

# STUDENTS' ATTITUDE TOWARDS ORAL PRESENTATION IN VIRTUAL LEARNING AT ENGLISH EDUCATION STUDY PROGRAM OF PATTIMURA UNIVERSITY

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**Abstract:** Studies about an attitude toward English have been conducted almost everywhere because of its important influence on the English learning process. The attitude can be categorized into three components namely cognitive, affective/emotional, and behavioral. The study is focused on the emotional component which covers the person's emotions and feeling towards an object. It can directly affect one's preferences in order to stand for or against or to like or dislike something. Due to the pandemic situation where all the subjects must be done virtual, the researcher attempts to explore what are students' emotional attitudes toward the virtual oral presentation. The researcher finds it interesting since virtual learning is an uncommon method for students, especially in doing an oral presentation as well as the novelty of the previous related study. The research objective is to find out the students' emotional attitudes towards oral presentation in virtual learning, especially in the fifth semester of the English education study program at Pattimura University. This study applied a survey as a research design by using a Questionnaire and Interview. The subject of this study consists of fifteen students who enrolled in SLA class. The result of the questionnaire showed that most students in the second language acquisition (SLA) class held a positive attitude toward the virtual oral presentation. The majority or 12 students (80%) strongly agreed that the oral presentation in virtual learning is more fun and preferable. On the other hand, 11 students (73.3%) strongly agreed that it reduces their anxiety level and also improves their self-confidence. In conclusion, it benefits so much to improve their motivation in English virtual learning compared to face-to-face oral presentations. In a face-to-face class, they had high speaking anxiety by having a great fear of getting involved in a conversation, great fear of the audience, and a great fear of failure. In addition, further researchers can focus on the technology application in virtual learning and its impact on students' language ability as the novelty element of this study.

**Keywords:** *oral presentation; students' attitude; virtual learning.*

## INTRODUCTION

Since the COVID-19 pandemic, all learning activities are fully done online. There is, actually, no clear definition of online learning. Literature indicated that the term had often been attached to a wide range of meanings and definitions. Singh & Thurman (2019) found 18 items over 46 definitions used to describe online learning. It was often used synonymously with e-learning, distance learning, web-based learning, blended learning, online courses, and others. Certainly, the

COVID-19 pandemic has brought significant challenges to traditional education systems worldwide, including in Indonesia. This condition has also allowed students to exercise autonomy in learning (Abidah et al., 2020; Pujilestari, 2020; Astini, 2020). Teaching and learning system is a new way to do it. Students may get bored while facing online classes every day. Attitude has such an important influence on the effort a learner is prepared to make in learning a foreign language. It means that attitude affects the English learning

process. Studies about attitudes toward learning English have been conducted almost everywhere. The importance of attitude in learning a language is well established. Attitude is a composition of the hypothesis that direct observation is not accessible and should be inferred from measurable reactions (Aini et al., 2023). Because of the nature of composition, these responses should reflect a positive or negative response of the attitude object. For students, attitude is one of the most significant factors that determine their learning success/achievement. Attitude refers to the learner's overall evaluation and emotional response towards learning a language, including their motivation, interest, and willingness to learn. A positive attitude can lead to better learning outcomes, while a negative attitude can hinder progress.

According to Mai & Thao (2023), several factors affect EFL students' attitudes towards language learning. From their study, they found that the attitudes of the students are internal and external factors. The internal factors coming from the students like interest, self-confidence, lexicon knowledge, anxiety, risk-taking willingness, curiosity, & awareness of the importance of English. While the external from outside of the students such as teaching and learning materials, content, curriculum, teacher personality, teacher professional knowledge, teacher communication, and teacher attitudes towards their students.

In the context of the pandemic, the shift to virtual learning has also presented new challenges for language students, such as reduced social interaction and increased screen time. These factors can further affect students' attitudes toward language learning, making it even more important for educators and researchers to understand and address the factors that contribute to a positive learning attitude. On the other hand, due to the pandemic situation where the students are not able to have conventional learning, as usual, the researchers try to figure out what are the factors affecting students' attitudes since there are two types of attitudes; a negative attitude which will lead them to be a pessimistic learner, and a positive attitude which will help the student learn the language well.

The study reported in this article took place in the Indonesian context in which the virtual oral presentation is a new way for students. Based on the previous relevant studies about attitudes toward online English learning (Getie, 2020; Thuan, 2021; Jalilinia, 2021; Hablo, & Gorospe, 2022), the researchers mostly focus on students'

attitudes toward speaking English and students' emotional attitudes towards online learning. In this research, the researchers attempt to observe what are the students' emotional attitudes toward the oral presentation. The researchers find it interesting since virtual learning is an uncommon method for students, especially in doing an oral presentation in a second language acquisition (SLA) class. This class has an oral presentation where the students are required to create a video about a particular topic given in the past which is less than five minutes long and upload it to Google Classroom (GC) as the form of virtual learning that the lecturer used in SLA class.

Based on Law 20 of 2003 on the Education National System (UU Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional) states that the curriculum development is organized in accordance with the level of education within the framework of the national unity of the Republic of Indonesia and takes the following into account: (a) the enhancement of faith and piety, (b) the enhancement of noble character, (c) the enhancement of learners' potential, intellect, and interest, (d) the diversity of the region's potential environment, (e) demand for regional national development, (f) requirement of labor market, (g) development in science, technology, and arts, (h) religion, (i) the dynamic of global development, and (j) the national unit and nation's values. The statement indicates that attitude has become core attention in Indonesian education.

This education system is in line with the goal of the Independent Learning Curriculum. The goal of the Independent Learning Curriculum is to foster a more holistic and well-rounded education that takes into account not only academic achievements but also social and emotional development. The new curriculum aims to go beyond the traditional emphasis on academic knowledge and skills and also to stimulate the development of values, morals, and attitudes that are important for students to succeed in life. This includes promoting positive attitudes such as respect, empathy, responsibility, honesty, and tolerance as important qualities for students in order to thrive in the 21<sup>st</sup> century.

In English language learning, the concept of attitude is known as a critical component. The attitude should be viewed as the component that encompasses all positive outcomes that can occur during language learning. It is crucial to consider how students feel about the language. It is stated that concerning attitude in a language learning context controls an individual's motivation and is

especially relevant for language learning because language learning includes many different aspects besides simply learning skills (Thuan, 2021). So, it has an important role in influencing students' success or failure in their learning. To become enjoy the English language learning process, the students must feel happy and be ready to study via online learning. When students are pleased with the English language learning session, when they are bored, or even when they refuse to engage in the lesson, they are demonstrating their attitude through their feelings. In a nutshell, an attitude refers to how students act, think, and feel about language learning.

During their learning process, students will show their interest or rejection of the learning. It all happens because they have their way to value and evaluate the study or learning process. Those ways are their attitudes toward learning. Learning English as Foreign Language has different effects on the student. Some students might like and enjoy their time learning English. They will show good cognitive processes and behavior in the classroom. This will lead them to have a positive attitude toward it. On the other hand, some students find learning English as a foreign language as a boring subject and they will show slow progression. They will also feel uninterest to learn it any further. Thus, it leads them to have a negative attitude toward their beliefs. These illustrations imply that attitude deals with students' everyday activities. It exists as long as the students are in the process of learning and acquiring the language. On top of that, it is the key to determining how well students can be in the learning process. Their feelings could be good, bad, or neutral. It is directly connected to the development of students' motivation. These feelings will affect their participation in the virtual learning process.

Virtual learning has become a crucial part of education in this digital era and it is important for lecturers to help students develop a positive attitude. Virtual learning requires a different set of skills and approaches compared to traditional classroom learning. Therefore, the students need to adapt to this mode of learning. Students' attitudes can be influenced by their thoughts, feelings, and behaviors. The researcher used self-analysis and student opinions as useful tools for understanding and assessing their attitudes. Attitudes are not fixed and can change over time through various interventions.

The language attitude of students influences the maintenance of the Indonesian language. Wati

(2018) states that the human attitude is made up of three components, which are shown as the way the human think (cognitive domain), behave (behavior domain), and feel (affective domain). The domains of learning can help students develop a more positive personality. Teachers prefer to place a greater emphasis on the cognitive approach to learning. In reality, there are social and psychological approaches to which these three approaches can be seen. First, is the behavioral component. The behavioral aspect of attitude deals with the way one behaves and reacts in particular situations. Second is the cognitive component. This aspect involves the beliefs of the language learners about the knowledge that they receive and their understanding of the process of language learning. Third is the affective component. It is affected by different emotional factors, as quoted by Hafiza (2022). In this case, this present study focuses on how the students' attitudes, particularly affective ones toward oral presentation in virtual learning.

Wati (2018) mentions that knowing about attitude is significant in pedagogical capital because language attitude is a part of important contributions of the language teaching-learning process. Understanding students' foreign language attitudes can improve the quality of English learning itself. One of them is an affective aspect which can affect the students' motivation and participation in class. According to Septiara (2022), affective refers to an emotional feeling such as a person's feeling of enthusiasm for poetry written in a certain language. The inner feelings and emotions of English Foreign Language (EFL) students may influence their perspectives and their attitudes toward English.

In this case, the students will show their likes and dislike toward something. By recognizing the importance of students' emotions and taking steps to address them, the lecturers can help to create a more effective and enjoyable language learning experience for their students. This can involve using a variety of teaching strategies and activities that cater to different learning styles and interests, as well as providing regular feedback and encouragement to help students stay motivated and engaged.

Wichanpricha (2021) suggested that learning process is a sensitive process influenced by various emotional factors in the affective domain. The affective domain also referred to attitude and interest towards learning. Most of the research concerns the substance of the affective element. An individual's attitude towards an object cannot

be shaped by simply recognizing their beliefs about it because emotion runs simultaneously with the cognitive process about an attitude object. The affect (feelings and emotions) and attitude (evaluative penalty based on brand beliefs) courses of research are integrated to propose an integrated model of attitude and choice.

Nowadays, almost all teachers plan English learning activities by asking the students to present their work both as individuals and in groups to develop their speaking abilities. In addition, English classroom activities are important for the student's development in speaking. As long as there are classroom activities that motivate the students, it will increase the student's self-confidence in the classroom to answer the question, share the idea, and also give a presentation. Therefore, the students should give a chance to the students to practice speaking English. Using oral presentations regularly, it is expected can change the student's confidence to speak English. Attention to the system of language is crucial, but the development of fluency and contextual appropriacy are equally important goals. In other words, to support communicative efficiency, the students must be usual with oral presentation activity. Presentation is one of the activities, which were used in oral communication courses to develop students' speaking skill. An oral presentation is a good way to develop the students' speaking ability to communicate with others. So, it can be an effective way to help them develop their ability. Giving Oral presentation needs not only speaking skill but also other aspects of presentation skill involving the capability to apply nonverbal skills including eye contact, gesture, and voice. In addition, students need to consider other things such as the content of the presentation and their audiences' interests (Panggabean & Triassanti, 2020). Presentation skill, it is expected can help the students learn to speak English easily.

Virtual learning is a form of learning that is enhanced through utilizing computers and/or the Internet both outside and inside the facilities of educational institutions. A virtual learning environment (VLE for short) is a collection of software tools supporting academic administration, teaching, and learning using an application such as zoom, Edmodo, google classroom, etc. As information and communication are increasingly conducted online. Each school and university have its policy to use an app or online form in teaching and learning

activity, additionally, based on the researchers' experience in virtual learning, we found that Pattimura University especially in the English Education Study Program, mostly use zoom app and google classroom to conduct the learning process.

Further, the majority of the previous studies were related to qualitative research supported by actual examples and approached using a single method, such as a survey (e.g., Ullah, et.al. & Karimkhanlooei, 2017) or case study (e.g., Nurwahyuni, 2019). However, the results show that the students had positive and negative attitudes. They could adjust quickly to English virtual oral presentation, while the other results indicated that they faced difficulties with it either in virtual or face-to-face learning.

The purposes of the current study are to find out the students' emotional attitudes toward oral presentation and the factors influencing their attitude to virtual learning. In this study, we developed an online questionnaire and a list of interview questions for the fifth-semester students of the English Education Study Program at Pattimura University. The research questions to answer in this study are: (1) What are the students' emotional attitudes toward the virtual oral presentation? (2) What are the factors influencing their emotional attitude toward their virtual oral presentation?

## **METHOD**

Qualitative research is a type of research that explores and provides deeper insights into real-world problems. Instead of collecting numerical data points or intervene or introduce treatments just like in quantitative research, qualitative research helps generate hypotheses as well as further investigate and understand quantitative data. Qualitative research is understanding of social phenomena based on the participant's point of view. The data collection procedures of this study were collected by giving questionnaire to participants (Riadil, 2020).

The setting was in SLA class English Education Study Program at Pattimura University. 15 students participated in filling out the questionnaire and interview session. Due to the pandemic situation, the researcher will conduct this study online so it will be in the form of a Google questionnaire. After making a questionnaire, the researcher distributed the link of the questionnaire to the students to be fulfilled based on their feeling, experience, and perspective. While, the interview posed five

questions to represent the three main variables of the research which are; students' attitudes, oral presentation, and virtual learning.

The questionnaire consisted of a 10-item online questionnaire that used the Likert's scale ranging from one to five (5: strongly agree; 4: agree; 3: neutral; 2: disagree; 1: strongly disagree). The second language acquisition (SLA) class was carried out for one semester which consisted of 16 meetings. But, the researchers were only concerned about their involvement in

an oral presentation during several meetings. Students were asked to fill out the questionnaire after completing the course. After collecting the questionnaire, the data were analyzed via the SPSS software.

## RESULTS AND DISCUSSION

### Questionnaire analysis

The results of the questionnaire regarding students' attitudes toward oral presentation in virtual learning are in the following:

Table 1. *The answer of participants who filled out the questionnaire*

| No | Initial Name | Item 1 | Item 2 | Item 3 | Item 4 | Item 5 | Item 6 | Item 7 | Item 8 | Item 9 | Item 10 |
|----|--------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|
| 1  | IY           | 5      | 5      | 5      | 4      | 4      | 2      | 5      | 5      | 5      | 5       |
| 2  | CA           | 4      | 4      | 4      | 4      | 5      | 5      | 5      | 5      | 5      | 4       |
| 3  | JG           | 5      | 5      | 5      | 5      | 4      | 4      | 4      | 4      | 5      | 5       |
| 4  | JS           | 4      | 5      | 5      | 4      | 3      | 3      | 3      | 4      | 4      | 1       |
| 5  | SH           | 4      | 4      | 3      | 5      | 2      | 5      | 2      | 4      | 2      | 5       |
| 6  | NL           | 2      | 2      | 4      | 4      | 5      | 5      | 5      | 5      | 5      | 1       |
| 7  | MJ           | 5      | 4      | 3      | 3      | 5      | 5      | 5      | 5      | 5      | 4       |
| 8  | WO           | 3      | 3      | 5      | 5      | 5      | 5      | 5      | 2      | 4      | 4       |
| 9  | MH           | 5      | 5      | 5      | 2      | 5      | 5      | 5      | 5      | 5      | 5       |
| 10 | CE           | 5      | 5      | 4      | 5      | 4      | 4      | 4      | 4      | 5      | 2       |
| 11 | PA           | 4      | 4      | 1      | 4      | 5      | 4      | 1      | 4      | 5      | 5       |
| 12 | JH           | 5      | 4      | 2      | 1      | 5      | 5      | 5      | 5      | 5      | 5       |
| 13 | JM           | 1      | 1      | 3      | 5      | 1      | 5      | 5      | 3      | 1      | 3       |
| 14 | NP           | 2      | 4      | 4      | 4      | 5      | 5      | 5      | 5      | 5      | 5       |
| 15 | AF           | 5      | 5      | 2      | 4      | 3      | 4      | 5      | 5      | 5      | 5       |

Based on students' responses to the questionnaire, results are given in the percentage form below:

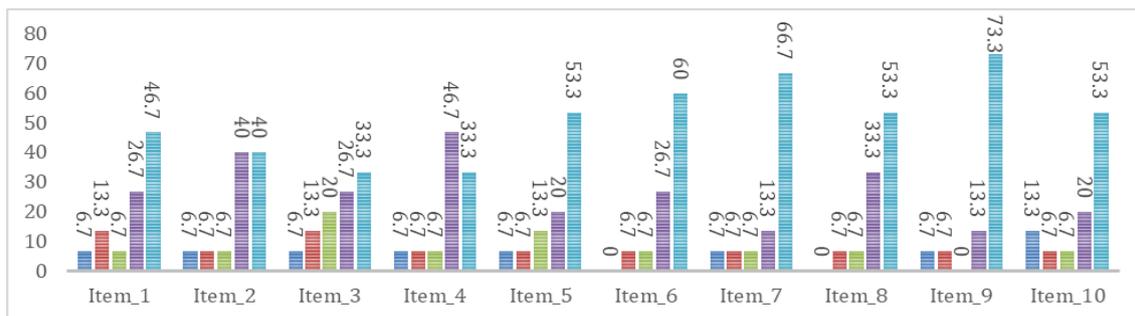


Figure 1. *Students' attitude towards oral presentation in virtual learning*

Table 2. *Descriptive statistics*

|                    | N         | Minimum   | Maximum   | Sum       | Mean      | Std. Deviation | Variance  |
|--------------------|-----------|-----------|-----------|-----------|-----------|----------------|-----------|
|                    | Statistic | Statistic | Statistic | Statistic | Statistic | Std. Error     | Statistic |
| TOT_SA             | 15        | 28.00     | 47.00     | 614.00    | 40.9333   | 1.31100        | 5.07749   |
| Valid N (listwise) | 15        |           |           |           |           |                |           |

The given mean is 40,9333 which demonstrates mostly students have positive standpoints regarding oral presentation in virtual learning.

Item 1: *Oral presentation in virtual learning is more interesting.* Almost 50% of students strongly agree, 27% agree and 7% neutral about it. It can be said that most of the students are

comfortable and interested with the oral presentation. Item 2: *Oral presentation in virtual learning is more fun.* 40% of the students strongly agree and agree, while 7% neutral about it. This shows that almost half of the students felt fun and involved in the activity. Item 3: *Oral presentation in virtual learning helps me with less preparation.* Approximately 35% of the students strongly agree, 27% of the students agree, and 20% of the students neutral about it. The results of this question were interesting that most of the students prepared themselves well. Item 4: *Oral presentation in virtual learning is preferable.* Almost 50% agree and 35% strongly agree. The majority of students showed that they really like the oral presentation even in virtual learning. Item 5: *Oral presentation in virtual learning reduces my anxiety level.* 53% of students expressed strongly agree, 20% of students agree, and 13% neutral about it. It means that more than half of the students can handle their anxiety while presenting in virtual learning well. Item 6: *Oral presentation in virtual learning gives me motivation.* 60% of students strongly agree, 27% agree, and 7% neutral about it. The results show that the presentation motivates them to be ready in preparing the material. Item 7: *Oral presentation in virtual learning brings many advantages.* Almost 70% of students showed strong agreement and 13% agree. When the students were given the opportunity to do an oral presentation in virtual learning made them more motivated and improved their speaking ability. This indicates that the students have got many beneficial inputs from the activity. Item 8: *Oral presentation in virtual learning improves my self-discipline.* Almost 55% of students strongly agree and 33% agree. According to these results, the students can manage their learning style and get more self-discipline in virtual learning. Item 9: *Oral Presentation in virtual learning improves my self-confidence.* 73% of students strongly agree, 27% agree and 7% disagree. A high number of students have self-confidence during the lesson. Item 10: *Oral presentation in virtual learning is more enjoyable.* Approximately 53% of students strongly agree, 20% of students agree, and 13% strongly disagree. There were some students still

had less concentration to follow the rule of oral presentation in virtual learning of SLA class.

From the above results, it can be understood that the performance of oral presentation in virtual learning has many benefits for students. Therefore, as the answer to the first research question, it can be discussed that students' attitude toward oral presentation in virtual learning of SLA class is mainly positive.

#### *Interview analysis*

The interview that was used in this research was adapted by Mardiningrum & Ramadhani (2020), Gedamu & Gezahen (2023). The participants for the interview were five students that were selected by using purposive sampling. The researcher concluded that the result of the interview strengthened the result of the questionnaire.

The interview posed five questions to represent students' emotional attitude, which deals with how they react or feel toward an object. There are some reasons that the students of SLA (second language acquisition) class mainly prefer the virtual oral presentation. They are fear of making mistakes, fear of failure, fear of the audience, or being seen by a lot of people made the students could not concentrate well. This could ruin their performance in an oral presentation. From the result of the interview, the researcher concluded that there are two factors affecting their emotional attitude; speaking anxiety and self-confidence. Habiburrahim, et.al (2020) mentioned that feeling of anxiety is acknowledged as an emotional element that a person encounters during the learning process. According to Rofiah & Waluyo (2021), self-confidence has always been related not only to oral presentation assignments but also to practically all the assignments given to the students to perform with good outcomes. Anxiety creates atmosphere of exaggerated worry, which affects and destroys students' self-confidence and causes them to avoid engaging in communication activities with teachers and classmates. These are related to the result which showed that students had low speaking anxiety and high self-confidence toward oral presentation in virtual learning compared to the face-to-face oral presentation.

**Table 3. Result on interview of students' attitude towards oral presentation in virtual learning**

| Date (28 <sup>th</sup> Oct 2021) | Questions                            | Explanations                              |
|----------------------------------|--------------------------------------|---|
| 1.                               | How do you feel when you start doing | I feel nervous and anxious because of the |

|    |  |   |
|----|--|---|
|    | an oral presentation?  | audience.   |
| 2. | What is your biggest fear in doing an oral presentation?   | I'm afraid of making mistake, it's my biggest fear when I'm doing an oral presentation.   |
| 3. | Which one do you think is easier in preparing the oral presentation, through virtual or conventional learning, why is that so? | Virtual oral presentation is easier, I think it's because we don't have much preparation such as using infocus and stuff.                                   |
| 4. | Which one do you think is more enjoyable in doing oral presentation, through virtual or conventional learning, why is that so? | I think it's gonna be the virtual oral presentation because we don't need to face the audience and the lecturer directly so it may reduce my anxiety level. |
| 5. | Do you prefer an oral presentation through virtual learning or through conventional learning, why is that so?                  | I prefer virtual oral presentation because I'm more enjoy and confident and that's all the matters.   |

The results have shown that there are twelve of fifteen students in the SLA class held a positive attitude toward oral presentation in virtual learning. It meant that in face-to-face oral presentations they had high speaking anxiety by having great fear to get involved in a conversation, great fear of the audience, and a great fear of failure.

Many people claim anxiety is the main reason to stop people from speaking English. Anxiety is the term lathophobic aphasia to a failure to speak a new language for fear of making a mistake (Choo, et al., 2021). So, the less anxiety that students have, the more effort that students may do. It finally affected their performance in an oral presentation. Whereas, in speaking three functions are speaking those are speaking as interaction, speaking as a transaction, and speaking as performance (Richards, 2008). The students are not only interacting or having conversations with others as it is the function of speaking of interaction, but the students also need to deliver the message and make themselves understand the message clearly and accurately as it is the function of speaking as a transaction.

Besides that, the students also should be able to transmit information before an audience, such as public announcements, speeches, and especially the oral presentation which are usually done in the classroom activities as it is the function of speaking as a performance. Those are the three functions of speaking that cannot be reached by the students if they did less effort in speaking because they had high speaking anxiety. In conclusion, the anxiety level of the students affected their performance in speaking for the presentation subject. This is supported by the answers from the students who feel anxious when their lecturer started pointing them to speak in front of their peers or friends. The students also

refused to sit in the front row of the class because they are afraid to be asked and avoided eye contact with their lecturer.

As the researcher had explained the three functions of speaking cannot be achieved if they had a high level of anxiety. Another factor affecting their performance in doing an oral presentation is also self-confidence. According to Lar and Maulina (2021) that self-confidence and speaking have a significant correlation. Most learners cannot speak English because they do not have self-confidence in their speaking ability. Nadila et al., (2020) mention that in the case of foreign language learning, students' emotions tend to be more discouraging rather than encouraging. One of the emotional states that make such a process become difficult is lack of self confidence. Although virtual learning may become the preferred method for the majority of students, it is important not to dismiss the benefits of conventional learning too. With conventional learning, it could be easier to ensure students are paying attention to the classroom activities. Some students might also find it easier to retain the knowledge and skills they have learned through conventional learning than they do with virtual learning. As stated in the result of the questionnaire, the majority of twelve students (80%) held a positive attitude toward oral presentation in virtual learning. Meanwhile, the other three students (20%) held a negative attitude towards the virtual oral presentation which clearly showed that they mainly prefer oral presentation in virtual learning.

Increasing the audience's trust in speakers before and throughout the speaker's speech increases the likelihood that the audience will accept their reasoning and take action on their recommendation (Puji, Muslimah, 2021). The phenomenon is shown by their attitude. They

added that the feelings and emotions of the learners leave a huge impact on their attitudes toward language learning. Attitude may influence the speakers' motivation. Attitude and motivation play a crucial role in language learning and that attitude and motivation affect how well students learn a language. If students possess a good attitude toward learning the language, it will accelerate learning. And if learners are well-motivated, they will perform well in learning (Thuan, 2021). The result of this research showed that the students' attitudes towards oral presentation in virtual learning in the fifth semester of the English Education Study Program of Pattimura University are mainly positive.

On the other hand, this revealed the fact that many students in the English Education Study Program held negative attitudes toward the face-to-face oral presentation which provides a real situation for the lecturer to help students for building and maintain a positive attitude toward the conventional oral presentation itself through the appropriate technique of teaching or creating a better teaching and learning environment due to the post-pandemic, all learning activities will be done offline or through conventional.

## CONCLUSION

Based on the discussion, it can be concluded that students' attitude toward oral presentation in virtual learning in English education study program is mainly positive. Results showed that twelve students held a positive attitude and the rest of them held negative attitudes toward oral presentation in virtual learning. The positive attitude toward oral presentation in virtual learning is shown when students had low speaking anxiety and high self-confidence.

On the contrary, the students showed that they had high language anxiety and low self-confidence when they had negative attitudes toward oral presentation in conventional learning. Furthermore, the dominant attitude reflected in the English Education Study Program of Pattimura University in the academic year 2018 is positive. As shown in the percentage that eighty percent of the students held a positive attitude toward oral presentation in virtual learning. Meanwhile, twenty percent held a negative attitude towards oral presentation in virtual learning.

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