FACTORS AFFECTING EFFECTIVE ONLINE PRESENTATIONS AS PERCEIVED BY UNDERGRADUATE AND GRADUATE STUDENTS IN INDONESIA

Mashadi Said
Department of Communication, Faculty of Communication, Universitas Pancasila, Jakarta, Indonesia
mashadisaid99@univpancasila.ac.id

Andi M. Faisal Bakti
Department of Islamic Broadcasting and Communication, Faculty of Dakwah and Communication, Universitas Islam Negeri Syarif Hidayatullah, Jakarta, Indonesia
andi.faisal@uinjkt.ac.id

Anna Agustina
Department of Communication, Faculty of Communication, Universitas Pancasila, Jakarta, Indonesia
annaagustina@univpancasila.ac.id

Abstract

This study aimed to explore factors affecting the effectiveness of online presentations as perceived by undergraduate and graduate students in Indonesia. The issue discussed was online public speaking. Data were collected through an online questionnaire filled out by 359 undergraduate and graduate students of two private universities in Indonesia. The questionnaire addressed five main dimensions as follows, the voice, the media used, delivery, the materials and language used along with 16 factors. Overall, the analysis concluded that these five dimensions strongly affect the effectiveness of online presentations in this specific context. In addition to the above, the dimension of sound appears to be the key dimension, together with five specific factors, namely voice clarity, the use of an appropriate intonation, of an appropriate pace, the production of an easy-to-understand presentation, and the use of a reliable video conferencing tool. Results of the study stress the importance for online speakers to pay attention to these dimensions and factors to ensure the effectiveness of online presentations.

Keywords: *online presentation, effective presentation, online delivery, effective speech, public speaking*

Introduction

This study focuses on factors that affect the effectiveness of online presentations. Recent developments show that many presentations are made online in a variety of its forms, such as seminars, conferences, workshops, lectures, public speaking. They are conducted through various media, for instance Zoom Meeting, Google Hangouts, Meet, Microsoft Teams, WhatsApp, and Jitsi. In the future, online media are likely to continue being used for considerations such as efficiency in learning. In this context, this study focused on exploring the factors involved in ensuring successful online presentations. The outcome of this study will benefit online speakers, lecturers, instructors, and prospective speakers and help them deliver effective presentations. Thereby, public speaking trainers may integrate these findings to their training of effective speakers. These findings also provide valuable data to help communication departments in higher education develop effective public speaking courses and guidelines for students to sharpen their public speaking skills.

A study conducted in China by Chen, Peng, Yin, Rong, Yang, & Cong (2020) on user satisfaction with online education platforms shows that although personal factors do not directly affect user satisfaction, the availability of online education facilities strongly affects user satisfaction. The study suggests that online education platforms should be improved in order to enhance the quality of online education. Another study was conducted by Rajab, Gazal, & Alkattan (2020) on the challenges faced in online medical education. These challenges included issues related to "communication, student

assessment, use of technology tools, online practices, anxiety or stress, time management, and technophobia".

In addition, a study conducted by Sandars, *et al.* (2020) investigated the strategies for quickly migrating to online learning. The authors concluded that adaptability was a key factor for both educators and students. Furthermore, Muthuprasad, Aiswarya, Aditya, & Jha (2021) explored students' perceptions and preferences for online education in India during the same period. They concluded that the majority of respondents (70%) were ready to engage in online classes to complete their curriculum. According to this research, the majority of students preferred to use smart phones for online learning and they preferred classes to end with quizzes for effective learning. The flexibility and convenience of online classrooms made them an attractive option for students, although broadband connectivity in rural areas made it a challenge to efficiently use online learning initiatives. However, in the field of agricultural education, where a number of courses emphasise hands-on training, fully migrating to an online mode may not be possible, requiring instead the recourse to an hybrid mode of teaching. The insights of this article can be helpful in designing the curriculum for a new normal in education. Chang, Hong, Paganelli, Phantumvanit, Chang, Shieh, & Hsu (2021) conducted a study on the online innovations which emerged in dental education. Results show that smart technology was required to ensure safety for all involved in the learning process.

Adnan & Anwar (2020) examined students' perspectives on online learning amid. Undergraduate and graduate students were researched to assert their perspectives on online education in Pakistan. Findings reveal that online learning cannot produce the desired results in countries, including Pakistan, where a large proportion of students are unable to access the internet for technical and financial reasons. Lack of face-to-face interactions with instructors, response time, and the absence of traditional classroom socialization are some of the other problems that higher education students experienced. Another study about online presentations was conducted by Moralista & Oducado (2020) on faculty members' perceptions upon online education in higher education. The study reviewed basic perceptions on online education at a public university in the Philippines. Results show that lecturers were ready to carry out online education despite a variety of limitations, such as the ability to use a video conferencing platform and a limited internet network.

None of the aforementioned studies focuses on the factors affecting online presentations. Indeed, such studies need to be conducted for online speakers to identify those factors they should pay attention to in order to successfully convey messages to the audience. Therefore, the present study aims to explore these factors which significantly affect the effectiveness of online presentations.

Literature Review

Based on the review of a brand range of literature, the factors contributing to the success of online presentations are as follows.

Dimension of Voice

This dimension covers a voice which is clearly and properly heard, as well as the use of a correct intonation and tempo. Voice is the main power for speakers. Through his or her voice, a speaker enables messages to be heard, invites audiences to pay attention. Indeed, effective speakers adjust their voice to their audience and their environment so as to be heard clearly by all (Lucas, 2015, p. 8). Good speakers will indeed manage for their voice to be heard well: audiences should not have to struggle to hear voices that are either too low or unclear, or even too high and distracting. In addition, they need to use quality microphones for their voice to be heard clearly by their audience. Lucas suggests:

> *Try to use your voice as expressively as you would in normal conversation. Concentrate on projecting to the back of the room and, despite your nerves, fight the temptation to race through your speech. If you make a conscious effort to speak up, slow down, and project clearly, you will be on the right track to an effective presentation (Lucas, 2015, p. 70).*

Besides a good voice, intonation or voice tone is a must to attract the attention of one's audience, as voice tone can convey nonverbal communication. The right voice tone can bring the audience to listen more seriously with interest and enthusiasm. Good speakers know when to make their tone higher and when to make it lower. In addition to voice tone, attention needs to be paid to tempo or *pace*, which refers to how quickly someone speaks. Furthermore, Lucas points out two mistakes that novice speakers often make, i.e. they either speak too slowly or too fast when facing a public (Lucas, 2015, p. 244).

Dimension of Verbal and Nonverbal Language

The dimension of language is related to the use of a correct language, fluency in speaking, the use of natural gestures, and eye contact. Effective speakers need to pay attention to spoken language and nonverbal language. Spoken language involves the use of correct grammar and fluency in speaking. Effective speakers are good at adapting their body language to the topic of the presentation or the speech delivered. They use a language which is clear, fluent, orderly, and structured, not wordy (Lucas, 2015, p. 17). Effective speakers use a language that is easy for their audience to understand: it is well-ordered and simple, spoken with a correct diction. Complex ideas are presented in simple terms with the right choice of words, so as to be easily understood by their audience (Lucas, 2015, pp. 232-233).

Nonverbal language is as important as verbal language. It contributes to an audience understanding or misunderstanding the speaker's messages. Nonverbal language is related to the use of natural gestures and eye contact with the audience. In addition to the messages conveyed through words, messages are conveyed by voice tone, appearance, gestures, facial expressions, and eye contact (Lucas, 2015, p. 18). Therefore, it must be ensured that the speakers use appropriate gestures, facial expressions and poses (Osborn, Osborn, & Osborn, 1994; Sellnow, 2005; Beebe & Beebe, 2015; and Lucas, 2015). Moreover, Hamlin (2019, p. 43) claims, "body language is succinct. It shows feelings much more economically, more directly and eloquently. It evokes feeling responses in us very quickly".

Dimension of Media

The dimension of media is related to the use of reliable video conferencing tools, good slides, and a conducive visual environment (Verderber, Sellnow, & Verderber, 2014), (Lucas, 2015). Delivering a face-to-face speech is different from doing so online. In a traditional speech, speaker and audience are both in the same room. The speaker can look at or approach his or her audience in such a way to involve them. In a face-to-face event, no video conferencing tool is involved. However, online, where speakers and their audience are in different places, reliable online media are required. There are a number of software (video conferencing) programs commonly used for presentations, including Google Hangouts and Zoom meetings. Besides their basic functions, which allow speakers to talk to their audience located in separate places, speakers can also combine the use of audio, slides, and video. Effective online speakers must know the advantages and disadvantages of the video conferencing tool adopted and must be able to use it properly, as well as ensure the effectiveness of the video conference.

In an online setting, speakers find difficulties in knowing with certainty whether their audiences are actively involved in following the conversations. Bakti (2004) and (2013) emphasises the role of audience in determining effective communication. Audiences may be engaged in other activities, including reading messages on a mobile phone rather than listening to speakers. Therefore, online speakers need to master the technology they are using, pay attention to their visual environment, nonverbal communications, tempo (pacing) of their presentation, as detailed below.

In addition to the ability of speakers to use video conferencing tools, they must also be able to control their visual environment. They render their environment distraction-free, eliminating for example external images or objects that may interfere with the course of their presentation. The online visual environment must be as polished and professional as it would for an in-person speech. Speakers must control the lighting used, ensuring a clear image reaches their audience, bright enough, without excess, to provide a comfortable experience for their audience.

Another element to take into consideration is the distance between speakers and their webcam. Speakers should set the webcam in such a way it is neither too far nor too close, neither too high nor too low, are the best being for speakers to sit 60 cm to 90 cm away from their webcam, thus ensuring

appropriate proportions maintained within the screen. In addition, as surrounding items visible within the frame may be distracting: cups, plates, staples, bottles, among others, need to be put aside.

Another crucial part of a speaker's visual environment is his or her appearance. Speakers need to prepare for their session as they would for in-person presentations. The more professional speakers appear on the screen, the more professional they will be in their presentation and certainly the more their audience will perceive them as professionals.

Finally, the use of visual aids is an integral part of an online presentation. Visual aids help reduce monotony for the audience and contribute to effective presentations. Similar to in-person presentations, online presentations also require the support of graphics, pictures, videos, or slides closely related to what is being discussed. This contributes to grasping and keeping one's audience's attention and it adds an extra dimension to speeches. Therefore, visual aids should be designed to be attractive to the audience (Lucas, 2015, p. 256).

Dimension of Materials

The dimension of materials is related to covering the right topic and materials, and to using motivating materials. According to Kushner (2010, p. 51), "using logical and emotional appeals can bolster the effectiveness of a speech". Effective speakers adapt the messages they wish to convey and discuss with their audience. Audiences will not pay attention if they feel the messages are too basic or too sophisticated. In this way, the audience plays an active role in the process, as Bakti (2004) believes. Therefore, effective speakers seek to relate to the experiences, interests, knowledge, and values of their audiences. In particular Bakti (2018) underlines the important role of the audience from the perspective of religious values in television. In short, effective speakers optimally work for their audience to say, "That's important to me". Secondly, the materials delivered by effective speakers need to motivate their audiences and be in conformity with their needs. When individuals gather as an audience in a speech situation, they have shared expectations on the topic, on the benefits, and with speakers. Violating an audience's expectations may have a negative impact on an effective speech (Lucas, 2015, p. 20; Kushner, 2010, p. 63-65).

Dimension of Delivery

The dimension of delivery is related to a systematic, interactive, easy-to-understand presentation, and use of humor. Effective online speakers are systematic speakers. They carefully organise their presentations into an opening section, a main section and a conclusion. In their opening section, speakers seek to attract the attention of their audience, to introduce the topics and the various points to be discussed in the body of the presentation. In this main section, speakers discuss in depth and in sequence the points previously set forth. In the closing section, speakers announce the end of the speech, re-emphasise their main idea, draw conclusions, and provide comments (Lucas, 2015, pp. 66-67).

A second element of the delivery process is the need for the speech to be "interactive". Good speakers do not allow their audience's attention to get distracted from the context of the conversation. They keep their audience's attention focused on the topic and the speakers. Effective speakers address their audience with intensity, for example through rhetorical questions, by requesting short answers from the audience, and setting aside a question-and-answer session. Thirdly, effective speakers are easy to understand. Complicated explanations confuse audiences. Therefore, good speakers use an efficient but effective language and provide examples to illustrate abstract ideas.

In addition, effective speakers also convey ideas through humor. Audiences generally like humorous witty comments, but humor is only effective when used in a proper setting and in a natural way. Humor should flow naturally out of the content of the speech. Humor is not made up. According to Lucas (2015, p. 66) if you are unable to use appear sincere and enthusiastic when using humor, then stay away from it. Ethics to convey humor include (a) stay away from obscenity and (b) from embarrassing someone or negatively stereotyping certain groups. In principle, using humor in a speech is interesting, but requires skills. Lucas (2015) also reached the same conclusion: You might wonder whether you should use humor to make your first speech entertaining. Audiences love witty remarks, jokes, and funny situations, but like anything else, humor is effective only when done well (p. 65).

Methodology

This study adopted a quantitative approach with a survey method and a descriptive analysis technique. It covered undergraduate and graduate students of two private universities in Jakarta, the capital of Indonesia, on a sample selected purposively (purposive sampling). Students studied have completed courses in speaking, undergraduate students having studied public speaking and graduate students having concentrated on academic speaking, two courses with similar content.

A survey was conducted through a Google form questionnaire shared in a WhatsApp group of 675 students. After a week, 359 questionnaires had been completed and returned. Out of the questionnaires sent, 240 (66.9%) completed by undergraduate students, while 119 (33.1%) were completed by graduate students. Phone interviews were also carried out with 15 students randomly, seven from graduate and eight from undergraduate students.

The questionnaire for this study was designed based on the concept of effective presentations extracted from a variety of literature works, among others, Lui & Standing (1989), Sellnow (2005), Templeton (2010), DeCoske & White (2010), Patel, Li, & Sooknanan (2011), Walker (2014), Lucas (2015), Beebe & Beebe (2015), Baccarani & Bonfanti (2015), and Hamlin (2019), . Students' responses were obtained using a six-point Likert scale ranging from Strongly Agree to Strongly Disagree. Before its distribution to respondents, the questionnaire was tested on 30 respondents with characteristics similar to those of the main respondents. Test results show that the validity level of each item is higher than the R-Table, which is > 0.4487, while the reliability level is Cronbach's Alpha = 0.849 or > 0.6. Data were analyzed using a descriptive analysis, i.e., an analysis between dimensions, within dimensions, and overall factors. To elicit the factors perceived by the students to most significantly promote positive effects on online presentations, the representation of a multilevel logic form was employed in the analysis. The representation was divided into three levels, i.e., Level One (Strongly Agree and Agree), Level Two (Mildly Agree, Mildly Disagree), and Level Three (Disagree, and Strongly Disagree). Employing this logic form, Level One (Strongly Agree and Agree) was considered to be convincing in the respondents' responses and indicated that they were in conformity with the factors affecting the effectiveness of online presentations. To determine the perceptions of the respondents, we first compared all of the dimensions that received the most favorable responses. Then, the item(s) within the dimensions were analyzed to determine the most favorable item(s) within the dimensions; and we finally identified the item(s) that received the most favorable responses.

Findings

The results of this study highlight the factors significantly affecting the effectiveness of online presentations. This will be presented in three categories, i.e., between dimensions, within dimensions, and overall items.

Between Dimensions

The five dimensions have been perceived by undergraduate and graduate students in this study as the factors affecting most the effectiveness of online presentations. The dimensions with their accompanying items indicating these factors, shown in Figure 1, are the representation of Strongly Agree and Agree (SAA) of the responses.
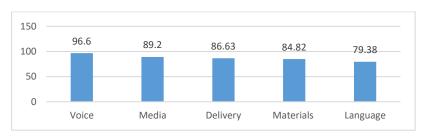
Figure 1. Responses of student audiens between dimensions

The majority of the respondents perceived that the five dimensions were important factors to promote effective presentations in online presentations. Most respondents believed that 'voice' (96.60%), 'media' (89.2%), 'delivery' (86.63%), 'materials' (84.82%), and 'language' (79.38%) were essential factors, as they significantly affect the effectiveness of online presentations.

Within Dimensions

Results show that the factors determining a successful presentation in the five dimensions investigated, including the dimensions of voice, media, delivery, materials, and language can be described as follows:

Voice

Respondents' perceptions on the three factors in the dimensions of voice are illustrated in Figure 2.
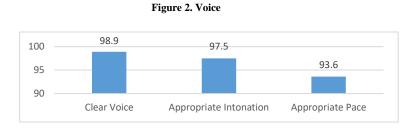
Figure 2. Voice

Figure 2 illustrates that in the dimensions of voice, 'clear voice' was selected by 98.9% of the respondents, 'appropriate intonation' by 97.5% of them, and 'appropriate pace' by 93.6% of the respondents.

Media

Respondents' perceptions on the three factors in the dimensions of media are illustrated in Figure 3.
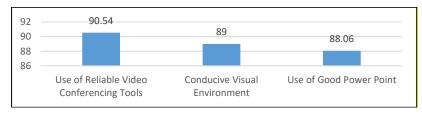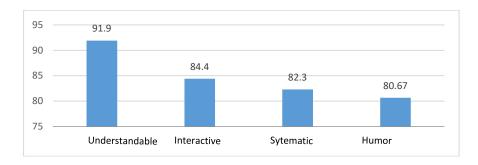
Figure 3. Media

Figure 3 illustrates that in the dimensions of media, the 'use of reliable video conferencing tools' was selected by 90.54% of the respondents, while 'conducive visual environment' was selected by 89% of them, and 'use of good a power point support' by 88.06% of the respondents.

Delivery

Respondents' perceptions on the four factors in the dimension of delivery are illustrated in Figure 4. It illustrates that in the dimensions of delivery, the factor 'understandable presentation' was selected by 91.9% of the respondents, while the 'interactive factor' was selected by 84.4% of them, the 'systematic factor' by 82.3% of the students, and 'humor' by 80.67% of them.

Figure 4. Delivery

Materials

Respondents' perceptions on the two factors in the dimensions of materials are illustrated in Figure 5.
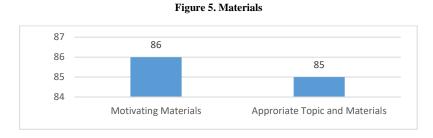
Figure 5. Materials

Figure 5 illustrates that in the dimensions of materials, 'motivating materials' were important for 86% of the respondents, while 'appropriate topic and materials' were important for 85% of them.

Language

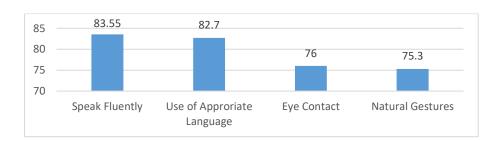Respondents' perceptions on the three factors in the dimensions of language are illustrated in Figure 6.

Figure 6. Verbal and nonverbal language

Figure 6 illustrates that in the dimensions of language, the factor 'speak fluently' was selected by 83.55% of the respondents, the factor 'use of appropriate language', by 82.7% of the respondents, the factor 'eye contact' by 76% of them, and the factor 'natural gestures' by 75.3% of them.

Overall Factors

For all 16 factors assumed to significantly affect the effectiveness of online presentations, the respondents' responses are ordered in Figure 7.
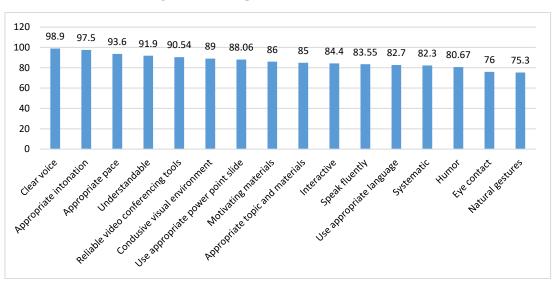
Figure 7. Overall responses of student audience within dimensions

Figure 7 sequentially illustrates 16 factors affecting the success of online presentations. The factors that were the most important for respondents were a 'clear voice' (98.9%), the 'use of appropriate intonation' (97.5%), the 'use of appropriate pace' (93.6%), an 'understandable' presentation (91.9%), the 'use of reliable video conferencing tools (90.54%), the use of a 'conducive visual environment' (89.%), the 'use of appropriate power point slides' (88.06.9%), 'motivating materials' (86%), 'appropriate topic and materials' (85%), an 'interactive' presentation (84.4%), speakers who 'speak fluently' (83.55%), the 'use of appropriate language' (82.7%), the use of a 'systematic' approach (82.3%), of 'humor' (80.67%), of 'eye contact' (76%), and of 'natural gestures' (75.5%).

Discussion

Analysis of the results show that the factors affecting the success of online speakers within five dimensions, from the highest to the lowest, include voice, media, delivery, materials, and language. Out of the five dimensions, 16 factors affect the success of online speakers in various ways. From the factors which have the most effect to those which have the least effect, findings show: a clear voice, the use of an appropriate intonation, the use of an appropriate pace, an understandable content, reliable video conferencing tools, a conducive visual environment, the use of appropriate power point slides, motivating materials, appropriate topic and materials, an interactive presentation, speakers who speak fluently, the use of appropriate language, the use of a systematic approach, of humor, of eye contact, and of natural gestures.

The strongest factor to affect speakers is the voice. The importance of the volume of the voice as a means for online speakers to convey ideas supports the findings of Tsang (2020), Vladimirovna (2015), as well as Lucas (2015, p. 8): "Effective public speakers, however, adjust their voices to be heard clearly throughout the audience". Furthermore, Beebe & Beebe (2013, p. 268) claim:

> *Your voice is one of the most important delivery tools you have as a public speaker for conveying your ideas to your audience. Your credibility as a speaker and your ability to communicate your ideas clearly to your listeners will, in large part, depend on your vocal delivery.*

This quotation stresses the importance of speakers' voice, which needs to clearly be heard by their audience. Speaking in front of a public cannot be done in a low voice. Voice is an important tool for conveying messages to the audience, as explained by Gelula (1997) who highlights the importance of using a voice, which is clear or can be heard well by the audience.

In addition, Beebe & Beebe (2013, p. 255) suggest: "Effective delivery also means that your voice has a natural, conversational tone; varied inflection (rather than a droning monotone); and an intensity that communicates that you're interested in your listeners". This means that an effective presentation not only needs the volume of the voice to be appropriate, but also the importance of using a natural, conversational, varied (not monotonous) voice and a voice showing that the speakers are interested in their audience.

As part of the voice dimension, intonation also plays a role in attracting the audience to enthusiastically listen to the speakers. Speakers using the right intonation know when to raise the tone of their voice and when to lower it. Speaking in a monotonous voice can lead to boredom and disengagement from the audience. This is confirmed by Tomlinson, Gotzner, Bott (2017), saying that intonation interacts at a cognitive level with pragmatic inference. Intonation has many functions, for instance how to distinguish questions from statements, conveying attitudes, such as enthusiasm, boredom, or disappointment (Taylor, 1993). Moreover, Cruttenden (1997, p. 8) suggests that intonation adds meaning to discourse, such as when using an inviting tone, and conveys attitudes such as when speaking in a condescending tone.

In addition to intonation, the use of a proper tempo, i.e., the fastness or slowness of a speech, also plays an important role in public speaking. A number of individuals speak too fast while others speak too slowly. Fast speakers are sometimes difficult to understand and to follow, while slow speakers tend to create boredom among listeners. Lucas (2014, p. 244) asserts, *"Two obvious faults to avoid are speaking so slowly that your listeners become bored or so quickly that they lose track of your ideas"*. A respondent affirmed, "I don't like speakers who are too slow. They make me lazy and sleepy and not motivated to listen. On the contrary, speaking too fast also makes the listeners not relaxed to listen".

The second most affecting factor in the success of online speakers is media. The use of a reliable video conferencing and other tools is a very important factor in conducting successful online presentations. A respondent said, "I have so far attended many online lectures and the most reliable media is a Zoom platform. However, the Zoom application must be paid". Further, a conducive visual environment, such as the background of the speakers, the absence of unwanted background voice or sound in the presentation, is an important element for the audience. Another respondent said, "I really get annoyed when there are interfering voices when I'm preoccupied in listening to the speaker. In addition, the use of power point slides also determines the success of an online presentation. Another respondent stated, "Interesting power point slides really help me concentrate on listening and assist me in understanding the speaker's presentation".

The third dimension suggested by the respondents is delivery. The important factors within delivery are for presentations to be easy to understand, interactive, systematic, and humorous. All factors in the dimensions of delivery were important for more than 80% of the respondents, as they help speakers keep the attention of their audiences. An easy-to-understand presentation is a key in public speaking for all audiences (Denny, 2006), but in particular when speakers present abstract ideas. The latter must be accompanied by concrete examples, to facilitate comprehension (Lucas, 2015, pp. 144-145). In addition, articulation affects comprehension. Articulation refers to how to pronounce words clearly and precisely, so that the audience can understand what words are pronounced. Beebe & Beebe (2013, p. 268) suggest:

> *The process of producing speech sounds clearly and distinctly is articulation. In addition to speaking loudly enough, say your words so that your audience can understand them. Without distinct enunciation, or articulation of the sounds that make up words, your listeners may not understand you or may fault you for simply not knowing how to speak clearly and fluently.*

The other aspect is for a presentation to be interactive, to encourage interactions between audience and speaker. The main challenge in public speaking is how to attract the audience and capture its full attention during a presentation. Active reception model is a helpful to reach this goal. This model suggests that intention, needs, and susceptibilities of the receivers should be comprehended and used to feed them (Bakti, 2004). In addition, for this purpose, rhetorical questions are a useful way to reach this audience attention. They are questions that do not require verbal answers from the audience, but questions that aim solely at attracting the audience's attention, for them to stay with the presentation. Making eye contact also contributes to reaching this goal, although this is a challenging task online,

especially if members of the audience do not turn on their video cameras. Another aspect is to deliver presentations in a systematic way. In general, a systematic presentation helps the audience reach the goal set by the speaker. Lucas (2015, p. 6) compares giving a speech to directing someone to a set address. The last aspect in this series is to use humor. Many speakers are successful because their presentations are filled with humor. If speakers can't create humor, they should not make do so; it is better to make humor sincerely and enthusiastically (Lucas, 2015, p. 65). A respondent said, "I really like the presentation accompanied by humor. Humor makes me keep listening to the speaker, but humor that I like is humor that is natural and smart".

The fourth dimension determining the success of online presentations is the materials used. Materials that motivate listeners are materials that fit the listeners' needs. In addition, materials need to be tailored to the educational level, cultural background, age, and profession of the listeners. A respondent said, "I often have no motivation to follow a presentation properly if the presentation materials do not conform to my needs". Another factor related to the materials used is the topic presented. The topic of the materials also needs to be adjusted to the needs and background of the audience. Consistency of the speakers with the topics discussed during the presentation is also crucial. A graduate respondent said, "Many of the speakers are inconsistent with the topic promised from the beginning. They are sometimes out of the topic".

The last dimension chosen by the respondents is language (verbal and nonverbal), which includes the fact of speaking fluently, the use of appropriate language, of eye contact, and natural gestures. Speakers whom the respondents like are those who speak fluently, who do not stumble on words. Using a vivid language will make the audience 'see' what the speakers describe, so as to make the audience fascinated with what is being discussed (Lucas, 2015). Furthermore, using a language appropriate to the context of the audience is important in presentations. However, Lucas (2015, p. 8) said that giving a speech is a special moment. Thus, speakers must speak in a more formal manner by trying to polish and use a higher register of their language. Slang, jargon, and poor grammar have no place in public speech.

Two factors have been retained by respondents, i.e., the use of eye contact and of natural gestures. These are strongly required in offline (in-person) presentations, as confirmed by Obermeier, Dolk, & Gunter (2012), and gestures are useful in dealing with difficult communication conditions. Moreover, it is undeniable that eye contact is very important to attract the audience's attention as explained by Song, *et al.* (2021). This is in line with Dolan (2017) who suggests that body language plays an important role in a successful presentation. Similarly, the results of a study conducted by Sabri & Novita (2020) reveal that the main factors in attracting an audience's interest in public speaking include body language, pauses, visual aids, and story telling. These findings, which refer to offline (in-person) presentations, greatly differ from those of the present study. In fact, although these two factors were important for more than 75% of the respondents about online presentation in Indonesia, they were not deemed as important as other factors. Interviews conducted with several respondents indicate that in online presentations students often do not pay attention to the speaker's gestures. The most important elements for them are for speakers to speak in clear and vivid voices, to provide good and clear explanations, and to use reliable video conferencing tools.

Conclusions

This study aimed at finding through the use of online questionnaires the factors most affecting the success of online presentations as perceived by undergraduate and graduate students. Overall, the five dimensions, namely voice, media, delivery, materials, and language are factors perceived as significantly affecting how effective online presentations are. One dimension, i.e., voice, was selected by 96.6% of the respondents. Three other dimensions, i.e., 'media', 'delivery', and 'materials' received positive responses from more than 84.82% of the respondents, while only one dimension, i.e., 'language' received a lower percentage of the responses, 79.38%, from respondents.

Furthermore, five out of sixteen (31.25%) items of the affecting factors within the five dimensions preferred by respondents (> 90%), i.e., 'clear voice', 'use of appropriate intonation', 'use of appropriate pace', 'the presentation is easy to understand, and 'reliable video conferencing tools'. Nine (56.25%) items were selected by a high percentage of students, i.e., 'conducive visual

environment', 'use of appropriate power point slides', 'motivating materials', 'appropriate topic and materials', 'interactive', 'speak fluently', 'use of appropriate language', 'systematic', and 'humor'; only two (12.5%) items were selected by a moderate percentage of students, more than 70%, i.e., 'eye contact' and 'natural gestures'. The last two items do not significantly affect the effectiveness of online presentations, in sharp contrast with findings for face-to-face presentations. To conclude, most of the items of online presentations suggested in the five dimensions were perceived to be significant in promoting effective online presentations.

Limitations and Future Research Directions

This study focused on the factors affecting the effectiveness of online presentations as perceived by undergraduate and graduate students. However, three limitations are inherent to the present study. The study was conducted at two private universities, which are not the representative of universities in Indonesia. Future studies can involve a larger number of students from more universities, both state and private institutions, researching whether other students have a similar perception about the factors affecting the success of online presentations. The second limitation is that this study was conducted within a very specific time frame, so that the result of the study might be different in future context. Therefore, similar studies need to be conducted in a broader time and context. The third limitation is that this study did not research the perceptions of respondents from educational background below the undergraduate level. It is likely that research subjects from different backgrounds might have different perceptions on what a successful presentation involves on the part of the speaker. Therefore, further research needs to be carried out on audiences of high school or middle-school students.

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Biodata

Mashadi Said is Professor in Applied Linguistics at the Faculty of Communication at Universitas Pancasila. His specialist interests are public speaking, TEFL, and cross-cultural communication.

Andi M. Faisal Bakti is Professor in Communication at the Faculty of Dakwah and Communication at Universitas Islam Negeri Syarif Hidayatullah Jakarta. His specialised field of research is communication, media, and development studies in relation to civil society, good governance, and religious learning groups.

Anna Agustina, Ph.D. in Communication, is a senior lecturer at the Faculty of Communication, Universitas Pancasila. Her research interests are journalism, media, environmental communication, and media studies.

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