The problem happened in this research was students were not fluency well to speak English. From the field observation, this problem (not fluency speak English) happened to the first student (Jordi).

In his presentation, he could to explain well the material by reading the written on the power point slide, he was good at pronunciation. However, when he tried to answer the question by another group, he had some spaces when pronouncing the words. From the field observation, Jordi turned on his camera as a long did presentation by Zoom app. So, the researcher could to watch what Jordi was doing behind the scene. As the field observation by the researcher, Jordi could to answer 2 questions by another group used English language without looked at Google translate or dictionary, but he still had some spaces when pronouncing the words in English.

From the explanation above, it showed that Jordi had a lot of vocabularies in English, but he was lack of practicing speak used English language. So, he needed some time to combine several words when he was answering the question.

Based on the result on field observation by the researcher, Jordi tried to solve his problem (not fluency to speak English) through kept talking to answer the questions by another group. It means, although Jordi was not confident to speak English with the reason not fluent enough, he still tried to speak more and put a side his self-doubt.

So, the researcher could to conclude that students solved their problem of not fluent enough in learning speaking through kept speaking and put aside their self-doubt to speak English.

2. Students were lack of preparation when doing presentation.

Presentation is an active activity. In the presentation time, students would be an active speaker during the class was going on. They would explain the material to all of their friends, especially for another group. While became a speaker, they did not just explain the material to their friends but they also answered the questions have given by another group in the last section of their presentation. So that, they needed to have enough preparation with their own before they were doing their presentation.

In the second problem was found in this research was students lack of preparation when doing their presentation. Based on the previous discussion in messages chat between the researcher and the students, this problem happened in more than one group. It was happen in the Group 1 and Group 2. The problem was identified by the message chat below:

Message chat by Jordi (Student 1 from Group 1) has stated:

"And, I am not preparing my presentation well."

It was also found from message chat by Grace (Student 3 from Group 2) has stated:

"I mean, if we are struggle harder such as have a good preparation long before, maybe we can present it better."

Based on the result of the data interview above, the students did not prepare their presentation well. In the field observation, this problem was being a complicated problem. When the students were not preparing their presentation well, they felt difficulties to explain and to answer the questions by another group.

This case made the researcher was not just being an observer in the class. To solve their problem, the students asked the researcher to help them explained the material in detail and asked the researcher to guide them to answer the questions by another group.

In the field observation, the researcher could to watch a long discussion was doing during the presentation when another group asked questions to the group who was doing presentation. However, from the long discussion has done, the students who were being speaker in the class still did not find the correct answer to give response questions by another group. At that time, a participant of a group who was doing presentation asked the researcher to help them.

So, as a result of the field observation, the researcher could to find that the students solved this problem with asked help by the researcher to explain more about the material for them.

3. Students had a problem on their network connection.

Online learning is unavoidable at this time. Because of COVID 19, all of the students cannot to come in the class to learn together with their friends and get explanation directly by the teacher. The condition made the students could to learn by their own house, so it means, the students needed mobile phone to get the education, to join online learning. In this situation, network connection was being the important thing. If the students lose their connection, it would be the big problem for them. They would be late to accept the materials have given by the teacher.

However, network connection could not be set, it depended the power was had by the signal. In this research, network connection was become serious problem. It happened to the Jordi (Student 1 from group 1) when he was presenting his group material. At this problem, Jordi stated:

“Umm, I think my connection.”

In the middle of his presentation, Jordi’s Zoom account suddenly left from the Zoom meeting. This problem might be often happened in the online learning. However, the problem would be serious problem if the method used in the online learning was group presentation, and the problem happened to the speaker of online group presentation at that time.

Based on the field observation by the researcher, the students could to handle this problem quickly. When they realized that Jordi’s voice could be listened again and there was a notification in the Zoom meeting that Jordi’s account has left. One of the student, Grace (Student 3 from Group 2) in this research called Jordi quickly to give confirmation.

While 4 minutes, another students from different group tried to handle tshis presentation as they could because Jordi had a bad signal and Anastasya as Jordi’s partner in this presentation also had a problem (did not have Zoom app). After 4 minutes Jordi has joined again in the Zoom meeting and continued his presentation.

From the result of field observation above, the researcher could to conclude that when a problem happened like one of student had a bad signal, another students from another group would to handle the presentation until the speaker (Student who doing the presentation) could to join online meeting again.

4. Students did not have Zoom app as a tool in the online learning.

To start the class virtually, the researcher tried to give alternative in order to the researcher and the students could to do the meeting virtually, and built the condition as they were in the class. It means, they could to see the researcher’s face and also their friends’ face as they met in the class directly. To solve this problem, the researcher has asked the students to join online class by Zoom app. As we know, Zoom app had facility to give the impression of meeting online. From that facility, the researcher hoped that all of the students would enjoy the online class as the came to the classroom as usual. However, some of the students did not follow the instructions by the researcher. Some of them did not download Zoom app for online meeting until the time for their presentation came. Eventually, the forth problem was presented in this research.

The fourth problem in this research was the students did not have Zoom app in their mobile phone. Because of this problem, some of the students could not join the meeting. This problem happened at 2 students in different groups, they are Anastasya (Student 2 from group 1) and Imel (Student 4 from group 2). To confirm this problem, Anastasya stated:

"Assalamualaikum, Miss. I'm sorry to say that before, some of them did not have Zoom application"

From the confirmation has given by Anastasya, the researcher added this problem as the fourth problem in this research. To solve the problem was stated above; the students (Anastasya) asked the substitute assignment from the researcher. She said:

"How's the assignment?"

Based on the interview data and the result of the field observation, the researcher could conclude that to solve this problem (Students did not have Zoom app), the students asked substitute assignment by the researcher. From the problem solving was done, the students still could to get the score by the researcher although they could not join the meeting.

5. Students felt difficult to answer the questions by another group.

In the previous discussion, the researcher has stated that presentation was an active activity. Where the students were not being a listener but they would be a speaker who acted as teacher in the class. They would to explain the material to their friends, and in the last section they would let her friends to give feedbacks or questions for their presentation.

To answer the questions by another student, that means requiring them to understand the material of their presentation well. However, the speakers who presented their material felt confuse to answer the questions. This problem happened to the Grace (Student 3 from group 2), in the interview section, she stated that:

"I think it is difficult for me to answer questions from friends, especially if the question is difficult."

In the next interview, Grace stated that:

"I mean, if we are struggle harder such as have a good preparation long before, maybe we can present it better."

The fifth problem of this research was students felt difficult to answer questions by another student. Based on the result of the data interview above, the researcher concluded that the difficulty to answer the questions by another student happened because they lack of preparation before presentation.

For solution of the fifth problem, the students solved their problem by took some minutes time to prepare their responses. Cause they turned on their camera as a long the presentation. The researcher could to watch that they used some minutes they asked to browse and found the correct answer by internet.

As the results of data interview and field observation, the researcher conclude that the students asked some minutes to browse the correct answer for difficult questions by another student.

6. Students could not to start the presentation.

Presentation had some procedures for implementation. For the short discussion, the procedures could be summarized into 4 sections, which are opening sections, explanation of the material section, question and answer section and the last was closing.

The sixth problem would be discussed in this research was the students could to start the presentation. This problem happened to Imel (Student 4 from group 2) during she did her substitute assignment by voice note through whatsapp app. To confirm this problem, there was a statement was taken from Imel by data interview. In the interview section, she said:

"Do I need to introduce myself first or I can directly present?"

Based on the result of field observation, the students have just known the online group presentation method in this semester. In the previous learning, they never use group

presentation method especially through online learning. It means, at that time was the first time they did learning through online group presentation.

Imel asked the question to the researcher related how to start the presentation as a way to solve her problem. Then, the teacher replied her question including the way to start the presentation. From the discussion, the researcher concluded that students solve the sixth question through asked the researcher and did it well.

7. Students could not to speak English well.

Speaking used foreign language needed habituation in the daily activity. It means, to have an ability of speak English well, the students needed to more practice spoke using English language in their daily activities. The seventh problem was mentioned in this research was students could not to speak English well. It happened to the some students in this research, they were Jordi (Student 1 from group 1) and Imel (Student 4 from group 2), below were their statement in the data interview:

Jordi stated:

"I'm not fluent enough in English."

Imel stated:

"I cannot speak English clearly."

From the data interview above, the researcher added her field observation as a problem solving was done by the students to solve the seventh problem in this reseach. In the field observation, Jordi tried to speak English much to explain the material of his presentation and tried to answer the questions by another student used English language. While Imel, realized that she did not to speak English well (Including fluency and pronunciation), she tried to mix two languages in her presentation, which are Indonesian and English.

8. Students had a miss-communication while doing a discussion virtually.

Direct communication and virtual communication had significant differences, especially when the communication was done through messages chat. Because of online learning, the method used in this research was done virtually and also the students did the communication with the participant of their group virtually.

If the communication did directly, the students would see the face of their friend directly and also got the response of their question directly. While in the online discussion which was done through message chat, the students could not to see her friends' expressions and could not to get response directly, this case made the eighth problem presented in this research.

The eighth problem in this research was students had miss-communication while doing the discussion virtually. This problem happened at the Group 3, they are Maycha and Bagus. Below was the result of data interview by Maycha and Bagus.

Maycha stated:

"No, it was not. Only me, Miss."

From the statement above, Maycha has said that only her who made the material (PPT). Then the researcher confirmed to her partner to get the valid information. In the next interview which done by the researcher and Bagus, Bagus stated:

"Yeah, Miss. All have already been made by Maycha."

In the continued interview, Bagus stated:

"I have not done anything. She did not say before made the PPT, she just said it when PPT is already made."

From the statement were given by Bagus and Maycha the researcher could to concluded that there was miss-communication on their online communication. Based on field observation, the students could not to solve this problem because both of them had different perception in this case. To solve the problem, the researcher helped the students to give solution as fair as she could. For the solution, the researcher asked Bagus to make and prepare power point slide in different material. So, at the time when group 3 did presentation, only Maycha did the presentation because the material and power point slide had made by her. While for Bagus, he would presented different material after group 5 did their presentation.

4. Conclusion

Based on the data interview has taken by the researcher to the students virtually through message chat; the problems encountered by the students could be identified as followed:

1. Students were not confident to speak English.
2. Students were lack of preparation when doing presentation.
3. Students had a problem on their network connection.
4. Students did not have Zoom app as a tool in the online learning.
5. Students felt difficult to answer the questions by another group.
6. Students could not how to start presentation.
7. Students could not to speak English well.
8. Students had a miss-communication while doing a discussion virtually.

Based on field observation by the researcher, the students could to solve their problems as followed:

1. Students tried to speak English more and tried to answer the questions by another group used English language.
2. The students asked the researcher to help them through explain the material in detail.
3. Another student from another group handled the presentation until the speaker (Students who did presentation) could to join again in the Zoom meeting.
4. The students asked the substitute assignment to the researcher because they could not join the meeting.
5. The students took several times to browse the correct answer to the internet before they tried to answer the questions by another group.
6. The students asked the researcher how to start the presentation. Then, they did it well.
7. The students explained the material used mix language (Indonesian and English) to avoid miss-understanding to their explanation.
8. The researcher gave them substitute material and asked them to do single presentation in the different meeting.

5. Suggestions

For the students, the students should get the better connection during they do online learning, because without the better connection the students will get some problems in the online learning. One of them is unable to convey or receive the material fully in the online group presentation method.

For the teacher, to keep the students interest and attention, the teacher should have some methods to apply in the learning process. So the students will not bore to join online learning. The method is used must be challenge and attract their activity. One of the methods is online group presentation.

For the researcher, the next suggestion is addressed to the future researcher, especially how to conduct the same research field in different level of education, such as in High School to enrich the various findings

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