

**THE INFLUENCE OF ONLINE AND OFFLINE
PRESENTATIONS ON STUDENTS'
PUBLIC SPEAKING SKILLS**

Thesis

Submitted by

AMINAH

Student Reg. No. 2105180014



**STUDY PROGRAM OF ENGLISH EDUCATION
FACULTY OF ISLAMIC STUDIES
UNIVERSITY OF MUHAMMADIYAH ACEH
BANDA ACEH
1447 H/2025 M**

THESIS APPROVAL

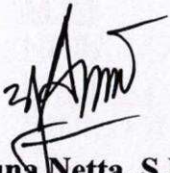
Title : THE INFLUENCE OF ONLINE AND OFFLINE PRESENTATIONS ON STUDENTS' PUBLIC SPEAKING SKILLS
Name : AMINAH
Student Reg. No. : 2105180014
Study Program : ENGLISH EDUCATION

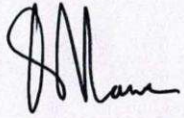
Banda Aceh, July 24, 2025



Main Supervisor,

Co-Supervisor,


Ayuna Netta, S.Pd.I., M.Pd.
NIDN. 1326108201


Cut Mawar Helmanda, S.Pd.I., M.Pd
NIDN. 1324078501

THE APPROVAL OF THE THESIS EXAMINERS

Thesis Title:

THE INFLUENCE OF ONLINE AND OFFLINE PRESENTATIONS ON
STUDENTS' PUBLIC SPEAKING SKILLS

Name : AMINAH
Student Reg.No : 2105180014
Study Program : ENGLISH EDUCATION


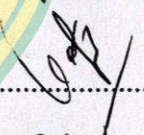
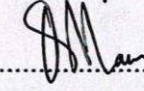
It Has Been Defended in front of the Munaqasyah Thesis Examiners
Faculty of Islamic Studies, University of Muhammadiyah Aceh
It Has Been Declared passed and Accepted as a Partial Fulfillment of the
Requirement
For sarjana Degree (SI)

Day /Date:

Thursday, August 14, 2025 M
20 Safar 1447 H

in
Banda Aceh

The Council of Examiners,

1. Ayuna Netta, S.Pd.I., M.Pd Chairperson (.....)
NIDN. 1326108201
2. Ika Kana Trisnawati, S.Pd.I., Secretary (.....
M.A., M.Ed
NIDN. 1310088501
3. Cut Mawar Helmanda, S.Pd.I., Member I (.....
M.Pd
NIDN. 1324078501
4. Sarair, S.Pd., M. TESOL Member II (.....
NIDN. 1319098001

Certified by,

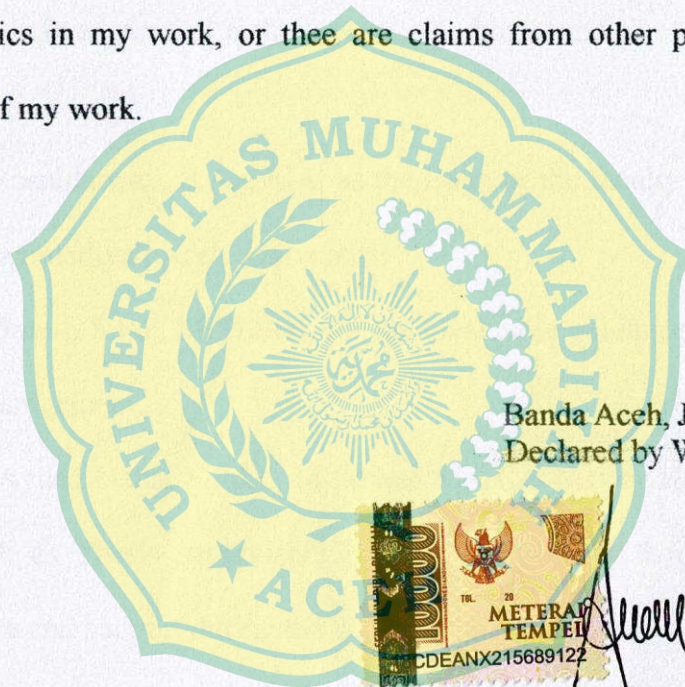
The Dean of Faculty of Islamic Studies
University of Muhammadiyah Aceh




Dr. Rosnidarwati, S.Ag., M.A.
NIDN. 1314077801

DECLARATION

I declare that the thesis entitled "*The Influence of Online and Offline Presentations on Students' Public Speaking Skills*" is entirely my own work. There is no part in it that contains plagiarism from other people's work nor I plagiarize or cite in ways that are not in accordance with the prevailing scientific knowledge in the scientific community. For this statement, I am ready to bear the risks/sanctions imposed on me if in the future it is found that there is a violation of scientific ethics in my work, or there are claims from other parties about the authenticity of my work.



Banda Aceh, July 29, 2025
Declared by Writer

AMINAH
Std. Reg. No. 2105180014

ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Praise be to the presence of Allah SWT. who has given His mercy and grace to the author, who has given the opportunity and health to the writer so that the writer can complete this thesis.

Peace and salutation to our Prophet Muhammad SAW. who has brought us from the realm of ignorance to the realm of Islam. from the realm of darkness to the realm of light as we feel right now. The author would like to thank profusely to:

1. Dr. Rosnidarwati, S.Ag, MA, as the Dean of the faculty of islam Religion Muhammadiyah Aceh, University.
2. Ms. Sarair, S.Pd., M.TESOL for the invaluable guidance, suggestions, and encouragement.
3. Ms. Ayuna Netta, S.Pd.I., M.Pd and Ms. Cut Mawar Helmanda, S. Pd.I., M.Pd. as Thesis supervisors I and II, thanks for their time, guidance, advice and support during the completion of this thesis.
4. All lecturers of the Department of English Education for their support, knowledge, and inspiration.
5. To my beloved parents, my greatest support system and role models, to my dear father, Muhammad Kasim, thank you for always striving for my well being. Though you never had the chance to experience education up to the university level, you were able to raise me well, motivate me,

and provide unwavering support until I finally earned my bachelor's degree.

6. My soulmate, my gateway to heaven my dearest mother, Nursiah, who never stops giving sincere prayers and love, giving sincere prayers and love, giving her best support until I finally successfully completes his studies to a bachelor,s degree.
7. Thank you to all my family, my beloved brothers and sisters for your unwaring support that helped me reach this achievement.
8. Aminah, yes! Myself. My deepest appreciation for taking responsibility for completing what I started. Thank you for your continued enthusiasm, your efforts, and your unwavering dedication to the process, which can be said to be challenging. Thank you to myself for persevering.

I would like to express my sincere appreciation to all parties who have provided support. May Allah SWT reciprocate all the goodness received. Amen. It is hoped that this research paper may contribute to knowledge and be valuable for both author and audience.

Banda Aceh, May 30, 2025

Aminah

ABSTRACT

Aminah (2025). The Influence of Online and Offline Presentations on Students' Public Speaking Skills.

This study using a qualitative approach, the research involved interviews and observations with students from the English Education Study Program at the University of Muhammadiyah Aceh. The findings indicate that offline presentations are more effective in developing public speaking skills, as they facilitate direct interaction, natural body language, and immediate feedback. In contrast, online presentations offer flexibility but are hindered by technical challenges such as unstable internet connections and limited nonverbal communication. Key challenges in online presentations include difficulty maintaining audience engagement and adapting to the digital environment, while offline presentations tend to induce higher anxiety due to direct audience pressure. The study concludes that a hybrid approach may be the optimal solution to address the weaknesses of each format.

Keywords:

Public speaking, online presentations, offline presentations, communication skills, English education.

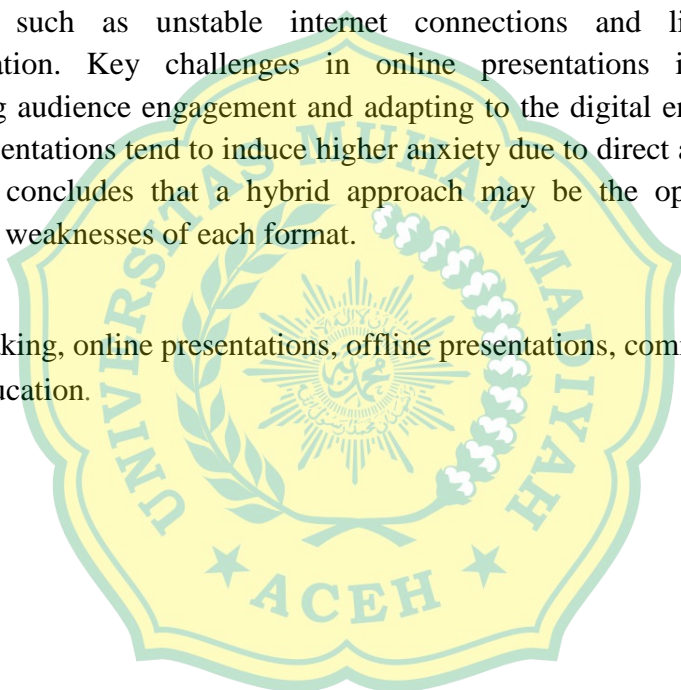


TABLE OF CONTENTS

THESIS APPROVAL	i
DECLARATION	ii
ACKNOWLEDGMENT	iii
ABSTRACT	v
TABLE OF CONTENTS	vi
LIST OF APPENDICES	vii
CHAPTER I INTRODUCTION	1
A. Background of Study	1
B. Research Questions	5
C. Objectives of The Study	5
D. Significance of the Study	5
E. Terminology	7
CHAPTER II LITERATURE REVIEW	10
A. Previous Study	10
B. Definition of Speaking	13
C. Definition of Public Speaking	14
D. Public Communication	16
E. Factors Influencing Online and Offline Presentations	18
F. Online and Offline Presentations	20
G. Challenges of Online and Offline Presentation	23
H. Structural Differences Between Online and Offline Interaction	25
CHAPTER III METHODOLOGY	28
A. Research Design	28
B. Research Participants	29
C. Data Collection Technique	29
D. Data Analysis	33
CHAPTER IV RESEARCH FINDINGS AND DISCUSSIONS	37
A. Findings	37
B. Discussions	45
BAB V CONCLUSIONS AND SUGGESTIONS	48
A. Conclusions	48
B. Suggestions	49
REFERENCES	51

LIST OF APPENDICES

Appendix 1. Observation Sheet

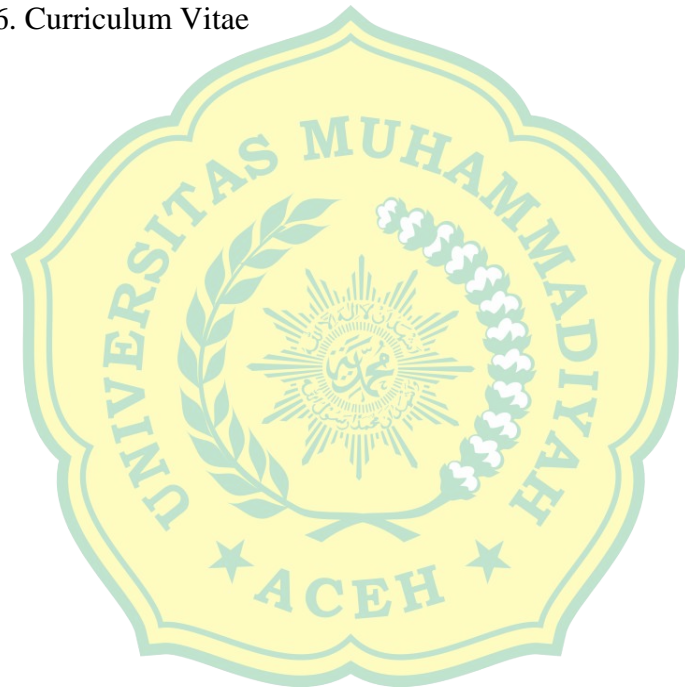
Appendix 2. Interview Guide

Appendix 3. Observations Documentations

Appendix 4. Research Permit Letter for Thesis

Appendix 5. Thesis Supervisor Decree

Appendix 6. Curriculum Vitae



CHAPTER I

INTRODUCTION

The first chapter in this thesis is an introduction which aims to provide a general overview of the topic to be researched. In this chapter, the detailed background of the problem is explained in this part, including the phenomena or issues that provide the background for the need for this research to be carried out. Next, the main problem as the focus of the research is formulated, followed by an explanation of the objectives of the research. Apart from that, this chapter also describes the benefits of the research which are expected to contribute to the development of teaching and learning process especially in public speaking. Finally, this section explains the research methodology used, including the approaches and techniques applied in the collection and analysis of the data underlying this research.

A. Background of Study

Nowadays, a lot of college students still struggle with communication and are frightened of public speaking. According to Affandi, N. (2019), people are afraid to speak in front of others because they believe it should be avoided and feared due to nervousness, lack of confidence, and other factors. Despite having the capacity to communicate, J. Prayudha. S et al. (2023) state that. Public speaking, including delivering speeches, demonstrating inspiration, and so forth, has become essential for everyone, including students, business owners, employees, state officials, and company executives.

The problem of fear and anxiety experienced by many students when speaking in public is a challenge that needs to be overcome, considering that public speaking is an important skill that must be mastered in various aspects of life, both for academic and professional purposes. Public speaking is the ability to speak in public to convey messages, ideas, notions and opinions. Shyam, S., & Joy, I. (2016). Public speaking can also be interpreted as the art of communicating verbally in front of an audience. Public speaking can be done in various events, such as presentations in class, conferences or seminars, public events, panel discussions, community events. To do public speaking, we need to master good speaking skills, build a connection with the audience, and manage tension. The ability to speak in front of an audience is an important skill for students who will soon make decisions about their future. This will help them prepare for college and the world of work. Public speaking can be an effective technique for informational, persuasive, motivational, or purely entertainment purposes. Devito, J. (2003).

Along with technological developments, presentation methods in public speaking are increasingly varied, one of which is online presentations which have different characteristics from offline or face-to-face presentations. These two types of presentations have their respective advantages and challenges that can affect students' public speaking abilities. Online presentations are flexible and easy to access, allowing students to present from almost anywhere with an internet connection. Al-Natour, S., & Woo, C. (2020). The main advantages are convenience and range. Students can present to audiences around the world

Without having to travel, increasing opportunities for learning and exposure, but perhaps providing less personal interaction and socialization, as mentioned by Beard, L., et al., (2004). These online presentations can improve technical skills such as video conferencing, remote slide management, and virtual audience participation such as chat, reactions. (Namin, A., et al., (2021). In these online presentations some students may feel less anxious when speaking to an audience that is not visible on the screen, so they can concentrate on the content rather than the performance. However, without direct interaction and quick feedback, it will be difficult to maintain audience engagement, and students may have difficulty answering questions when presenting with nonverbal communication cues J. Prayudha. S et al.(2023).

However, although online presentations offer convenience and a wider reach, offline or face-to-face presentations still have significant advantages in terms of direct interaction and the development of nonverbal communication skills that are so important in public speaking. Offline or face-to-face presentations cultivate many skills. Real-Time Engagement. Presenting in front of a live audience allows students to receive immediate feedback through body language, facial expressions, and audience reactions, making it easier for them to assess their performance and adjust it Darmuh, M., R. W. , & Kadar, A. (2023). Building self-confidence, interacting with an audience directly can help students gain confidence as they communicate directly with others, which is very important for the development of public speaking skills. Both types of presentations provide important learning and skill-building opportunities. The

situation and learning objectives often influence which one is chosen. Nonverbal Communication. Offline presentations allow students to practice important features such as eye contact, gestures, posture, and vocal variations, which are more difficult to convey successfully online as stated by Cirtita Buzoianu, C., et al, (2022).

As the importance of communication skills grows, public speaking skills become increasingly relevant in the world of education, where various activities such as speeches, public speaking, presentations, debates and discussions become the main means for practicing this skill. Therefore, public speaking does not only involve the ability to speak in front of an audience. According to Bahar (In Oktavianti, 2019) public speaking also includes the ability to convey messages in an interesting, persuasive and entertaining way. According to Wilcox, Dannis L. as cited in soeparan (2020), which makes communication skills more complex and important in various contexts, including in the world of education.

Therefore, although public speaking involves engaging and persuasive speaking skills, success in this communication also depends on the ability to practice appropriate techniques, which anyone can learn and apply through hard work and practice. Hamzah, I., et al (2022). There are four indicators for determining the effectiveness of communication, namely producing insight producing satisfaction or entertainment, producing an influence on attitudes, and producing better relationships (Adha, 2016).

Based on the basic thoughts and assumptions outlined above, researchers are interested in conducting research on "The Influence of Online and Offline

Presentations on Students' Public Speaking Skills.". Overall, this research aims to provide insight into whether the type of presentation (online or offline) is much better in developing students' public speaking skills and how these factors can influence their learning outcomes. Skills are still low. Second, the lack of self-confidence in public speaking is a barrier to communicating fluently.

B. Research Questions

1. What are the factors influencing the online and offline presentation toward in public speaking skill?
2. What are the challenges of online and offline presentation toward the students' ability in public speaking skill?

C. Objective of Study

1. To find out the factors influencing the online and offline presentation toward the quality of presentations in public speaking skills when done online and offline.
2. To analyze the challenges of online and offline presentation toward the students' ability in public speaking skill.

D. Significance of the Study

The benefits of this study are divided into two : namely theoretical and practical:

1. Theoretical

Knowledge on the growth of students' public speaking abilities can provide a clearer understanding of how public speaking skills develop both

online and offline. And how this information can be used to increase the effectiveness and efficiency with which communication skills are trained, learned, and developed.

2. Practically

a. Benefits for students

In the thesis title "The Influence of Online and Offline Presentations on Students' Public Speaking Skills" has many benefits for students, because it examines two aspects that are very relevant in the world of education and communication today. First, this research provides a deeper understanding of the differences in presentation methods. Students will gain insight into how online and offline presentations affect public speaking skills, as well as the characteristics and challenges of each method. Second, this research also plays an important role in improving students' public speaking skills. By knowing the influence of both types of presentations, students can better understand the most effective methods for improving their speaking skills, both directly in front of an audience (offline) and through digital media (online).

b. Benefits for researcher

The advantage for the researcher is that the researcher gets some information related to "The influence of online and offline presentations students' public speaking skills". As well as providing an opportunity for researchers to better understand and analyze the

differences between online and offline presentations, and how both affect students' public speaking skills. This gives researchers greater insight into the challenges and opportunities that exist in public communication, which is beneficial in the development of their own communication skills.

E. Terminology

- a. The influence of online and offline presentation: Students presenting offline can experience directly the presentation room's atmosphere and interact with the audience, observing their faces, giving responses immediately, and adjusting speaking style and tempo. A., along with other colleagues, Apridayani et al (2024). This face-to-face interaction encourages students to greatly better master the material, as well as extensively practice so that they improve in their speaking abilities. Also, according to D. Fhutela (2016), body language, eye contact, and facial expressions can strengthen the message conveyed. External distractions likewise minimize, for students focus further on that audience and that physical environment, posing challenges in managing audience time and maintaining audience attention, Farid, N., et al (2023). In the course of online presentations, students may tend to interact to a lesser degree directly with the audience; such interactions can reduce self-confidence Indrayanti, I. (2021), even though they feel more comfortable within a private environment at that time. Due to interaction being limited to chat or to comments, students do find some difficulty in responding in a spontaneous manner and in adapting of their

speaking style to reactions of the audience. Students can feel too relaxed given the absence of a physical audience, also reducing their preparation level. Often, students do rely only on the slides or on notes within this state. Displays that are limited to only the face or body also do reduce the use of non-verbal communication, so that the message conveyed is of less power. Additionally, technical glitches such as internet or audio-video connection problems, as well as distractions from the home environment, often become obstacles that add to students' anxiety.

- b. Online and offline presentations are: The online presentation in this research refers to a presentation method in which students convey material or information to an audience via digital media, such as video conferencing platforms (e.g. Zoom, Google Meet) or other applications that allow online interaction Kumi-Yeboah, A., (2020). And offline presentation refers to a face-to-face presentation method, where students speak directly in front of an audience without using digital technology, usually in a classroom or other physical location.
- c. Challenges in online presentations include unstable internet connections, difficulty interacting with the audience due to lack of direct contact, environmental disturbances such as noise, technological difficulties for some users, and poor visual quality due to inadequate lighting or camera placement. (Allen & Seaman, 2007). Meanwhile, challenges in offline presentations include tight time management, difficulty maintaining the focus of an audience that is easily distracted, anxiety when speaking in front

of many people, problems with technical equipment that does not work, and the limited reach of an audience that can only be present physically Ahmad (2016).

- d. Public speaking is a skill that involves conveying information, influencing, expressing opinions, motivating and entertaining an audience. Zachani, N., et al (2024). Public speaking is one of the basic skills that everyone has, so that everyone can communicate and interact with others. However, not everyone can speak well in public, especially in English.



CHAPTER II

LITERATURE REVIEW

This chapter discusses a literature review which serves to provide a theoretical basis and review previous research relevant to the research topic. It explains the main theories used to understand the topic studied, as well as the concepts applied in the analysis. Apart from that, previous research will also be discussed that has similarities with this research, in order to deepen understanding of the phenomenon under study. The results of this study will help identify research gaps that this research will address.

A. Previous Study

According to previous research by Kinasih, P. R., & Olivia, O. (2022). On an analysis of using movies to enhance students' public speaking skills in online class. The population in this study were first and third semester students, with a sample of 67 students from the language and literature department at Bunda Mulia University. The research approach used was mixed methods, qualitative and quantitative. Quantitative data was collected from pre-test and post-test analyzed using a scoring rubric and qualitative data was collected through semi-structured interviews to elicit additional opinions and insights into the use of movies as authentic materials. Based on the results of data analysis, it can be concluded that movies can be used to improve students' ability to deliver speeches even when public speaking lessons are conducted online. Students' ability to deliver speeches even when public speaking lessons are conducted online. Students' ability in

performing public speaking skills changed from poor to better, also the use of movies in online public speaking classes successfully became a learning resource.

A previous study relevant to this topic was carried out by Novita Ayunanda (2022) entitled Comparison of students' speaking skills between offline and online classes at SMA 7 Pinrang. The study aimed to identify differences in students' public speaking skills between the two modes of learning. The sampling method was purposive. The sample consisted of 42 students selected through purposive sampling. Using a quantitative comparative design, data were collected from students' final speaking skill scores provided by teachers to ensure validity. The research lasted 45 days, including the data analysis process. The findings revealed that the average speaking score of Class X MIPA 4 students (online learning) was 83.24 categorized as good, while Class X MIPA 2 students (offline learning) achieved an average score of 83.33, also categorized as good. Statistical analysis showed a significance value (2-tailed) of $0.15 > 0.05$, indicating that H_a was rejected and H_o was accepted. This means there was not a significant difference in speaking ability between students in offline and online classes. The similarity can be seen from the nearly identical average scores, suggesting that both groups performed at a comparable level.

Based on the two previous studies mentioned, it can be concluded that the use of learning media such as movies and online learning methods has a significant impact on improving public speaking skills, although there are differences in research approaches and contexts. Research by Kinasih, P. R., & Olivia, O. (2022) was conducted on first and third semester students from the

department of language and literature at Bunda Mulia University, with a total sample of 67 students. This study used mixed methods, combining qualitative and quantitative approaches. The results showed that movies can be used as effective learning materials to improve public speaking skills, even in online learning. Students' ability in speech improved from poor to better after using movies as learning materials. This proves that movies are effective learning media to improve public speaking skills, both in online and offline learning.

The research by Novita Ayunanda (2022) was conducted on 42 students of SMA 7 Pinrang who were selected by purposive sampling. This study used quantitative methods to compare students' speaking skills between offline and online classes. The results showed that there was no significant difference between the speaking skills of students who studied in online and offline classes. The average score of students' speaking skills is almost the same, which is 82.24 for online class and 83.33 for offline class. This proves that online learning can be an effective alternative to train public speaking skills, because the results are not much different from offline learning. Thus, these two studies make an important contribution in understanding how learning media and online learning methods can be used to improve public speaking skills.

B. Definition of Speaking

Speaking is an interactive activity of creating meaning that includes producing, receiving, and processing information. Its form and meaning are influenced by the context of the situation, the participants involved, and the intended purpose of the speech (Burns & Joyce, 1997).

As a continuation of the definition of speaking explained previously, in this research, speaking is defined operationally as a secondary stage of students' ability to express themselves orally, sequentially, fluently, and appropriately in certain meaningful contexts to serve transactional and interactional purposes using pronunciation, grammar and correct vocabulary and adopting pragmatic and discourse rules of spoken language

In addition to the significance of speaking abilities, many people find it challenging to talk in front of others, particularly in English. Everyone can engage and communicate with others because speaking is one of their fundamental abilities. However, not everyone has the ability to talk effectively in front of groups of people, particularly when speaking in English. Speaking in front of an audience in English can be intimidating for a number of reasons, including stage fright, lack of confidence, and fear of being and fear of making mistakes. Sometimes this causes them to forget their intended topic. Mandel (2014) said that "An important skill to have in business and especially in the public relations arena is the skill of persuasion or the ability to win over the crowd. Inside and outside the workplace, the power of persuasion can carry you far and it all starts by honing those public speaking skills."

Therefore, having strong speaking abilities is crucial for everyone, but notably for students, to overcome communication barriers in both academic and professional settings. It is anticipated that students will improve their public speaking abilities through extensive training, classroom familiarization, and involvement in campus student organizations. We can infer that speaking is a communication process that involves verbally communicating ideas, information, and expressions that have specific meanings from one person to another.

C. Definition of Public Speaking

Public speaking is a skill that involves conveying information, influencing, expressing opinions, motivating and entertaining an audience. Zachani, N., et al (2024) Usually, public speaking skills are identified with the abilities of people who always have to speak in public, such as MCs, campaigners or newsreaders. So, those whose field of work does not fall into that category, often feel there is no need to study public speaking.

However, the reality is that public speaking skills are very important in various professions, even for those who do not work in fields that directly require public presentations. Even though you don't need in depth knowledge of public speaking, you should at least master the basics. As a result, public speaking abilities are crucial in daily life even though they are not necessary for all occupations. since people will always interact with one another. We can improve these interactions by being proficient in public speaking.

Zarefsky (2013) asserts that public speaking is an ongoing communication process in which the speaker and the audience exchange symbols and messages on

a regular basis. According to Woolbert (2017), public speaking is an awareness of one's own conduct. Understanding the subject matter, being aware of the audience's preferences and circumstances, and selecting phrases that make sense and are simple to comprehend are all important factors to take into account while preparing public speaking material.

To be able to communicate information effectively to the audience, it is important for the speaker to prepare the material carefully. Therefore, we will discuss further the definition of public speaking, the importance of this skill, as well as several teaching techniques that can improve public speaking skills. Baumeyer (2018) as an instructor in Leadership and Organizational Management and Business Teaching courses said that "Public speaking is the process of communicating information to an audience. Usually done in front of many people, such as at school, at work, and even in our personal lives. The benefits of knowing how to communicate to an audience include honing critical thinking skills and verbal/nonverbal communication skills."

Thus, it can be concluded that public speaking is the process of conveying a topic in front of an audience, both in the classroom for students and in the workplace for those who are already working. As a student, this ability will be very useful when you have to handle assignments from your lecturer to present or share in front of the class. The success of a public speaker is if the message conveyed can be received by other people clearly.

D. Public Communication

Public communication is communication between a speaker and a large number of people (audience), who cannot be identified one by one. Such communication is often also called a speech, lecture, or public lecture. Public communication usually takes place more formally and is more difficult than interpersonal communication or group communication, because public communication requires careful message preparation, courage and the ability to face large numbers of people (Mulyana, 2015: 82).

Thus, public communication not only includes one-way interactions between speakers and audiences, but also involves various activities and strategies designed to convey messages to target audiences. In line with that, Dennis Dijkzeul and Markus Moke (2005), public communication is defined as communication activities and strategies aimed at target audiences. Meanwhile, Judy Pearson and Paul Nelson (2009) define public communication or public speaking as the process of using messages to create shared meaning in situations where the source conveys the message to a number of message recipients who provide feedback in the form of messages. or nonverbal communication and sometimes in the form of questions and answers.

Therefore, public communication does not only focus on conveying messages, but also includes more complex strategies for interacting with audiences. In this case, Dennis Dijkzeul and Markus Moke (2005) define public communication as communication activities and strategies aimed at target audiences. So, public communication is the process of conveying a message by a

communicator to a wide audience which only gives rise to little feedback and interaction from the listener and is dominated by the speaker (communicator). Such as presenters, speeches, lectures and other communication activities carried out in the presence of many recipients (communicants).

Thus, public communication has characteristics that differentiate it from other forms of communication, such as interpersonal and small group communication. For example, Brooks describes this type of public communication as monologic communication, where usually only one person is involved in conveying the message to the public. The characteristics that differentiate public organizational communication from interpersonal communication and small group communication are:

- a. Public communication is oriented towards the speaker or source. Meanwhile, there are interpersonal and small group communications reciprocal relationship between the speaker and the recipient involved. In public organization communication, the speaker dominates the relationship.
- b. In public communication involving a large number of recipients, in interpersonal communication it is usually only 2 people and in small group communication no more than 5-7 recipients.
- c. In public communication there is less interaction between the speaker and the listener. This results in a lack of direct interaction between the speaker and the listener, especially if there are more listeners.
- d. The language used in public communication is more general so that it can be understood by listeners.

E. Factors Influencing of Online and Offline Presentations

Based on several data sources analyzed, there are several problems that can be encountered occurs in teaching English Public Speaking online. Efriana (2021) outlines several problems faced in teaching English online from several factors. Starting from students, teachers, even parents. One of the problems is the teacher's ability to use technology in online learning. Not all teachers are able to use computers or gadgets in online learning activities. Even though some teachers have been able to produce several interesting online learning activities, some of them are still unable to access further internet networks, use various learning applications, and create online media.

Although there are challenges in teaching Public Speaking online, the differences that arise between online and offline learning are also factors that influence the student experience. In this case, a study conducted by Ramadhani (2020), mentioned several obstacles found in teaching English Public Speaking in his online classes. Based on his observational study, Ramadhani then concluded that there were several differences between teaching English Public Speaking online and offline as follows:

Teaching public speaking offline:

1. Students are embarrassed to speak in front of an audience.
2. Anxiety levels increase because students feel nervous about speaking in front of lecturers and other friends.
3. Students are not enthusiastic enough to express their feelings, gestures, and body language when they speak in public.

4. Students' pronunciation can be heard clearly and is easily corrected by the lecturer when they make a mistake.

Teaching public speaking online:

1. Students' confidence increases in speaking in front of a camera rather than speaking in front of an audience.
2. The anxiety level is less than talking in actual class.
3. More students feel enthusiastic about communicating and expressing their body language in front of the camera than speaking in public face to face.
4. Students' pronunciation cannot be heard clearly and the lecturer cannot immediately correct mistakes.

Apart from the differences found between online and offline learning, there are also other obstacles that influence the effectiveness of teaching Public Speaking online. Ramadhani (2022) found that in the public speaking learning process, lecturers were unable to correct students' mistakes, especially in terms of incorrect pronunciation, made by students. Lecturers cannot provide feedback directly to students due to some technical problems such as bad internet connection so disturbing the student's voice so that the lecturer cannot hear the student's pronunciation clearly. Time limitations in virtual meeting platforms also make it impossible Lecturers provide feedback personally or directly to students to improve their public speaking skills.

Karapetyan (2021) also found several difficulties when applying classical procedures and techniques in the English Public Speaking class he taught. According to him, public speaking must involve face-to-face interaction and

direct awareness of body language, which was never thought possible in a long-distance virtual environment. However, as a result of his study, he claimed several platforms that could support the implementation of public speaking learning. Distance learning uses the public successfully.

F. Online and Offline Presentations

To become professional speakers, students must first master the ability to communicate effectively in front of an audience. Public speaking courses are mainly designed to enhance skills relevant to English Language (ETL) (Karen Kangas Dwyer & Davidson, 2021). These skills involve active listening, critical thinking, delivering accurate information, and following structured routines to achieve natural communication. While some people enjoy verbal interaction without stress, others perceive it as uncomfortable or anxiety inducing due to personal factors such as shyness, nervousness, fear of speaking in public, low self confidence, and fear of making mistakes. Signs of anxiety may include irregular breathing, changes in intonation, sweating, and even blurred vision (Levebvre et al., 2020).

To address these challenges, various learning approaches, such as hybrid programs that combine online and face-to-face learning, can be a solution for developing effective public speaking skills. According to Jean-Pierre et al. (2021), students who participated in hybrid programs that included online and face-to-face learning or only attended online sessions did not show differences in public speaking skills. In another study, researchers did not find statistically significant differences. Gallego et al. (2021) found differences in anxiety levels between

traditional face-to-face presentations and web conference presentations. However, educational institutions must be aware that offering online courses is not the same as teaching students to deliver presentations to a web-based audience (Bazhenov et al., 2020).

Although hybrid learning programs offer opportunities to develop public speaking skills, online learning presents challenges that must be addressed to ensure effective teaching and learning. These challenges include adapting offline materials to online formats, managing time and workload, technological difficulties, student motivation and engagement, as well as institutional support and resources. Hikmah et al. (2021) highlight the importance of thorough preparation for online learning in educational institutions. A significant issue is the rising dropout rate, which Ritonga et al. (2021) attribute to limited direct social interaction between students and instructors and the lack of face to face contact among students (Sidabutar, 2021).

In addition to the challenges faced in online learning in general, specific aspects of developing public speaking skills also require more attention, especially regarding how engagement and effectiveness can be improved in an online environment. A study found that physical messaging apps enhance online engagement and help individuals develop a stronger online persona. Research shows that there are no studies comparing the effectiveness of public speaking online with in-person. Consider taking an online public speaking course (Wei, 2021). Although there are several resources on public speaking, most focus on the challenges associated with face-to-face learning. Teaching public speaking online

involves the same issues as teaching a language course, including speech content, language use, and linguistic growth. Therefore, online courses are not different from traditional courses in terms of development. Yee et al (2021) did not find a significant difference in effectiveness between online and conventional education.

As online platforms like Zoom, which support interactive learning, continue to evolve, it is essential to assess their effectiveness in facilitating the development of public speaking skills in an online setting. Commonly used tools include Google Classroom, Zoom, Google Meets, and Teams. Zoom is particularly popular in this country because of its user friendly interface, appealing features, and accessibility to remain active during the pandemic, evaluating whether Zoom is appropriate for online public speaking is important despite its widespread use. Online education has become a key teaching method during the COVID-19 pandemic (Zuñiga-Quispe et al., 2021).

With the increasing use of online platforms like Zoom, the next challenge is how educational institutions can quickly adapt, shift learning to a virtual format, and maintain the quality of teaching, especially in synchronous and asynchronous distance education. The pandemic has burdened educational institutions worldwide, forcing them to shift from traditional classrooms to virtual classrooms to keep up with the times. Asynchronous distance education uses pre-recorded lectures or online platforms like Moodle to provide instruction. Asynchronous distance education requires some emulation of traditional communication models, as well as synchronized teaching and learning interactions similar to traditional educational environments (Elihami et al., 2021).

Although online platforms like Zoom allow for a transition to virtual learning, research shows that this shift is not always well-received by students, especially in public speaking courses, where challenges such as anxiety and lack of direct interaction become significant factors. A study found that students preferred traditional (in-person) public speaking courses over online courses due to differences in perceived levels of anxiety, performance, and challenges. Speaking in public online can be challenging due to internet connectivity issues and the lack of a live audience (Yee et al., 2021). According to Wei (2021) multimedia-based online teaching methods can be used for various secondary language learning programs.

G. Challenges of Online and Offline Presentation

Based on a study conducted by Chun, Kern, and Smith (2016), learning Long distance can be assumed to be an education system where students are separated from educators and the learning process using various sources through technology Information and Communication (ICT). In its implementation, the distance learning system is implemented through an online learning approach. In the conditions of the Covid-19 pandemic, this learning method can be a solution so that the teaching and learning process continues.

Even though distance learning via an online approach is an effective solution during the Covid-19 pandemic, its implementation is not free from various challenges, especially those related to teachers' limited knowledge in using technology. There are some difficulties in implementing online learning approaches due to teachers' lack of knowledge. In its implementation, online

learning combines electronic technology and internet-based technology or ICT. Online learning is a learning system in which an indirect relationship is established between teachers and students (Allen & Seaman, 2007). Online learning requires an internet network. Teachers and students carry out learning together, at the same time, but in different places. Various applications and platforms can be used, such as WhatsApp, Telegram, Zoom Meeting, Google Meet, Google Classroom, Edmodo, and others. To support this online learning, the main device needed is a computer or Android connected to the internet network.

In addition to the technical challenges faced in implementing online learning, there are also special difficulties in teaching English language skills, especially speaking, which requires intensive practice and direct interaction between teachers and students. As a new approach, online learning has several difficulties to implement in teaching, especially English. Study conducted by Ahmad (2016) found the phenomenon that learning English, which requires a lot of practice to implement, also experienced obstacles when a bold learning system was implemented. For example, in teaching to speak boldly, students may find it difficult to imitate the way of speaking modeled by their teacher, and teachers also cannot optimally train students to speak.

Public Speaking or Speaking in public is like delivering a language speech. English is one of the important speaking skills to be taught by teachers from elementary school to college level. Students are encouraged to be able to communicate orally in public to convey all the ideas and messages they have. One

of the things needed to be successful in public speaking is how to convey messages to the audience that are easier to understand.

H. Structural Differences Between Online and Offline Interaction

To further understand the impact of these changes in interaction approaches, it is necessary to investigate the structural distinctions between online and offline interactions that influence the learning experience, particularly in public speaking courses. To better comprehend the effects of various interaction media, there are four major structural variations between them. When compared to offline communication, internet engagement provides:

- a. reduced nonverbal requirements
- b. Increased anonymity.
- c. Increased opportunity for forming new social links and strengthening weak ones.
- d. broader diffusion of information

These structural distinctions have psychological and systematic behavioral ramifications that change the terrain of social life. We'll look at each one in turn.

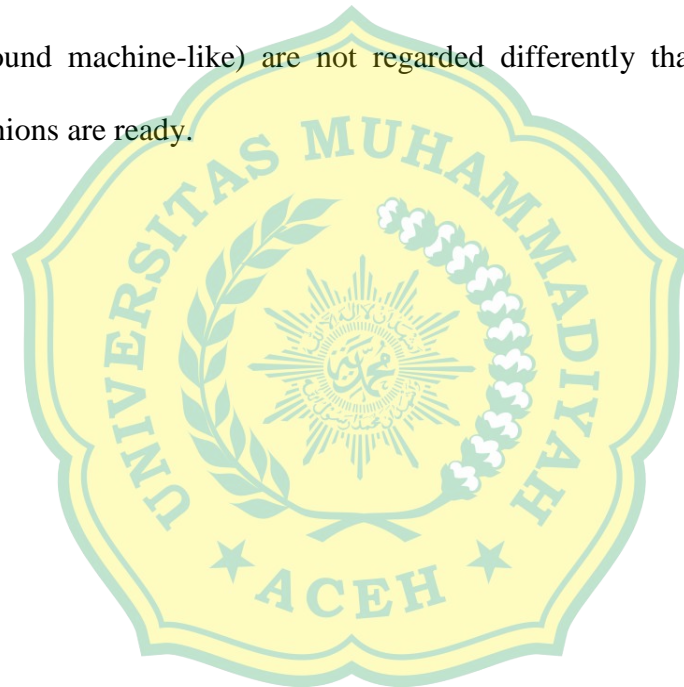
These structural differences have a substantial impact on how we interact and communicate, which in turn influences our social and psychological experiences, particularly those related to learning. One of the most significant repercussions of this divergence is a decline in nonverbal signs in online encounters, which has specific communication implications. Fewer nonverbal cues online. The majority of face-to-face interactions include nonverbal communication, which includes sharing smiles, touching, and modifying one's

voice to express emotions (humor or sarcasm). Many text-based online engagement systems, such as Facebook, Twitter, and WhatsApp, lack visual nonverbal cues (facial expressions), tactile (touch), and auditory (speech) messages. The loss of these nonverbal signals has at least two effects, repercussions:

First, reading the communicator's viewpoint through text (in an email) rather than listening to the same message through speech (voice message) diminishes the observer's capacity to effectively assess the communicator's true thoughts and feelings (self-reported). However, seeing a communicator in addition to hearing them does not result in increased accuracy. This demonstrates that hearing a communicator's voice offers unique insights on their mental state, possibly more so than simply seeing them speak. In some cases, observers may be more accurate when listening to a communicator speak than when hearing and seeing them. As a result, one of the implications of talking via online text is that it can limit people's understanding of others' ideas and feelings (when compared to communicating offline), raising the risk of misinterpretation. as a result, one of the implications of talking via online text is that it can limit people's understanding of others' ideas and feelings (when compared to communicating offline), raising the risk of misinterpretation.

Another consequence is that losing access to vocal paralinguistic cues can impair the sense of social connectedness. Second, reading someone's opinion rather than listening to it reduces the communicator's cerebral capacity, wisdom, and emotionality. This implies that text-based interactions may be dehumanizing,

because underestimating someone's mental capacity is a type of dehumanization. A series of experiments found that hearing a human voice was more likely to lead observers to assume that an ambiguous agent was human (vs machine) than reading human-generated material or seeing a human communicator. These trials also provide early insight into why a person's voice is human. Nonverbal variation in speech (pitch variations, rate) is related with assessments of the communicator's mental capacity; hence, communicators with voices that lack such fluctuations (and so sound machine-like) are not regarded differently than communicators whose opinions are ready.



CHAPTER III

METHODOLOGY

This chapter discusses the research methods used to obtain data relevant to the topic under study. It explains the type and research approach applied, as well as the research design used in data collection. In addition, the data collection techniques used, interviews and observations, are explained as well as the tools and instruments used to analyze the data. Furthermore, it also describes the research procedures in detail, including how the data analyzed and how the validity and reliability of the data are maintained.

A. Research Design

In this study the writer used a qualitative approach is research that intends to understand the phenomena experienced by research subjects such as behavior, perception, motivation, actions and others. Holistically, and by means of description in the form of words and language, in a specific natural context and by making use of various natural methods. According to Creswell (2010) a qualitative approach is an approach to building knowledge statements based on a constructive perspective (for example, meanings originating from individual experience, social and historical values, with the aim of building a particular theory or pattern of knowledge), or based on a perspective, participatory (for example: orientation towards politics, issues, collaboration, or change), or both.

B. Research Participants

The research data were collected through interviews with students of the English Language Education Department, Faculty of Islamic Studies, Muhammadiyah University of Aceh. The population of this research consisted of all students of the English Language Education Department who had taken speaking courses. From this population, twenty students were interviewed through WhatsApp only. They were students from the 2022 and 2021 batches. The sample of this study consisted of five students selected by using the purposive sampling technique. The selection was based on time considerations and each consultation. In addition, purposive sampling is a sampling technique in which research subjects are chosen based on specific criteria related to the research objectives. In other words, the researcher selects respondents who are considered most suitable to provide the needed information (Arikunto, 2010).

C. Data Collection Techniques

Data collection techniques are an important step in research, because the main purpose of research is essentially to obtain data, of course, in data collection using data collection techniques that meet the established data standards (Sugiyono, 2009: 224).

This research uses oral and written data sources, so the data collection techniques used in this research are:

a. Observation

Observation is one form of primary data collection. Observation is a very beneficial, systematic, and effective way of observing and listening to

interactions or phenomena that occur. Observation also includes gathering impressions from the surrounding environment. One important aspect of the observation activity is the direct contact between the researcher and the subject to be studied (Widi, 2010: 236).

In this research, the researcher conducted direct observations at Muhammadiyah University of Aceh, specifically in the college environment where academic activities take place. The researcher conducted observations by examining the physical and social environment around the campus, as well as interacting with various involved elements, such as students, lecturers, and teaching staff. In addition, the researchers also conducted direct observations of twenty English department students involved in academic activities at Muhammadiyah University Aceh. This observation aims to obtain the necessary data regarding academic activities, in public speaking class.

b. Interview

An interview is a form of communication between two people, involving someone who wants to obtain information from another person by asking questions, based on a specific purpose. In general, interviews are divided into two types, namely unstructured interviews and structured interviews. Unstructured interviews are often referred to as in-depth interviews, intensive interviews, qualitative interviews, and open-ended interviews. Whereas structured interviews are often also referred to as standardized interviews. (standardized interview), where the questions are

predetermined with predetermined answer choices provided (Mulyana, 2002: 180).

According to Esterberg (Sugiyono, 2013) explains that there are several types of interviews:

a. Structured Interview

Structured interviews are used as a data collection technique if the writer and data collector knows what information will be obtained. While conducting this interview, data collection can also be done using tools such as a tape recorder, pictures, brochures, and other materials that can make the interview run smoothly.

b. Semi Structured Interview

This type of interview is categorized as an in-depth interview, because it is more flexible than a structured interview.

c. Unstructured Interviews

This is an interview in which the author or data collector did not use a systematic interview guide. In a structured interview, the author is unsure about what data will be obtained.

Based on the description mentioned above, the form of interview that the researcher applied in this research was a structured interview. According to Sugiyono, this interview uses a question format that has been neatly arranged and still follows a predetermined sequence. The characteristics of a structured interview include a list of questions that have been prepared in advance, where the wording of each question does not change during the interview and is more

focused on the topic you want to specifically explore. This interview is systematic and focused, making it easier for researchers to collect the data needed according to the research objectives.

The instruments used in analyze the data of this are observation checklist (sheet) and interview guide. The observation checklist was used to systematically record various student behaviors and activities during the learning process. This instrument contains predetermined behavioral indicators where researchers simply check the appropriate column when observing the behavior. For example, researchers can not how often student ask questions, participate in group discussions, or show enthusiasm for learning materials. The strength of this instrument lies in its ease of use and its ability to provide objective data about students' actual classroom behavior.

Meanwhile, the interview guide was used to explore student' deeper understanding, feelings and personal experiences related to the learning process. Unlike observations that only examine external behavior, interviews allow researchers to understand what students truly think and feel. The interview questions were designed to be open ended yet structured, enabling student to freely express their opinions while remaining focused on the research topic. Sample questions include: How do you prepare for online presentations compared to offline presentations?, or “ What are the main difficulties you face when carrying out online and offline presentations.

D. Data Analysis

In analyzing the data, the researcher conducted an interviews guide and observation checklist with students of the English Department of Muhammadiyah University of Aceh to gather information regarding the percentage of public speaking scores possessed by these students. Next, the author developed steps to determine the influence of online and offline presentation assignments on improving public speaking skills, by conducting observation checklist in class and interview guides to students, regarding their experiences in carrying out presentation assignments. It is hoped that these findings will attract students' attention and show that public speaking skills are very important, especially in increasing job opportunities.

To analyze the data obtained from observation checklist and interview guides, the researcher use an appropriate qualitative analysis approach. One way is to identify the main themes that emerge from the informants' answers. Interviews are used to explore the attitudes, opinions and views of individuals or groups regarding the social phenomenon being studied. Each informant's response was analyzed to look for patterns or similarities in their statements, which were then categorized into certain themes. With this approach, the author can understand the informants' perceptions more deeply and gain more comprehensive insight into the research topic.

Data collection through observation checklist is carried our systematically to assess students' public speaking, the researcher collects data using a structured observation checklist to assess students' public speaking skills in

two different settings, online presentations (via platforms like Zoom or Google Meet) and offline (face-to-face in the classroom). The steps are as follows:

1. Development of the Observation Checklist

The researcher prepares a checklist containing indicators of public speaking skills, divided into verbal aspects. (e.g., clarity or articulation, fluency), non-verbal aspects (eye contact, facial expressions, gestures), and interaction (audience engagement).

2. Conducting the Observation

- Online Presentations:

The researcher observes students during virtual presentations, either through recordings or live sessions. Aspects evaluated include adaptation to digital tools, such as screen sharing or chat interactions.

- Offline Presentations:

The researcher attends the venue to observe students' performance in person, including environmental factors (background noise, physical distance from the audience) that are not visible in online settings.

3. Data Recording

Each student's performance is assessed based on the prepared checklist. The researcher marks (✓/✗) each indicator and adds notes if necessary (e.g., 'Student appeared nervous during slide transitions').

Meanwhile, data collection through interview guide is analyzed using by coding system. The coding system theory is an approach rooted in cognitive

psychology and communication studies that explains how information is transformed, stored, and processed by individuals. In qualitative research, particularly interviews, this theory is applied to understand how respondents interpret, structure, and convey their experiences or opinions in symbolic forms (verbal or non-verbal) that can be analyzed by the researcher.

According to Paivio (1971) in his Dual Coding Theory, information is encoded through two primary systems: the verbal system and the non-verbal system. The verbal system relates to language and words, while the non-verbal system includes images, gestures, facial expressions, and other non-linguistic forms of communication. The theory emphasizes that combining these two systems strengthens memory retention and enhances the clarity of conveyed messages.

In this study, the coding system is employed as a framework for analyzing interview data gathered from respondents about their experiences in conducting online and offline presentations. This approach allows the researcher to systematically identify and classify statements into meaningful categories through the following three main stages:

1. Open coding

In this initial stage, the researcher identifies significant words, phrases, or sentences from the interview transcripts. These are labeled as codes that represent key ideas or issues expressed by the participants. Example of open coding applied to interview data.

2. Axial coding

This stage involves grouping related codes into categories or sub themes based on conceptual similarities or relationships. It helps to organize the data and reveal patterns across different responses

3. Selective coding

In the stage, core themes are formulated from the major categories. The researcher constructs a narrative that connects these themes to the research questions and provides a comprehensive interpretations of the participants' experiences.

The following table demonstrates how to apply Open Coding to participant response excerpts.

Question	Participant Quote (Raw Data)	Thought Process (What is being captured?)	Open Codes (Resulting Codes)
A.	"I practice recording more online because I have to adjust the lighting and camera frame"	Specific preparation and technical constraints unique to online.	Technical Practice Needs, Adjusting Lighting, Frame Limitations
B.	"More comfortable offline because you can feel the audience's energy directly"	A feeling of comfort and a live interaction experience.	Offline Comfort, Direct Audience Energy
C.	"In online, eye	Difficulty with a	Eye Contact

Question	Participant Quote (Raw Data)	Thought Process (What is being captured?)	Open Codes (Resulting Codes)
	contact is difficult because you have to look at the camera, not the screen"	simple act due to the technical medium.	Difficulty, Camera vs. Screen Dilemma
D.	"Facial expressions have to be exaggerated online to be seen clearly"	The need to adapt and overcompensate with expressions.	Exaggerated Expressions, Non-Verbal Adaptation
E.	"I'm actually more nervous offline because of facing many people directly"	A different type of anxiety emerges in physical settings.	In-Person Nervousness, Physical Audience Anxiety
F.	"The choppy audio made the audience not understand my material"	A technical problem with a direct impact on comprehension.	Audio Connectivity Issues, Material Delivery Barrier
G.	"In online, the audience is easily distracted by notifications on their devices"	A challenge from the audience's side in their own environment.	Audience Distraction Online, Attention Competition
H.	"Natural gestures are easier offline because they are not limited by a	The ease and naturalness of communication without technical	Gesture Freedom, Offline Naturalness

Question	Participant Quote (Raw Data)	Thought Process (What is being captured?)	Open Codes (Resulting Codes)
	frame"	limits.	
I.	"In online, I have to speak slower and more clearly"	A deliberate change in communication style.	Conscious Voice Modulation, Clear Articulation

Here is an example of how codes and categories can emerge from your specific questions:

Question Group	Sample Respondent Answer (Input)	Open Coding (Initial Codes)	Axial Coding (Category)
B. Environment & Situation	"In a virtual room, I can present from my own familiar bedroom, so I'm more relaxed. But offline, the live audience's energy is motivating."	Familiar Environment, Personal Comfort, Live Audience Energy	Environmental Impact on Psychology
C. Interaction & Feedback	"I can't tell if they understand or are bored because their cameras are off. Offline, I can see their expressions and ask questions	Limited Visual Feedback, Passive Audience (Cams Off), Reading Live Expressions	Barriers to Real-Time Feedback (Online)

Question Group	Sample Respondent Answer (Input)	Open Coding (Initial Codes)	Axial Coding (Category)
	directly."		
E. Confidence & Anxiety	"I'm actually more nervous online because I'm afraid of a sudden technical error. Offline, the nerves are only at the start, then it flows."	Technical Anxiety, Fear of Sudden Error, Initial Presentation Nerves	Different Sources of Anxiety
I. Confidence & Adaptation	"For online, I speak slower and enunciate more clearly. For offline, my voice must be louder and my gestures bigger."	Modulating Speaking Pace, Enunciating Clearly, Vocal Projection & Gestures	Adjusting Vocal and Kinesthetic Delivery

The interview data analysis process is carried out through three systematic coding stages. The first stage is Open Coding, where the raw material processed is the raw transcript of respondent answers. In this stage, the activity performed is breaking down the data and labeling each concept that emerges. The result obtained from this stage is a large list of specific initial codes (e.g., Testing Connection, Self-Recording), which represent the concrete ideas from the participants.

The second stage is Axial Coding, which uses the list of codes from Open Coding as its input. The main process in this stage is grouping related codes into broader categories based on the relationships and thematic similarities between them. The output of this grouping activity is a set of organized categories or sub-themes (e.g., Technical Preparation Strategies), which often align with the topics of the initial interview questions.

The final and most integrative stage is Selective Coding. This stage takes all the categories from Axial Coding as its raw material. The process involves connecting the various categories to discover the core narrative or central theme that unifies all the findings. The final outcome of this entire process is several comprehensive core themes that answer the research question in depth and provide a holistic understanding of the overall experiences of the respondents.

By using the coding system theory, the analysis process becomes more focused on how participants internally process and externalize their experiences in online and offline presentation settings. This method not only categorizes raw data but also helps in constructing meaningful thematic insights aligned with the study's objectives.

This section aims at answering the question in the problem formulation, namely whether there is an influence of online and offline presentation assignments on students' public speaking abilities in the English Department of Muhammadiyah University of Aceh. The results obtained come from interviews

and questionnaires given to the students of the English Department of Muhammadiyah University of Aceh in 2024 and 2025.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter summarizes the research findings about the effects of both online and offline presentations on public speaking skills. The information gathered through observation and interview is analyzed to answer research questions and meet study objectives. All of this is discussed in relation to existing literature in order to provide comprehensive understanding of this topic.

A. Findings

This part is divided into two sessions namely the findings obtained from interview and observation.

a. Finding of interview

The findings in this study are based on interviews, the observations and distributed to the students of the English Department of University Muhammadiyah Aceh, which form the basis of the conclusions of this study. The researcher distributed the questions of the interview guide to twenty student, but in this case she only took five students to be interviewed deeply/comprehensively, It is based on the participation of the respondents responses or answerers. The findings in this study are divided into two main themes: factors that influence the quality of presentations and challenges faced by students in online and offline presentations.

1. Preparation and practice

- a. Respondents said that they prepared more thoroughly for offline presentations by repeatedly practicing in front of a mirror or friend, to practice expressions and body language.
- b. For online presentations, respondents said that they focused more on creating visual materials and learning digital platforms for online presentations.
- c. Online presentations are more likely to use the self-recording practice method, and online presentations are more focused on the technical aspects, such as ensuring a smooth internet connection, camera position, and materials that can be shared via the screen.
- d. Respondents stated that live simulation exercises were more beneficial than online presentations.

2. Environment and situations

- a. Respondents feel more comfortable with online presentations because they can choose a familiar environment, online virtual spaces increase self-confidence, and are relaxed because they are not having face-to-face meeting.
- b. However, respondents admitted that offline classrooms provide a more authentic presentation experience, because they can directly see expressions, invite discussions, and capture the atmosphere of the room.

c. Environmental disturbance is a major problem:

- Online: household disturbances ambient noise or notifications can distract.
- Offline: room noise, distractions during offline presentations, usually from the surrounding environment such as loud noises or people coming and going.

3. Interaction with Audience

a. Eye contact:

- Offline more natural, gain more insights with direct face-to-face meetings.
- Online: difficulty in dividing focus between camera and material.

b. Audience feedback

Respondents found that reading audience reactions offline was easier, because the audience focuses on the way of speaking or tone, then facial expressions and appearance, body language is a determinant of whether our public speaking is good or not. With good body language, the audience will also be carried away by the atmosphere in our public speaking compared to not using body language at all.

4. Technical and non verbal factors

a. Online technical issues:

- Unstable connection
- Audio issues

- Difficulty sharing screen
 - b. Body language:
 - Feel freer to express themselves offline
 - Online tends to be limited to facial expressions
5. Self-Confidence and Anxiety
1. Anxiety level:
 - Higher offline, due to live audience pressure, Stage fright
 - Online more relaxed but technical anxiety occurs
 2. Coping strategies:
 - Offline: breathing techniques, regulate your breathing, calm yourself down to be more relaxed when speaking and delivering a presentation.
 - Online: further technical training
6. Online presentation challenge
- a. The biggest challenge is technical problems, respondents feel that technical problems affect focus during online presentations, because they are afraid of the network being cut off.
 - b. Difficulty keeping audience attention
 - c. Limitations of nonverbal communication, respondents felt that online presentations had limited interaction, sometimes the audience was passive or did not turn on the camera, making it difficult to read their responses, and the audience often did not pay much attention to whether we were looking at them or not.

7. Adaptation between formats

- a. Respondents said they have difficulty switching between online and offline. The biggest challenge is about dealing with the audience trying to overcome the nervousness when switching between online and offline.
- b. Important distinctions that require adaptation:
 - Communication style
 - Use of body language
 - Time management

It can be summed up that:

1. Offline presentations are considered more effective for developing public speaking skills, even though they cause high levels of anxiety.
2. Online presentations offer convenience and flexibility, but are limited by technical challenges and interaction limitations.
3. Environmental factors and technical preparation are the main determinants of the success of online presentations.

b. The findings of observations

The findings in this study were obtained through direct observation of presentation activities in English classes at the University of Muhammadiyah Aceh. The results of the observation showed the factors that influence public speaking and the quality of students' presentations and the challenges they face in implementing online and offline presentations.

1. Preparation and Presentation Aids

a. Offline presentation shows:

- Participants do physical exercise directly before starting the presentation
- The use of physical aids such as (notebooks, whiteboards) is more dominant during presentations

b. The online presentation shows:

- Participants rely on digital slides as their primary learning tool
- Participants did specific training for online presentations

2. Interaction with Audience

a. Eye contact:

- Offline: (natural and intense)
- Online: (often forgets to look at the camera)

b. Audience response:

- Online: (rarely uses reaction feature)
- Offline: (nods, laughter, applause)

3. Use of Technology

a. During online presentations, participants often experience technical problems during the presentation, the most common problems are:

- Audio drops out
- Internet connection issues
- Screen sharing difficulties

- b. Only a few participants were able to overcome technical problems smoothly.

4. Body Language and Vocals

a. Expression of the Body:

- Offline: (natural and expressive gestures)
- Online: (limited to camera frame area)

b. Voice Intonation:

- Offline: (variation in dynamics), such as playing notes loudly then softly, movements can be fast then slow, and voice intonation that changes so as not to sound flat.
- Online: (usually monotonous or flat) such as tending not to change, sounding or looking the same continuously without variation, so that it seems boring or less expressive.

5. Confidence and Nervousness

a. Offline:

- nervousness level (signs: word repetition, filler words)
- recovery after error

b. Online:

- level of nervousness (more stressed by technical problems)
- recovery after disruption

6. Specific Challenges

- a. Online: Problems with technology, distractions from the environment and low audience engagement.

- b. Offline: Audience management and participant time management exceeding the allocated time)

7. Format Adaptation Patterns

- a. Participants indicated difficulty switching between formats
- b. Key differences:
 - Communication style
 - Time management
 - Use of assistive devices

The findings of the observation shows that:

1. Most participants felt they needed to master two different types of skills in order to perform well in both presentation formats.
2. Factors that determine:
 - In offline presentations, the ability to read the audience's responses and situations becomes the most important factor.
 - Meanwhile, in online presentations, the most important thing is how well participants master the technology.
3. The results of the observation show that the hybrid approach is most effective if done by combining offline exercises to hone the presentation content, and online simulations to adapt to technical aspects.

B. Discussions

Based on interviews with English Department students at Muhammadiyah Aceh, this research revealed that in-person presentations were more thoroughly prepared, with participants rehearsing their expressions and body language face-to-face. On the other hand, online presentations required greater attention to technical aspects like stable internet connections and digital visuals. While virtual presentations offer the comfort of a familiar setting, physical presentations were perceived as more genuine due to real-time audience engagement. Key difficulties in online presentations involved technical issues, struggles in keeping the audience engaged, and reduced nonverbal cues. Conversely, offline presentations often heightened nervousness because of immediate audience presence, yet they were still viewed as more effective for developing public speaking skills.

According to respondents, the main challenge lies in transitioning between online and offline presentations, particularly in adapting communication styles, body language, and time management. Online presentations offer location flexibility but are often hindered by limited interaction and technical issues such as unstable connections or audio problems, disrupting delivery flow. In contrast, while offline presentations trigger higher anxiety due to direct audience pressure, this format provides a more immersive public speaking experience through eye contact, real-time feedback, and spontaneous responses. Thus, the success of online presentations heavily depends on technical and environmental preparedness, whereas offline presentations remain superior in building confidence and practical communication skills.

This study conducted direct observations of presentation activities in English classes at the University of Muhammadiyah Aceh, revealing striking differences between online and offline formats. For offline presentations, most participants engaged in physical preparations beforehand, such as vocal warm-ups or movement drills, and frequently used physical aids like notebooks and whiteboards. In contrast, online presentations relied heavily on digital slides, even though only a small number of participants practiced specifically for this format.

Audience interaction flowed more naturally in offline presentations, evidenced by steady eye contact and immediate feedback like nods or applause. Online presentations, however, often faced technical hurdles such as audio glitches, unstable internet connections, and screen-sharing difficulties. In terms of delivery, offline presentations featured more dynamic body language and vocal variety, making them visually and aurally engaging. Online presentations were confined to the camera frame, resulting in a more monotonous delivery due to limited movement and spontaneous interaction.

The main challenges of online presentations include technical glitches, uncondusive environments, and low audience engagement, while offline presentations are more about audience management and time management. The majority of participants felt that they needed to master two different types of skills to adapt to both formats. The ability to read audience responses was key to the success of offline presentations, while mastery of technology was a determining factor in online presentations. The results of the observation showed that a hybrid approach combining offline practice to perfect the content and online simulation

to adapt to the technical aspects was the most effective strategy to improve the quality of presentations in both formats.



BAB V

CONCLUSIONS AND SUGGESTIONS

This chapter summarizes the research findings on the effects of both online and offline presentations on public speaking proficiency. Data collected through observations checklist and interview guide were analyzed to address the research questions and achieve the study's objectives. The discussion correlates these findings with existing literature to provide a comprehensive understanding of the topic.

A. Conclusions

This study aims at exploring the influence of online and offline presentations on students' public speaking skills, focusing on the factors that affect the quality of presentations and the challenges faced by students in both formats. Based on the findings from interviews and observations with student from the English Study Program at the University of Muhammadiyah Aceh, the following conclusions can be drawn:

1. Factors Influencing Presentation Quality:

- Offline presentations were found to be more effective in developing public speaking skills, as they allow for direct interaction with the audience, natural use of body language, and immediate feedback,. Students prepared more thoroughly for offline presentations by practicing expressions and gestures in front of mirrors or peers.
- Online presentations offered flexibility and convenience, enabling student to present from familiar environments. However, they were

hindered by technical issues such as unstable internet connections, audio problems, and limited nonverbal communication. Students focused more on technical preparations, such as mastering digital tools and creating visual materials.

2. Challenges Faced by Students:

- Online presentations posed challenges such as maintaining audience engagement, managing technical disruptions, and adapting to the lack of direct interaction. The absence of physical audience reactions made it difficult for students to gauge their performance.
- Offline presentations were associated with higher anxiety levels due to the pressure of facing a live audience. Despite this, students considered offline presentations more authentic and beneficial for honing confidence and communication skills.

B. Suggestions

Based on the findings, the following suggestions are proposed for students, educators, and future researchers:

1. For Students:

- Practice Adaptability: Students should actively practice both online and offline presentations techniques to build versatility in public speaking.

- Technical Preparedness: For online presentations, students should familiarize themselves with digital tools and conduct mock sessions to troubleshoot potential technical issues.
- Nonverbal Communication: Even in online settings, students should work on enhancing their nonverbal cues, such as eye contact (with the camera) and expressive facial gesture.

2. For Educators:

- Broader Samples: Expand the study to include a more diverse demographic to validate the findings across different educational contexts.
- Logitudinal Studies: Investigate the long- term effects of online and offline presentations on public speaking proficiency.
- Comparative Analysis: Explore the impact of hybrid learning models on public speaking skills in greatet depth.

In conclusion, this study highlights the distinct advantages and challenges of online and offline presentations in developing public speaking skills. By addressing these factors and implementing the suggested strategies, student and educators can optimize the learning experience and foster more effective communication skills in both academic and professional setting.

REFERENCES

- Affandi, N. (2019). Efektivitas public speaking pada pelajar sekolah menengah atas dalam meningkatkan kemampuan berbicara di depan umum [Skripsi]. Universitas Muhammadiyah Sumatera Utara.
- Al-Natour, S., & Woo, C. (2020). The determinants of learner satisfaction with the online video presentation method. *Internet Research*, 31(1), 234–261. <https://doi.org/10.1108/INTR-04-2019-0155>
- Apridayani, A., Kamaruddin, A., & Sukkaew, N. (2024). Challenges and issues in English presentation through synchronous online conference platforms in higher education. *Human Behavior and Emerging Technologies*, 2024, Article 9468486. <https://doi.org/10.1155/2024/9468486>
- Ayunanda, N. (2022). The comparison of *students' speaking skill between offline and online class at SMA 7 Pinrang* [Skripsi, IAIN Parepare].
- Burns, A., & Joyce, H. (1997). Focus on speaking. National Centre for English Language Teaching and Research.
- Cîrțiță-Buzoianu, C., Tzafilkou, K., Măță, L., & Amălăncei, B. (2022). Evaluation of online and offline communication skills in higher education. *Sustainability*, 14(24), 16703. <https://doi.org/10.3390/su142416703>
- Dansieh, S. A., Owusu, E., & Seidu, G. A. (2021). Glossophobia: The fear of public speaking in ESL students in Ghana. *Language Teaching*, 1(1), 22. <https://doi.org/10.5339/lta.2021.22>
- DeVito, J. A. (2003). *The essential elements of public speaking* (2nd ed.). Allyn and Bacon.
- Dhanik, S., & Zainal, A. G. (2020). Retorika. A.A Rizky.
- Dijkzeul, D., & Moke, M. (2005). Public communication strategies of international humanitarian organizations. *International Review of the Red Cross*, 87(860), 673–691. <https://doi.org/10.1017/S1816383100181406>
- Farid, N., Khan, G., Ullah, E., Parveen, R., Khalid, T., Ullah, A., & Noor, I. (2023). Effectiveness of verbal and non-verbal communication for teaching and learning at university level. *Journal of Education and Social Studies*, 4(3), 516–526. <https://doi.org/10.52223/jess.2023.4323>
- Grieve, R., Woodley, J., Hunt, S. E., & McKay, A. (2021). Student fears of oral presentations and public speaking in higher education: A qualitative

- survey. *Journal of Further and Higher Education*, 45(9), 1281–1293.
<https://doi.org/10.1080/0309877X.2021.1948509>
- J. Prayudha, S., & S, P. (2023). An analysis of students' barriers in implementing English presentations and online discussions in ELT classroom. *JETLEE: Journal of English Language Teaching, Linguistics, and Literature*, 3(2), 104–115. <https://doi.org/10.47766/jetlee.v3i2.1454>
- Kinasih, P. R., & Olivia, O. (2022). An analysis of using movies to enhance students' public speaking skills in online class. *Journal of Languages and Language Teaching*, 10(3), 315–328.
<https://doi.org/10.33394/jollt.v10i3.5435>
- Kumi-Yeboah, A., Sallar, A. M., Kiramba, L. K., & Kim, Y. (2020). Exploring the use of digital technologies from the perspective of diverse learners in online learning environments. *Online Learning*, 24(4), 42–63.
<https://doi.org/10.24059/olj.v24i4.2323>
- Lieberman, A., & Schroeder, J. (2020). Two social lives: How differences between online and offline interaction influence social outcomes. *Current Opinion in Psychology*, 31, 16–21.
<https://doi.org/10.1016/j.copsyc.2019.06.022>
- Macnamara, J. (2022). *Organizational listening in public communication: Emerging theory and practice*. Springer Nature.
- Makbul, M. S. (2021). *Metode pengumpulan data dan instrumen penelitian*. CV. Cahaya Ghani Research.
- Nadia, H., & Yansyah, Y. (2018). The effect of public speaking training on students' speaking anxiety and skill. *Proceedings of the 65th TEFLIN International Conference*, 65(1), 227–232.
- Namin, A., Ketron, S., Kaltcheva, V., & Winsor, R. (2021). Improving student presentation skills using asynchronous video-based projects. *Journal of Management Education*, 45(6), 987–1010.
<https://doi.org/10.1177/1052562920978805>
- Nelson, P. E., Titsworth, S., & Pearson, J. C. (2009). *iSpeak: Public speaking for contemporary life* (2009 ed.). McGraw-Hill.
- Nugroho, N., Chua, E., & Han, W. P. (2019). Analisis motivasi kerja karyawan bagian pemasaran PT. Global Mitra Prima. *Jurnal Ilmiah Kohesi*, 3(3), 1–10.

- Paivio, A., & Clark, J. M. (2006). Dual coding theory and education. In *Pathways to literacy achievement for high poverty children* (pp. 1–20). The University of Michigan School of Education.
- Phutela, D. (2016). The importance of non-verbal communication. *The IUP Journal of Soft Skills*, 10(4), 43–49.
- Shyam, S., & Joy, I. (2016). *Public speaking skills*. Educreation Publishing.
- Sunaryo, B. (2020). The influence of public relations' confidence in communicating. *Fox Justi: Jurnal Ilmu Hukum*, 11(01), 27–33.
- Syaf, O. Y. (2022). Analisis prosedur dan teknik pengajaran public speaking secara daring. *LEARNING: Jurnal Inovasi Penelitian Pendidikan dan Pembelajaran*, 2(4), 341–350.
- Triana, C. C., Yulianti, A., Nuraeni, L. A., & Sayyidah, A. S. (2022). Pengaruh kepercayaan diri seorang public relation dalam berkomunikasi. *Cebong Journal*, 1(2), 34–40.
- Zachani, N., Amrina, T., & Suryandari, M. (2024). Meningkatkan kepercayaan diri dalam public speaking untuk berdakwah. *Da'watuna: Journal of Communication and Islamic Broadcasting*, 4(1), 1–15. <https://doi.org/10.47467/dawatuna.v4i1.1403>

Appendix 1. Observation Sheet

Aspect Observed	Observation Questions	Checklist
Participant Preparation	How frequently does the participant practice before presenting (online/offline)?	
	What tools are used (slides, notes, self-recording)?	
Audience Interaction	How often does the speaker make eye contact (offline)/look at the camera (online)?	
	How does the audience respond (nodding, Q&A, interactive chat)?	
Technology Use	How smoothly does the speaker handle technical issues (audio, video, screen sharing)?	
Body Language & Voice	How expressive are the speaker's body movements and voice intonation?	
Confidence Level	Does the speaker appear nervous (e.g., verbal fillers like "uhm", repetitive phrases)?	

Observation for Research Question 2:

Aspect Observed	Observation Questions	Checklist
Technical Issues (Online)	Are there any technical difficulties (lag, audio cuts, poor lighting)?	
Environmental Distractions	Are speakers/audiences distracted (background noise, notifications, people passing)?	
Audience Engagement	How many audience members actively participate (offline: Q&A, online:)	

Aspect Observed	Observation Questions	Checklist
	chat/reactions)?	
Delivery Fluency	Does the speaker frequently pause or lose track of content?	
Format Adaptation	How does the speaker adjust their style (online: slower pace; offline: more dynamic)?	



Appendix 2. Interview Guide

A. Preparation & Practice:

- a. How do you prepare for an online presentation compared to an offline presentation?
- b. What practice methods are most effective in improving public speaking skills in both online and offline formats?

B. Environment & Situation:

- a. How does the physical environment (e.g., classroom vs. virtual space) affect your confidence and presentation delivery?
- b. Do you feel more comfortable speaking in front of a live audience or through a screen? Why?

C. Audience Interaction & Feedback:

- a. How does audience interaction (e.g., eye contact, reactions) differ between online and offline presentations?
- b. In your opinion, which format (online/offline) provides better feedback for improving public speaking skills?

D. Technical & Non-Verbal Factors:

- a. How do technical aspects (e.g., internet stability, microphone quality) affect your online presentation?
- b. How important are body language and facial expressions in online presentations compared to offline ones?

E. Confidence & Anxiety:

- a. Do you feel more nervous during online or offline presentations? Why?
- b. What strategies help you manage anxiety in both formats?

F. Technical Challenges (Online):

- a. What technical difficulties (e.g., lag, poor audio/video) have you experienced during online presentations?
- b. How did those issues affect your focus and delivery

G. Engagement & Attention (Online & Offline):

- a. Is it more difficult to maintain audience engagement in online presentations compared to offline ones? Why?
- b. How do distractions (e.g., background noise, multitasking) impact your performance in both formats?

H. Non-Verbal Communication Barriers:

- a. How does the lack of physical presence in online presentations affect your ability to convey emotions and gestures?
- b. In offline presentations, is it easier or more difficult to use body language effectively?

I. Confidence & Adaptation:

- a. What is the biggest challenge when switching between online and offline presentation formats?
- b. How do you adjust your speaking style for each format?

Appendix 3. Observations Documentations



Appendix 4. Research Permit Letter for Thesis



UNIVERSITAS MUHAMMADIYAH ACEH FAKULTAS AGAMA ISLAM

(STATUS TERAKREDITASI)

Jalan Muhammadiyah No. 91 Batoh Lueng Bata Email : fai.farbiyah@ummaha.ac.id
BANDA ACEH 23245

Nomor : 599/UM. M6/Q/FAI/2025

Banda Aceh, 07 Mei 2025

Lampiran : --

Hal : Permohonan Rekomendasi Izin Penelitian
Data Menyusun Skripsi

Kepada Yth :
Dekan FAI Universitas Muhammadiyah Aceh
Di-
Tempat

Assalamu'alaikum Wr. Wb.

Dengan Hormat, Dekan Fakultas Agama Islam Universitas Muhammadiyah Aceh dengan ini memohon agar kiranya Ibu memberi izin dan bantuan kepada :

Nama : Aminah
NPM : 2105180014
Jurusan : Tadris Bahasa Inggris
Semester : VIII (Delapan)
Alamat Asal : Jl. Blangkejeren-Kutacane, Gampong Ramung
Musara Kec. Putri Betung, Kab. Gayo Lues.

Untuk mengumpulkan data pada
Fakultas Agama Islam Universitas Muhammadiyah Aceh dalam Rangka Menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studinya pada Fakultas Agama Islam Universitas Muhammadiyah Aceh, yang berjudul:

"The Influence of Online and Offline Presentation on Students' Public Speaking Skills"

Demikianlah harapan kami, atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

Wassalam

An. Dekan,
Wakil Dekan I,

Qur'atu Aini, S.S., M.Pd.



UNIVERSITAS MUHAMMADIYAH ACEH
FAKULTAS AGAMA ISLAM

(STATUS TERAKREDITASI)

Jalan Muhammadiyah No. 91 Batoh Lueng Bata Email : fai.tarbiyah@unmuha.ac.id
BANDA ACEH 23245

SURAT KEPUTUSAN

Nomor : 1020 /UM.M5/Q/FAI/2024

Dekan Agama Islam Universitas Muhammadiyah Aceh,

Menimbang:

- Bahwa untuk kelancaran ujian-ujian Skripsi pada Fakultas Agama Islam Universitas Muhammadiyah Aceh, maka dipandang perlu menunjuk Pembimbing Skripsi mahasiswa yang bersangkutan;
- Yang namanya tercantum dalam Surat Keputusan ini dipandang mampu dan cakap serta memenuhi syarat untuk diangkat dalam jabatan pembimbing Skripsi.

Mengingat:

- Keputusan Dirjen Pendidikan Islam No.Dj.I/363 / 2009 Tanggal 30 Juni 2009;
- Keputusan Badan Akreditasi Nasional Perguruan Tinggi No.7416/SK/BAN-PT /Ak-PPJ/S/XI/2020 Tanggal 17 November 2020;
- Keputusan Tim Pengesahan Proposal Skripsi Mahasiswa Fakultas Agama Islam Universitas Muhammadiyah Aceh tanggal 29 Oktober 2024

MEMUTUSKAN :

Menetapkan: 1. Menunjuk saudara :

- Ayuna Netta, S.Pd.I., M.Pd**
Sebagai Pembimbing I.
- Cut Mawar Helmanda, S.Pd.I., M. Pd**
Sebagai Pembimbing II.

Untuk membimbing Skripsi:

N A M A : Aminah
N P M : 2105180014
JURUSAN : Tadris Bahasa Inggris
JUDUL : The Influence of Online and Offline Presentations on Students' Public Speaking Skills

- Kepada Pembimbing yang tercantum namanya diberikan honorarium menurut peraturan yang berlaku;
- Surat Keputusan ini hanya berlaku satu tahun sejak tanggal ditetapkan.
- Segala sesuatu akan dirobah dan ditetapkan kembali sebagaimana mestinya apabila terdapat kekeliruan kemudian hari.

Ditetapkan di : Banda Aceh.

Pada Tanggal : 5 November 2024

W. Dekan,

Dr. Rosnidarwati, S.Ag., MA.

Tembusan :

- Rektor Universitas Muhammadiyah Aceh.
- Koordinator Kopertais Wilayah V Aceh.
- Mahasiswa Yang bersangkutan.
- Arsip.-

Appendix 5. Curriculum Vitae

DAFTAR RIWAYAT HIDUP

1. Nama Lengkap : Aminah
2. Tempat/Tanggal Lahir : Ramung, 03 April 2002
3. Jenis Kelamin : Perempuan
4. Agama : Islam
5. Kebangsaan/Suku : Indonesia/ Aceh
6. Email : aminahami957@gmail.com
7. Pekerjaan : Mahasiswa
8. Alamat : Ramung Musara, Kec. Putri Betung, Kab. Gayo Lues

9. Nama Orang Tua
 - a. Ayah : M. Kasim
 - b. Pekerjaan : Petani
 - c. Ibu : Nursiah
 - d. Pekerjaan : IRT
 - e. Alamat : Ramung Musara, Kec. Putri Betung, Kab. Gayo Lues

10. Riwayat Pendidikan
 - a. SD 2009 Lulus Tahun 2015
 - b. MTs/SMP 2015 Lulus Tahun 2018
 - c. MA/SMA 2018 Lulus Tahun 2021
 - d. Program Studi Tadris Bahasa Inggris Fakultas Agama Islam Universitas Muhammadiyah Aceh tahun 2021- Sekarang

Banda Aceh, 27 July 2025
Writer'

Aminah