



The Challenges of EFL Learners in Higher Education to Participate the Online Presentations

Dian Wahyu Saputri^{1*}, Paulina Besty Fornitasari²

^{1,2}Universitas Tidar

dianw742@gmail.com

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Abstract

Not only presenters but also participants can affect the process of online classroom presentations, including the discussion in question-and-answer sessions. Sometimes, several EFL learners who participate in online classroom presentations do not actively join the discussion by asking the presenters questions, suggestions, or objections. Various reasons may affect the issues, including the challenges the participants face. Therefore, this study aims to determine the challenges of EFL learners as participants during online classroom presentations. The participants were 23 sixth-semester students from English Department, Universitas Tidar. The researchers used descriptive qualitative methods and questionnaires as instruments to collect and analyze the data. The researchers found that 61% of the respondents often and sometimes joined the discussion, and 39,1% of the respondents rarely joined the discussion. The researchers conclude that many students actively join the discussion in question-and-answer sessions, but the number of students who did not actively join the discussion is relatively high. The reasons are the challenges faced by the EFL learners related to the low confidence, anxiety, and noise from the presenters and the participants during online classroom presentations. Based on the data, the students prefer using the chat box to the microphone to join the discussion.

Keywords: challenge, EFL learners, online classroom presentation

Introduction

Presentation is one of the favorite activities conducted in teaching and learning. It can reflect how well learners comprehend a specific topic, present it to other learners, and engage them in a discussion. In a learning activity, classroom presentation also has an important role. It is because the presenters need the skill to make other students get what the presenters explain in the presentations. Since recently there are Coronavirus disease 2019 or COVID-19, most schools have to conduct online classes. For COVID-19-affected districts, the Minister of Education and Culture of the Republic of Indonesia has ordered schools to implement online learning

beginning March 17, 2020. Online learning is described as studying over the internet and is supported by electronic devices such as computers, smartphones, laptops, and PCs (Gonzalez & Louis, 2018). In this case, it affects the process in the classroom presentations. Classroom presentations are still being used in online classrooms, and there are some issues with them. The use of communication devices such as computers, cell phones, and internet connections is needed since the teachers and students have to use online platforms in conducting classroom presentation activities. It gains more challenge in presentation sessions. The presenters should still make the participants



understand the materials through online platforms if they are not necessarily achievable even in offline class.

It even becomes more challenging in EFL classes. Presenting a different language in front of people can be nerve-wracking. The students are afraid to make mistakes because of their still-developing knowledge. Higher degrees of anxiety may be linked to higher terms of risk (Smith, 2016). Not only for presenters, but it may also occur for the classroom presentation participants. In some online classroom presentation activities, people may be aware that many parts of the students do not join the discussion, and instead, only several students often join the discussion. To some extent, encouraging learners to talk in English encourages them to participate in class discussions actively.

In this study, the research focused on EFL learners in higher education as the participants in the online classroom presentation. Examining participants' challenges in online classroom presentations cannot be underestimated. Problems are sometimes unavoidable when conducting online classroom presentations. The problems sometimes happen not only to the presenters but also to the participants, especially if students are the presenters themselves in online presentations. The previous study by Amalia & Ma'mun (2020) found that the students as the presenters cannot reach the maximum result due to anxiety. First-year students that were

researched usually faced anxiety during presentations when they needed to explain the materials in a foreign language. There are also several things that become obstacles when doing online presentations, such as related to the internet connection, devices, environment, and others. In this case, presenters and participants are expected to remain active in the discussion session during online classroom presentations to make the presentations run effectively. Thus, the researchers try to discover the challenges that the participants face during online classroom presentations to make the solution that will lead to effective presentations. This research searches for the answer to the research questions, which are (1) How often do the EFL students join the discussion in online classroom presentations based on their perspectives? (2) What challenges did the EFL students face in participating in online classroom presentations?

Theoretical Review

Online Classroom Presentation

The coronavirus pandemic has altered classroom management in higher education institutions, causing alterations in the teaching-learning process. Thus, many schools in the world conduct online classes, especially in Indonesia. Online learning is described as studying that takes place over the internet and is supported by electronic devices such as computers, smartphones, laptops, and PCs (Gonzalez & Louis, 2018).



According to Ali (2020), numerous governments took steps to prevent the virus from spreading and preserve the educational process's continuity, and colleges worldwide adopted online learning. In this case, it affects the process in the classroom presentations. The students and teachers use communication devices such as computers, cell phones, and internet connections, including various online platforms for presentations.

In online learning, the students and teachers can still conduct presentation activities. In higher education, the students commonly hold presentations for weekly activities. More specifically, the sixth-semester students in the Intercultural Communication course have a weekly presentation in which the students participate as the presenters in groups. The presentation topics were already provided in the learning contract, and the students made a list of the group presentation order. The groups made their power point and presented their parts to the other students and the lecturers. After the presentations ended, the other students who participated as the audience were given chances to ask questions and give suggestions or objections. The presenters, audiences, and lecturers have a discussion this session. The course lecturers would supervise the presentations, including discussion sessions.

Classroom presentation is very crucial in learning activities. It is because presenters

require competence to get other students to understand what they're saying in their presentations (Huda & Ma'mun, 2018). One of the most popular teaching and learning activities is the presentation. It can assess how well students understand a subject, present it to other students, and engage them in a discussion. In classroom presentations, certain students are presenters, teachers, and other students play as the participants. There should be discussions between the presenters and participants of the presentations. However, sometimes there are no discussions since the participants are not active in question-and-answer sessions.

EFL Students' Challenges in Higher Education

Some challenges may appear in the classroom, especially in EFL classes. To some extent, encouraging learners to talk in English encourages them to participate in class discussions actively. These factors point to the necessity of providing a positive learning environment in the classroom (Juhana, 2012). During the presentation and any other speaking activities, anxiety is one of the challenges that EFL learners should face. Anxiety in college English classes is linked to various elements that might cause anxiety throughout the learning process and the link between anxiety and student accomplishment. The fear of speaking in front of people and concerns about grammatical errors, pronunciation, and the inability to talk spontaneously were



significant sources of anxiety. According Arifin (2017), students in speaking classrooms have psychological issues, such as low confidence and anxiety. While the researchers in the study mentioned that anxiety frequently arises when someone is required to give a presentation in front of a group of people, and it is a unique form of shyness.

On the other hand, there are other possible challenges that the EFL learners face related to the communication process. In the communication process, there may be some disturbances happen. Noise refers to anything that disrupts or disrupts the communication process. Adler and Rodman (1982) in Prabowo (2001) mentioned that there are two types of noise that disrupt communication processes. They are physical and psychological noises. Physical noise refers to anything that makes it difficult to see or hear the message and anything that diverts attention. In comparison, psychological noise occurs when the sender and recipient are both affected by psychological influences and are unable to communicate or receive information clearly.

Some previous studies examine the challenges in EFL classroom presentations. The study from Amalia & Ma'mun (2020) observes the anxiety in EFL classroom presentations as one of the challenges. Anxiety in college English classes is linked to various elements that might cause anxiety throughout the learning process and the link

between anxiety and student accomplishment. The fear of speaking in front of people and concerns about grammatical errors, pronunciation, and the inability to talk spontaneously were significant sources of anxiety. The study's findings revealed that anxiousness exists among first-year students. The average score of student anxiety in the existing class, which is 39.025, can be extrapolated from the result of the mean score of the questionnaire. Overthinking, lack of preparation, unpleasant experiences, low proficiency, low self-confidence, fear of making mistakes, and test anxiety were all characteristics that contributed to students' speaking anxiety during presentations. The researchers focused on the presenters' performance and offline classroom presentation in the previous study. Therefore, in this study, the researchers will be focused on learners as the participants in the online classroom presentation.

Method

This research used qualitative methods. Denzin and Lincoln (2000) said that qualitative researchers investigate things in their natural environments, aiming to make sense of, or interpret, occurrences in terms of the interpretation individuals assign to them. The participants were 23 English Department students from Universitas Tidar at the sixth semester. The data collection and analysis technique that the researchers used was a questionnaire as the instrument, then input



the data, described and interpreted the data supported by related previous journals. Firstly, the students who have ever participated in online classroom presentations are given several questions about their feelings and experiences in participating in online classroom presentations. The respondents answered the questions in short essays, rating scales (strongly disagree, disagree, agree, and strongly agree), and frequency scale (never, rarely, sometimes, often, and always). After the responses met the researchers' target, the researchers inputted the data based on the students' responses. It showed how often the students actively attend the discussion in online presentations, how they give questions, suggestions, or objections to the presenters, and what problems the students faced while participating in online classroom presentations. The researchers then described and interpreted the data using several theories from the previous journals as support to answer the research questions. The researchers finally can conclude how often the students actively participate in the discussion in online classroom presentations and what problems the participants faced in attending online classroom presentations.

Result

In making the questionnaire, the researchers used the theory from the previous study by Arifin (2017). Students face physical problems in the speaking classroom,

such as low confidence and anxiety (shyness and fear). There is also a theory from Adler and Rodman (1982) in Prabowo (2001) that physical and psychological noises disrupt communication processes. The researchers provided 14 questions for the English department students from Universitas Tidar who has ever participated in online classroom presentations. There are three types of questions: short essays, rating scales (strongly disagree, disagree, agree, and strongly agree), and frequency scale (never, rarely, sometimes, often, and always) questions. Here are the tables of questions results from the questionnaire related to the frequency and percentage.

When I attend online presentations, I give questions, suggestions, or objections to the presenters.

Table 1. Responses Result of Question No.1

No.	Category	Frequency	Percentage
1.	Always	0	0%
2.	Often	3	13%
3.	Sometimes	11	47,8%
4.	Rarely	9	39,1%
5.	Never	0	0%

Based on table 1, it showed that there are 0% of students always gave questions, suggestions, or objections to the presenters, 13% of students often gave questions, suggestions, or objections to the presenters, 47.8% of the students sometimes gave questions, suggestions, or objections to the presenters, 39.1% of the students rarely gave



questions, suggestions, or objections to the presenters, and 0% of the students never gave questions, suggestions, or objections.

It can be stated that many students actively join the discussion in question-and-answer sessions. It proved from the percentage of the respondents that 61% of the students always, often, and sometimes give questions, suggestions, or objections to the presenters compared to 39.1% of the respondent who chose rarely and never gave questions, suggestions, or objections to the presenters. However, it is also proof that the level of participants who did not actively join the discussion is quite high.

I gave questions, suggestions, or objections to the presenters using a microphone

Table 2. Responses Result of Question No.2

No.	Category	Frequency	Percentage
1.	Always	0	0%
2.	Often	4	17,4%
3.	Sometimes	11	47,8%
4.	Rarely	7	30,4%
5.	Never	1	4,3%

Table 2 shows that there were 0% of the respondents always gave questions, suggestions, or objections to the presenters using a microphone, 17,4% of students often gave questions, suggestions, or objections to the presenters using a microphone, 47,8 of students sometimes gave questions, suggestions, or objections to the presenters using a microphone, 30.4% of students rarely gave questions, suggestions, or objections

using a microphone, and 4.3% of students never gave questions, suggestions, or objections using a microphone.

It means that many more students join the discussion in question-and-answer sessions using a microphone. Proved by the percentage of respondents which were 65% of the students always, often, and sometimes used a microphone to give questions, suggestions, or objections to the presenters compared to 34.7% of the respondents who were rare and never used a microphone to the presenters.

I gave questions, suggestions, or objections to the presenters using chat box

Table 3. Responses Result of Question No.3

No.	Category	Frequency	Percentage
1.	Always	0	0%
2.	Often	7	30,4%
3.	Sometimes	13	56,5%
4.	Rarely	3	13%
5.	Never	0	0%

It can be seen from table 3 that there were 0% of the respondents always gave questions, suggestions, or objections to the presenters using the chat box, and 30,4% of the respondents often gave questions, suggestions, or objections to the presenters using the chat box, 56,5% of the respondents sometimes often gave questions, suggestions, or objections to the presenters using chat box, 13% were rarely give questions, suggestions, or objections to the presenters using the chat



box, and 0% were never give questions, suggestions, or objections using the chat box.

It proved that there were many more students who were using the chat box of the respondents who often gave questions, suggestions, or objections to the presenters using the chat box. It can be seen from the percentage of the students that 87% were using the chat box to give questions, suggestions, or objections to the presenters compared to 13% who were using the chat box to give questions, suggestions, or objections to the presenters.

From tables 2 and 3, it can be concluded that there were many more students who preferred to use the chat box to give questions, suggestions, or objections to the presenters than using the microphone. It was because the students had anxiety about their opinion or questions to the presenters in front of their friends and lecturer.

I was often to have anxiety in giving questions, suggestions, or objections to the presenters

Table 4. Responses Result of Question No.4

No.	Category	Frequency	Percentage
1.	Strongly agree	4	17,4%
2.	Agree	15	65,1%
3.	Disagree	4	17,4%
4.	Strongly disagree	7	30,4%

Based on table 4 shows that 17.4% of the students strongly agreed that they often had anxiety in giving questions, suggestions, or objections to the presenters, and 65%

agreed that they often had anxiety in giving questions, suggestions, or objections to the presenters, 17.4% disagreed that they were often to have anxiety in giving questions, suggestions, or objections to the presenters, and 30.4% strongly disagreed that they were often to have anxiety in giving questions, suggestions, or objections to the presenters.

It means that there are more students who often have anxiety in giving questions, suggestions, or objections to the presenters. Proven by the percentage of the respondents that 82.5% of the respondents agreed and strongly agreed that they often had anxiety in giving questions, suggestions, or objections to the presenters compared to 47.8% who disagreed and strongly disagreed that they often had anxiety in giving questions, suggestions, or objections to the presenters.

I was often afraid of making mistakes in giving questions, suggestions, or objections to the presenters

Table 5. Responses Result of Question No.5

No.	Category	Frequency	Percentage
1.	Strongly agree	5	21,7%
2.	Agree	14	60,9%
3.	Disagree	4	17,4%
4.	Strongly disagree	0	0%

As shown in table 5 that there were 21.7% of the respondents strongly agreed that they were often afraid of making mistakes in giving questions, suggestions, or objections to the presenters, and 60.9% agreed that they were often to be afraid of



making mistakes in giving questions, suggestions, or objections to the presenters, 17.4% disagreed that they were often to be afraid of making mistakes in giving questions, suggestions, or objections, and 0% strongly disagreed that they were often to be afraid of making mistakes in giving questions, suggestions, or objections.

It can be stated that there are more students who were often afraid of making mistakes in giving questions, suggestions, or objections to the presenters. It can be seen from the percentage of the respondents that 82.6% of the students agree and strongly agree that they were often afraid of making mistakes in giving questions, suggestions, or objections, compared to 17.4% who disagreed and strongly disagreed that they were often afraid of making mistakes in giving questions, suggestions, or objections.

Tables 4, 5, and 7 show the students were having anxiety since they gave questions, suggestions, or objections to the presenters. It was because the students were shy and afraid that they made mistakes in delivering their questions or ideas.

I was often to have low confidence in giving questions, suggestions, or objections to the presenters

Table 6. Responses Result of Question No.6

No.	Category	Frequency	Percentage
1.	Strongly agree	4	17,4%
2.	Agree	13	56,5%
3.	Disagree	6	26,1%
4.	Strongly disagree	0	0%

Based on table 6 shows that there were 17,4% of the respondents were strongly agree that they often had low confidence in giving questions, suggestions, or objections to the presenters, and 56,5% agreed that they often had low confidence in giving questions, suggestions, or objections to the presenters, 26,1% disagreed that they were often to have low confidence in giving questions, suggestions, or objections to the presenters, and 0% strongly disagreed that they were often to have low confidence in giving questions, suggestions, or objections to the presenters. The students often have low confidence in delivering their questions and ideas in front of the presenters, lecturer, and other friends.

I often be shy in giving the presenters questions, suggestions, or objections

Table 7. Responses Result of Question No.7

No.	Category	Frequency	Percentage
1.	Strongly agree	4	17,4%
2.	Agree	11	47,8%
3.	Disagree	8	34,8%
4.	Strongly disagree	0	0%

Table 7 shows that there were 17,4% of the respondents strongly agreed that they were often shy in giving the presenters questions, suggestions, or objections, and 47,8% agreed that they were often shy in giving the presenters questions, suggestions, or objections, 34,8% disagreed that they were often shy in giving the presenters questions, suggestions, or objections, and 0% strongly



disagreed that they were often shy in giving questions, suggestions, or objections.

Tables 4, 5, and 7 show the students were having anxiety when they gave questions, suggestions, or objections to the presenters. It was because the students were shy and afraid that they made mistakes in delivering their questions or ideas.

There were often noises (disturbances) while attending online presentations

Table 8. Responses Result of Question No.8

No.	Category	Frequency	Percentage
1.	Strongly agree	6	26,1%
2.	Agree	9	39,1%
3.	Disagree	8	34,8%
4.	Strongly disagree	0	0%

Showed in table 8 that there were 26.1% of the students strongly agreed that there was often noise (disturbances) while attending online presentations, 39.1% agreed that was often noise (disturbances) while attending online presentations, 34.8% disagreed that was often noise (disturbances) while attending online presentations, and 0% strongly disagreed that was often noise (disturbances) while attending online presentations. I can be a proof that there are many more students that have disturbances (noise) during online classroom presentations. It can be physical and psychological noise.

The presenters' voices were not clear on my device during online presentations

Table 9. Responses Result of Question No.9

No.	Category	Frequency	Percentage
1.	Always	0	0%
2.	Often	2	8,7%
3.	Sometimes	17	73,9%
4.	Rarely	4	17,4%
5.	Never	0	0%

Based on table 9, there were 0% of the respondents confessed that presenters' voices were always not clear on their devices during online presentations, 8.7% confessed that presenters' voices were often not clear on their devices during online presentations, 73.9% confessed that presenters' voice was sometimes not clear in their device during online presentations, 17.4% confessed that presenters' voice was rarely not clear in their device during online presentations, and 0% confessed that presenters' voice was never not clear during online presentations.

I have a bad signal while attending online presentations.

Table 10. Responses Result of Question No.10

No.	Category	Frequency	Percentage
1.	Always	1	4,3%
2.	Often	2	8,7%
3.	Sometimes	15	65,2%
4.	Rarely	5	21,7%
5.	Never	0	0%



Based on table 10, there were 4.3% of the students confessed that they always have a bad signal while attending online presentations, 8.7% confessed that they often have a bad signal while attending online presentations, 65.2% confessed that they sometimes have a bad signal while attending online presentations, 21.7% confessed that they rarely to have a bad signal while attending online presentations, and 0% confessed that they never to have a bad signal while attending online presentations.

I felt restless when I attended online presentations.

Table 11. Responses Result of Question No.11

No.	Category	Frequency	Percentage
1.	Always	0	0%
2.	Often	5	21,7%
3.	Sometimes	10	43,5%
4.	Rarely	7	30,4%
5.	Never	0	0%

It can be seen from table 11 that there were 0% of the respondents confessed that they always felt restless when they attended online presentations, 21.7% confessed that they often felt restless when they attended online presentations, 43.5% confessed that they sometimes felt restless when they attended online presentations, 30.4% confessed that they rarely felt restless when they attended online presentations, and 0% confessed that they never felt restless when they attended online presentations.

I did not know the vocabulary in the materials during online presentations

Table 12. Responses Result of Question No.12

No.	Category	Frequency	Percentage
1.	Always	0	0%
2.	Often	1	4,3%
3.	Sometimes	16	69,6%
4.	Rarely	4	17,4%
5.	Never	0	0%

Table 12 shows that there were 0% of the respondents always did not know the vocabulary in the materials during online presentations, 4.3% often did not know the vocabulary in the materials during online presentations, 69.6% sometimes did not know the vocabulary in the materials during online presentations, 17.4% rarely did not know the vocabularies in the materials during online presentations, and 0% were never do not know the vocabularies in the materials during online presentations. It means that many of the students found unfamiliar vocabulary in online presentations, but it sometimes happened instead of often or rarely happened during online presentations.

I was often not to understand the materials that the presenters have explained during online presentations

Table 13. Responses Result of Question No.13

No.	Category	Frequency	Percentage
1.	Strongly agree	1	4,3%
2.	Agree	17	73,9%
3.	Disagree	5	21,7%
4.	Strongly disagree	0	0%



It shows from table 13 that there were 4.3% of the students confessed that they strongly agree that they often do not understand the materials that have been explained by the presenters during online presentations, and 73.9% agree that they often do not understand the materials that have been explained by the presenters during online presentations, 21.7% disagree that they often do not understand the materials that have been explained by the presenters during online presentations, and 0% strongly disagree that they often do not understand the materials that have been explained by the presenters during online presentations. It is proved that the students mostly agree that they often do not understand the materials that the presenters have explained during online presentations. It affects the students how they participate in the discussion sessions.

Were there any other disturbances that you faced during online presentations? If yes, please mention it

Table 14. Responses Result of Question No.14

No.	Answers	Frequency	Percentage
1.	No	9	39,1%
2.	Environment	1	4,3%
3.	Feel sleepy and boring	1	4,3%
4.	Lack the concern	1	4,3%
5.	Noisy things around me, for example, people who talk loudly. And when I have something other like other subjects I should think will disturb the presentation for myself.	1	4,3%

6.	My device	2	8,7%
7.	Sometimes the presenters explain just read, not explain the materials.	1	4,3%
8.	The main problem in online presentations is a lousy internet connection; sometimes, the device also crashes.	1	4,3%
9.	The teacher explaining the materials so fast	1	4,3%
10.	When I happen to be in a crowded place, I cannot hear the presentations well	1	4,3%
11.	Yes, the disturbance comes from situations around me, such as noise, etc.	1	4,3%
12.	I think only crowded in my house and sometimes bad signal.	1	4,3%
13.	Noise, bad signal, and the device	1	4,3%
14.	When sometimes, the presenter explains complicated things but doesn't give examples of what is explained, so I don't understand what he means.	1	4,3%

The table above showed that other than the statements in the questionnaire, the students faced more disturbances (noise). They are mostly related to the environment, device, their spirit, and from the presenters that were not clear and hard to understand. The data from table 14 included noise that happens during online presentations. There are physical and psychological noises written based on the respondents' answers. The disturbances that are included in physical noises are environment (loud noise and crowded place), presenters (only read the slides, did not include some examples, and too fast), device problems, and bad signals.



Meanwhile, the disturbances that are included in psychological noises are sleepy, bored, and thinking about another subject.

Data from table 9 until table 14 proves that many students faced noise (disturbances) while participating in online classroom presentations. It affects how they attend the online presentations and understand the materials that lead them to their activeness in participating in the discussion session in the question-and-answer session.

Compared to the previous study, the researchers focused more on the challenges of sixth-semester students as the participants of the online classroom presentations. In comparison, the previous research focused more on the speaking anxiety of the first-year students as the presenters in presentations. Both studies focused on EFL learners in higher education and discussed the issue in presentations.

The findings of the research are in line with the previous study in which anxiety becomes one of the challenges in presentations. The previous study proved that anxiety affects the students' presentation performance and results. The study found that some factors affect students' speaking anxiety during presentations. They are overthinking, insufficient preparation, bad incident, low proficiency, lack of self-confidence, fear of making mistakes, and tests. In reducing anxiety, the researchers provided a solution if the students needed the practice before making a presentation.

Meanwhile, this study found some challenges the participants faced during the online classroom presentation. The participants tend to use the chat box to participate in the discussion session. Many students confessed that they faced challenges during online presentations, such as anxiety due to fear of making mistakes, low confidence, shyness, and low proficiency in vocabulary and material understanding. Moreover, some students faced noise (disturbances) during online classroom presentations, including physical and psychological noises.

Thus, the researchers find the solutions that can be used to overcome the challenges. There need to be evaluations from audiences guided by lecturers in every presentation so that the next group can be better at delivering material for easy understanding. Before the presentation, presenters are advised to submit presentation materials for a maximum of one day so that participants can prepare to receive and understand the material. In addition, the chat box feature is quite beneficial for participants to be active in discussions. This is because participants with bad signals can still use the chat box to submit their questions or responses. Chat box is also considered sufficient to prevent participants from speaking anxiety.

Conclusion

Both presenters and participants can affect the process of online classroom



presentations, including the discussion in question-and-answer sessions. After conducting the research from the questionnaire, the researchers can find the answers to the research questions. The study found that many students actively join the discussion in question-and-answer sessions. Shown from the data that there are 61% of the respondents often and sometimes join the discussion. However, the number of students who did not actively join the discussion is relatively high, 39.1% of the respondents who chose rarely joined the discussion. The reasons are low confidence, anxiety, and noise from the presenters and the participants. Based on the data, the students prefer using the chat box to the microphone to join the discussion. The students confessed that they had low confidence, fear of making mistakes, shyness, and noise (disturbances) which are divided into two, namely physical and psychological noises. Physical noises include vocabulary, materials, environment (loud noise and crowded place), presenters (unclear voice, only read the slides, did not include some examples, and too fast), device problems, and bad signals. On the other hand, psychological noises include restless, sleepy, bored, and thinking about another subject.

Hopefully, this research will help the teachers understand the students' challenges in attending online classroom presentations. The lecturers, presenters, and participants can also follow the solutions to overcome the challenges during online classroom

presentations. Later, the teachers can conduct more effective online classroom presentations and have the students' activeness and participation in the discussion sections. This research is expected to contribute as a reference to how the EFL learners participate in the online presentation and the challenges they face.

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