THE STUDENTS' PERCEPTIONS ON USING E-POSTER IN MASTER THESIS FINAL VIVA PRESENTATION

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Abstract

Joint Thesis Writing Program is the flagship program between Universitas Ahmad Dahlan and some overseas universities, such as Universitas Teknologi Mara and the University of Saint Anthony. It has final presentation called Final Viva. Final Viva is one of the academic final project presentations for students joining the Joint Thesis Writing Program. One of the media used in Final Viva is E-Poster. Final Viva presentation in batch 17 is the first batch that using E-Poster. Therefore, this research was conducted to explore students' perceptions about using E-Posters as a media to present their thesis. The aims of this research are to know students' perception using E-Poster as media to presentation, to investigate their difficulties when using E-Poster, and to describe their solutions to overcome the obstacles. Six participants who were students of the Joint Thesis Writing Program in collaboration with Mara University of Technology and Saint Anthony University. Based on the result E-Posters are ease media to use for an academic presentation. In addition, they also get its use in conveying their ideas. On the other hand, there was also participant who expressed a negative perception that they did not feel helped by the E-Poster, considering that the space was very limited. Behind the ease and usefulness of using E-Posters as media for presentations, they still find difficulties, such as in compiling an E-Poster and using it. However, they also have their ways to overcome the difficulties.

Keywords: Perception; Technology Acceptance Model; E-Poster

INTRODUCTION

Technology has been discovered and developed thousands of years ago. Learning media is learning technology that has been used to support the teaching and learning process. Along with the development, learning media is also developing to meet competencies that must be fulfilled in this era where learning media are increasingly widespread and interactive (Rohani, 2019). In the teaching and learning process, teachers and students can use existing technology to make some tools to help teach and learn. Learning media is used at every level of education as a tool to convey information, especially in university. Not only teachers but students also use the media to present their ideas. Therefore, learning media has become important in the teaching and learning process. Technology has been discovered and developed thousands of years ago. Learning media is learning technology that has been used to support the teaching and learning process. Along with the development, learning media is also developing to meet competencies that must be fulfilled in this era where learning media are increasingly widespread and interactive (Rohani, 2019). In the teaching and learning process, teachers and students can use existing technology to make some tools to help teach and learn. Learning media is used at every level of education as a tool to convey information, especially in university. Not only teachers but students also use the media to present their ideas. Therefore, learning media has become important in the teaching and learning process.

Media itself is divided into two; traditional media, such as recording discs, pictures, books and so on. In this case, traditional media has a physical form or hard copy (Arsyad, 2011). On the opposite, media digital such as telecommunication-based media and microprocessor-based media. Many variations of media around us make students and lecturers easier to decide the right one to help them have a great teaching and learning process. Briggs (1977) stated that the media is a physical tool for presenting or perfecting learning content. It is said that learning media everything conveys a message for learning purposes (Anitah, 2010: 4-5). Besides the teaching and learning process, students also have an assessment or evaluation, such as a thesis presentation, as the final project to complete their study. According to UOW, presentation is simply known as the presentation of an individual or group with a certain topic. It can also describe an activity to explain something to the audience inside or outside class. Conferences and seminars normally include presentations. Presentations are commonly assigned ten until fifteen minutes and presented in an academic format (Ilic & Rowe, 2013). The use of media in education is not only for the teaching and learning process but also to assess students' presentation of their thesis such as in Final Viva from Joint Thesis Writing Program.

Joint Thesis Writing Program is the flagship program between Universitas Ahmad Dahlan and some overseas universities, such as Universitas Teknologi Mara and the University of Saint Anthony. Based on the data from academic office, it had been started since 2019 with five students until now, the total number of students are more than 100 students. Since pandemic, all the educational activities are held by online include Joint Thesis Writing program. In this case, the former of head department required the students of Joint Thesis Writing batch 17 to use E-Poster as a media to their Final Viva. Final Viva is one of the academic final project presentations for students joining the Joint Thesis Writing Program. Final viva presentation is usually attended by lectures and students who took part in joint thesis writing program.

E-Poster is commonly a poster in general with electronic format (Master , Gibbs , & Sandars, 2015). E-poster must be as attractive as possible and contain a clear idea based on the topic students chose as the thesis title. E-poster to presentation is a media to share research information on oral communication (Tarigan & Listyani, 2021). Oceanography Society (2005) states that E-poster must deliver the presenter's main information in two to three minutes. Therefore, E-poster is used in the Final Viva presentation as a media to convey the data from the thesis in an academic format according to a specified time.

Based on the explanation above, the researcher would like to conduct research entitled The Students' Perceptions on Using E-Poster in Master Thesis Final Viva Presentation. The researcher is interested to investigate students' perceptions of using E-Poster as media to final viva presentation, considering that E-Poster is uncommon media especially use in Final Viva Presentation, it is because Joint Thesis Writing program batch 17 is the first batch that required to use E-Poster.

In previous studies have been carried out on E-posters, firstly, Sajida Naseem et al. entitled Conventional to virtual poster presentation in scholars' day during coronavirus disease-19 lock down: Medical students' performance and perspective (2021), then Winasih, Cahyono, & Prayogo (2019), entitled Effect of Project-Based Learning Using E-Poster on Indonesian EFL Students' Speaking Ability across Personality Types, and Tarigan and Listyani (2021), entitled Poster Presentation as a Tool to Assess Students' Academic Speaking Performance: Teachers and Students' Perspectives. Meanwhile, this research is an attempt to fill the gap such as the use of theories, the techniques of analyzing the data, and the subject of this study itself. This research was conducted to explore students' perceptions about using E-Posters as a media to present written works such as their thesis. TAM or Technology Acceptance Model by Fred Davis is used in this research as the guide to find their perception of using E-Poster, the difficulties they got, and their solutions of their difficulties.

METHOD

The researcher used a qualitative approach to obtain the data in this research. According to Creswell (2014), qualitative is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. Qualitative research involves non-numerical data and often entails collecting and analyzing narrative data. He added that Qualitative research is particularly useful for gaining rich, in-depth information concerning an issue or problem and generating a solution (Dukeshire & Thurlow, 2002). This research is included in qualitative research because researcher wants to find out more about how students think about using E-Posters as media for Final Viva presentations. In this case, the 2021/2022 academic year batch 17 is the first batch to use E-Posters in their Final Viva. Furthermore, case study is used to analyze the data. The case study is strategy research to scrutinize a matter by collecting complete information using various data collection procedures. In addition, case studies were also carried out to gain a deeper understanding and more intensive analysis of something against an individual, group, or situation. (Creswell, 2014). This research is conduct in Universitas Ahmad Dahlan in 2021/2022 batch 17. However, since the online system was implemented due to the pandemic, the researcher decides that the setting of this research going to be on their respective residences.

Sugiyono stated that object is an attribute or something that determined by researcher to be studied and explained. Whereas, subject is respondent that used to become a sample. Therefore, in this research, the students' of 2021/2022 batch 17 of joint thesis writing program is the subject, and the use of E-Poster as the object. Joint thesis writing students batch 17 are chosen because they are the first and only batch of Joint Thesis Writing who are asked to use E-Posters as media for their Final Viva. Therefore, to achieve the objectives of this study, the researcher interviewed six participants who were students of the Joint Thesis Writing Program in collaboration with Mara University of Technology and Saint Anthony University.Furthermore, all students have been given code numbers such as S1, S2, S3, S4, S5, and S6. The aim is to keep their identities confidential between researchers and participants. The code of ethics must be 'interpreted' and put into practice by the researcher, given the substantive research topic and methodology used. In addition, one of the ethical principles is to protect the safety and pride of all research participants (Iphofen, 2013).

Creswell (2014) stated that qualitative researchers collect data through examining document, observing behavior, interviewing participants. The researcher using semi-structured interview where according to Mackey and Gass (2022) Semi-structured interview used to where the researcher uses a written list of questions adopted from Shaharanne et al (2016) and Hsin-Hui Chung (2014) in Asrianto (2021) as a guide, but can deviate and investigate further information. Interviews were conducted via WhatsApp video calls, voice notes and text for the six Joint Thesis Writing Program students. Researchers use open-ended questions as interview guidelines to get a broader answer. In addition, during interviews, field notes and audio recordings were used in this study to store data that were considered important (Sugiyono, 2022).

The processes of data collection used by the researcher include passive participatory observation, semi-structured interviews, and documentation. The researcher do the passive participatory observation to discover the phenomena in the Final Viva presentation using E-Poster. Students of the 2021/2022 academic batch 17 is the first batch of the Joint Thesis Writing Program that using E-Poster as a media for presentation. Passive participatory observation means the researcher observes the scene of action but does not participate in it (Spradley, 1980). The researcher applies this technique by listening and attention to the process of the Final Fiva presentation using E-Poster. This technique supports the students' interview results.

The existing data confirmed and supplemented by semi-structured interviews.

Semi-structure interview is data collection techniques that are carried out researcher to obtain information orally through question and answer dealing directly with several informants who can provide relating to research problems. In this case, the researcher used semi-structured interviews, according to Sugiyono (2022) in its implementation is freer than structured interview. The aims to obtain direct information from participants with provide some main ideas.

The researcher also used documentation as the method used to support this research. Documentation is the note of a past event. Document can be in form of pictures, writing, or someone's creations (Sugiyono, 2022). Pictures used in this research as the part of documentation, they are all including screenshots from the researcher video call with some of students and lecturers, and chat via whatsapp in the form of text and voice notes. The documentation exists as the proof that this research has conducted.

Data analysis is the process of systematically searching for and compiling data obtained from the results of interviews, field notes, and documentation by categorizing data into categories, breaking them down into units, synthesizing them, compiling them into patterns, selecting which ones are important and what will be learned, and make conclusions so that it is easily understood by oneself and others. In this case the researcher adopts Miles and Huberman as the analysis method which consist of data collection, data reduction, data display, and conclusion (Sugiyono, 2022).

Data collection is the main activity in each research. The researcher collected on the field and then organized it so that it could be comprehended and analyzed related to the research topic. To gather the data, the researcher used Triangulation which means the researcher using different data collection techniques from the same source.

After the data obtained from the field, the researcher performs data reduction which means the data are selected the answer based on its relevance to this research and able to answer research's problem. The next step is data display, in qualitative the data display can be the form of short explanation, table, chart, etc (Sugiyono, 2022). It is important to pay attention to the data display in order to understand how to conduct additional analysis. After all the collected, reduced, displayed, and analyzed, the data conclusion will conduct to get the result of those steps of research.

RESULTS AND DISCUSSION

Results

The online exam on Thursday, November 17, 2022, presented lecturers and students of Joint Thesis Writing from Ahmad Dahlan University as hosts and Lecturers of the University of Technology Mara and University of Saint Anthony as panelists from campuses that worked together in the Joint Thesis Writing Program. Same as presentations in general, the Final Viva had six students as presenters; each student had two examiners and two advisors. The presentation was started by Rahmatia and ended by Sikin. During the presentation, each student explained the idea of their thesis, which consisted of five chapters. The media used in the final viva is E-Poster. However, about two presenters chose to replace their media with PowerPoint even though they had made an E-Poster. The writing arranged in the E-Poster cannot be seen clearly because its texts are too small. Some of them who experienced the same problem chose to enlarge the E-Poster.

The succeeding presentation is the result of interview conducted with Joint Thesis Writing Students 2021/2022 batch 17. There were six students interviewed. The results of this interview were divided into two questions part based on TAM theory, there were students' perception

based on Ease of Use and Perceived Usefulness. In addition, the researcher evaluated their difficulties and the solution they used to solve the obstacles. To gather the data needed, the researcher did one-by-one semi-structure interview.

The students' perception of using E-Poster in the Final Viva

This part will explain about students' perceptions of using E-Poster as a media to presentation. E-Posters were very common in the educational field. However, the use of E-Poster in final thesis presentation is uncommon especially in Master English of Education Program in Universitas Ahmad Dahlan. According to Mr. Akmal as the former head of the program, Students who joint the Writing Program in 2021/2022 academic year were the first batch that used E-Poster as a media to Final Viva presentation. Therefore, it will not be ease for the students or vice versa.

1. E-Poster is Ease to Use
According to the TAM theory, ease of use means convincing users that information technology will be easy to use. Based on the interview result, the student stated that even if using E-Poster is their first time to present their big idea such as Thesis. However, E-Poster is easy to use as media to present their ideas. It can be seen form Participants S1and S2's answers:
"…Actually E-Poster is easy to use as a media presentation, even it is my first time. E-Poster is able to make us focus on one view because we have compiled all the important points in the thesis in one part of the E-Poster…"-S1

"……even that was the first time I used E-Poster and I think that was easy for me. Actually, that is really easy and practical because somehow when you present your idea with E-Poster, you don't have to like move or touch your laptop anymore, so it helps you to save more time and focus for presenting our topic…."-S2

Some students mentioned above that E-posters are easy to use as presentation media at their first time. Based on the researchers' field notes below, the students could easily operate the E-Poster while presentation;

"I noticed that they find it easy to use E-Poster, because I saw that they did not do much effort to operate it, considering that E-Poster only one slide, therefore they easily use it"-FN1

However, the other participants also said that using E-Poster to present their thesis is not easy, it is because there are two problems. The first problem comes from the first step which is design an E-Poster and the second is memorize the explanation from each short point of their E-Poster. It supported by Participant S4 answer;

Even though using E-Posters to present ideas from their thesis is the first time in their educational journey, the two opinions above ensure that E-Posters are easy to use. However, there still also student found it difficult to use E-Posters as a media to present ideas from their thesis.

2. E-Poster perceived usefulness
Perceived usefulness is believing that using certain technologies or innovations will improve job performance. Result of interview found that the students felt the usefulness of E-Poster

while they used it as media to presentation, this case supported by the researcher's field notes that their E-Poster already help them to deliver their thesis's idea.

"The researcher found that their E-Poster contain the important parts from their thesis, therefore it can help them to deliver their ideas while using E-Poster as the media to presentation"-FN2

In addition, the observation's result above also supported by participants S2 and S3' answer above;

"……it helps me delivery my idea during the presentation, even though it has limited space, I am sure that it can deliver my idea, the better the design, the easier it is for people to understand….."-S2

"…E-Poster media helps me in the smooth running of my presentation, this is because the information that I pack in it is very practical. In my opinion, good performance has more to do with our knowledge of the material and our ability to understand the substance of the thesis than the media we use (e-posters/others). Depending on the media we use, one's presentation performance can be considered good or bad."-S3

The answers above indicate that the E-Poster helps them as a media used in presentations; some of them think that the E-Poster can convey their thesis ideas. Nevertheless, it is found that one of the students still needs to feel its maximum use. This answer can be seen from the participants S3;

"…No, I think that's make me hard to present my topic because I only can put the short point and need to very understand my topics so I can explain that short point become a clear explanation to make audience understand…."-S3

Based on the answers above, it shows that sometimes the E-Poster is helpful for its use, and sometimes it does not work well for each user, and this is due to the limited space of the E-Poster itself, which makes it difficult for students to sort out the points that should be included in the in E-Poster design. Meanwhile, some students say that using any media in presentations must be supported by commensurate knowledge, participant S4 said that;
"….good performance has more to do with our knowledge of the material and our ability to understand the substance of the thesis than the media we use (e-posters/others). Depending on the media we use, one's presentation performance can be considered good or bad……"-S4

According to her, in order to be able to achieve the objectives of the presentations held and to make the media used helpful as support for the presentation, students must also have sufficient knowledge on the content of the presentation.

The difficulties of the students during the Final Viva presentation using E-Poster

In this part, the researcher evaluates the students' difficulties when using E-Poster as a medium to present their thesis. In this case, the Final Viva presentation presents the content of the thesis, and E-Poster becomes the media to present it; of course, they will get difficulty; remember, Final Viva is their first academic presentation using E-Poster. Therefore, difficulties when using E-Poster as an E-media for presentation could happen. Of course, besides being easy to use,

students will also have some difficulties that they encountered daring the use of E-Poster, such as the texts in their E-Poster are too small, considering that this is the first E-Poster they use in their academic presentations. Therefore, they feel difficult to choose the important point that should they include in. Based on the researcher's field notes below, the students put too much text on the E-Poster. Consequently, the texts customize the E-Poster to fit the spaces.

"During the presentation, the students were asked to enlarge their E-Poster, because the texts are too small"-FN3

 The researcher's field note above supported by Participants S1 and S2 answers;

"…The difficulty when using E-Poster as a media for presentations is that the writing is less visible…"-S1

"…The difficulties when using my E-Poster where the audience cannot see my slide that I present, I also need to give more explanation to explain my short point…"-S2

Apart from experiencing difficulties using the E-Poster as a presentation media, the students also said it took much work to compile it according to the template and choose what points they wanted to include. It is not without reason because the E-Poster has limited space, making students careful in choosing what to include. Therefore, based on research's observation students must be able to summarize the essential points in each chapter and sub-chapter of their thesis without reducing its meaning. It can be seen from FN4 below;

'The researcher noticed that students need more summarize to prevent too much texts, however it should not reduce the meaning"-FN4

This field note supported by participant S2 and S4 answers below;

"....In compile my E-poster I also don't know how to edit, how to compile E-Poster with short and clear explanation.., "-S2

"…but I can do it. I think I got the problem because I put too much text, so that they hard to see my small text in E-Poster…"-S4

The solutions of the students to overcome the obstacles using E-Poster as a media to presentation

According to the interview, the students almost have the same way of facing their problems in their final viva presentation. They were asked to explain how they overcame difficulties using E-Posters as a media to presentation. Most of them said that they tried to enlarge their E-Poster's slide shown during the Final Viva, so that they did that thing so the audience could read all the points in E-Poster. This case supported by researcher's field note below:

"During the observation, the researcher found that the students should enlarge their E-Poster to make the audience easy to see"-FN5

The field note above agrees with participants S1 and answer below;

"The way to deal with the difficulties that I get by using the E-poster is that I try to enlarge my E-Poster, I also provide an explanation as clear as possible to make it easier for them to understand the contents of my poster"-S2

"….All students who use E-posters experience almost the same difficulties, which is the size of texts are too small because I put too many text, I thought, so I try to enlarge the E-poster so that it can be seen..."-S3

Both statements show that adjust their E-Poster helps audiences to see their E-Poster clearly from their gadget, considering that this is an online presentation, therefore, the audience's reach is only limited to their gadget screen. According to the field's notes, this way helped the students to make their E-Poster become easy to see and understand the intent of the displayed E-Poster, of course, an explanation accompanies this. In addition to the difficulties in using the E-Poster as a media presentation, students also admit that they need extra attention to compile an E-Poster briefly and clearly, and to deal with this difficulty, they try to look at the previous E-Poster and watch YouTube, besides reading many articles about E-Posters' preparation, some even asked about their relations. Following is the statement of participants S4 and S6;

"I ask for my friend, and sometimes I followed their way to compile E-Poster and adjust it based on mine. I learned from YouTube and read the articles."-S4

 "I faced difficulties when compiling E-Posters by asking my colleagues who used to need clarification about making academic E-Posters. I also learned about how to take cores an important part of each reading so I can put important points on the E-Poster"-S6

Compiling E-Posters can be easy, but it can also be difficult. However, fortunately, the students can overcome difficulties in ways that are effective in making an E-Poster.

Discussion

Based on the results of passive observation by the researcher, the final viva went on same with any other presentation in general. The final viva presentation can only be attended by students and lecturers who take part in the Joint Thesis Writing Program only. The presentation was held as it should have been. About four students use E-Posters, and two others use PowerPoint. Students who use the E-Poster have to enlarge the Poster because the texts are too small, making it difficult for the audience to see the contents of the E-Poster being conveyed. Because there are too many texts, they must follow the space provided by the E-Poster. The more texts, the smaller the texts will be.

Followed by the results of interviews with students, perceptions about using E-Posters. Some said that E-Poster was easy to use even though final viva was the first time their academic presentations used this media. However, they felt it was easy to use it as a media for presentation (See appendix, Participants S1, S2, and S3 page 39); the three of them give positive perceptions which said that E-Poster was easy to use even for the first use; this was because E-Poster The poster only has one slide and according to them it is very easy to make them focus on one part of the E-Poster and represent all the chapters of their thesis, this is also supported by observation result where the students easily to operate it. Participants S5 and S6 also felt this (See appendix, pages 39-40), they said that the E-Poster was easy to use. It was felt the first time they made their E-Poster, even though they did not use it in the presentation due to their supervisor's suggestion to replace it with the PowerPoint they had prepared. However, E -Posters were easy to use because they also made E-Posters even though they were ultimately asked to replace the E-Posters. According to Zerin and Khan (2013) in Öztürk (2017) "…poster presentation was

used as a tool for alternative assessment for the students in an ESL speaking class.". Talking about presentation means talking about speaking skills because the presentation is the delivery of information orally (Cambridge Dictionary). In this case, using E-Posters in presentations can be an alternative media in presentations, which is, of course, due to the ease of use, as Anggraheni (2021) stated; "Posters are simple media, so easy to use, and can help in the learning process." Even so, it does not mean that no students experience difficulties when using the E-Poster, as can be seen in the results of interviews with participant S4 (See appendix, page 40). They experience difficulties because the E-Poster has a space limit, and students must enter several important points of their thesis to become a small part of it. Students' ease in using the E-Poster brings them perceived usefulness. According to the results of the interviews, three students felt its use. It can be seen in the answers from the S1, S2, and S3 participants (see attachments, pages 43-45) they said that the E-Poster improves their performance in presentation, where they can focus on one slide of the E-Poster. It makes it easier for them to prepare for what will they explain part by part of the E-Poster. However, they also stated that apart from using E-Posters, we must also have good knowledge of what will we discuss to explain the important points of the thesis easily. The opposite of their statement Participant S4 said that she did not feel the use of the E-Poster because she needed more space to put text per text from each chapter. In his opinion, summarizing a large part into a small part in an E-Poster takes work. Moreover, she has to describe the short part with a long explanation, which makes her difficult.

They feel there are difficulties behind the convenience and usefulness they face. Many of them said that they had difficulty compiling the E-Poster before using it. According to them, compiling or summarizing short and clear points from the sections of a large thesis is a difficult thing; this can be seen in the results of interviews with S1, S2, S3 and S4 participants (See appendix, pages 43-45), this reason also supported by researcher's field notes, this difficulty makes the students put too much texts in the E-Poster. This problem also happened in a previous study conducted by Naseem et al. (2021) they stated that "…there had been few difficulties reported in preparing the posters by the participants as the format given was not flexible and a lot of information was to be disseminated in a limited space…". E-Posters which have limited space, require students to be able to summarize or select important points from each chapters' ideas, if this thing not be paid attention properly, an E-Poster will full of texts and makes the texts smaller customizing to the E-Poster template so that students are asked to enlarge their E-Posters so they are easy to see. Despite the limited space that the E-Poster had, the participants stated that it could still convey the ideas from their thesis; this can be seen from the answers to the interviews (See appendix, pages 47-48). However, they also said that E-Posters are better used to convey short messages such as notices or announcements because to convey a written work the size of a thesis requires media that provides more space so that everything important is not missed to be included and displayed in the presentation (See appendix, S1 and S3 pages 48-49).

Based on the difficulties they faced in compiling and using an E-Poster as a media to present their thesis, of course, they found the right way to overcome the problems they encountered. In this case, it can be seen from the results of interviews with participants S1, S2, S3, and S4 (See appendix, pages 43-44). They said that to face difficulties compiling an E-Poster, they read many journals or articles related to E-Posters. Master K, Gibb, et al. stated that "to assist you, it is a good idea to look at other examples of E-Poster on the Internet" (2015). Apart from that, they also saw examples of E-Posters that people on the internet had made, and as a support, they watched videos related to E-Posters and asked their relatives. According to Pakpahan et al. (2020) in Anggraheni (2021) "Students can achieve learning objectives by utilizing media posters". It is of course, requires a short, clear and attractive E-Poster, of course, supported by Farber and Penhale in Koshy's statement (2011:4) "suggest that the poster sessions "not only

provides educational benefits, but also elicits enthusiastic participation and positive response from students" (Yuliantari et al., 2017). It is requiring a short, clear and attractive E-Poster, which is supported. The steps to read and view the previous E-Poster examples are the right steps to compile an E-Poster according to its function. Of course, this step helps them in compiling an E-Poster. Although in the process of presenting using the E-Poster, participants S1, S2, S3 and S4 were asked to enlarge their E-Poster so that it was easy to see from the gadgets used by the audience (See appendix, pages 44-45), and other participants (See appendix, S5 and S6, pages 44-45) using PowerPoint even though they had made an E-Poster because the text was too much and too small. However, based on the researchers' field notes, E-Posters are still able to convey the information of their thesis.

CONCLUSION

After going through an examination of the data collected from interviews and also passive participatory observation during the Final Viva presentation process conducted by the researcher. Based on the research findings in chapter four, this research has explained students' perceptions of using E-Posters as a media to presentation based on TAM theory which are Perceived Ease of Use and Perceived Usefulness. In addition, the difficulties that they found while using E-Poster in Final Viva and how they overcame difficulties when using E-Posters. Finally, it can be concluded in the following conclusions. Joint Thesis Writing Students for the batch 2021/2022 academic year are the first batch required to use the E-Poster as a media to present ideas of their thesis in Final Viva presentation. Even though this is the first time they have used E-Posters as a media in presenting their major works such as thesis, they stated that E-Posters are ease media to use for an academic presentation. Apart from that, they also get its use in conveying their ideas. This can be seen from the various statements given by S1, S2, S3 participants who gave their positive perception that the E-Poster perceived ease of use and perceived usefulness. On the other hand, there were also S4 participants who expressed a negative perception that they did not feel helped by the E-Poster, considering that the space was very limited which made it difficult for them to use it. In addition, participants S5 and S6 also said that the E-Poster was easy to use, although they were negative about not using the E-Poster as a medium for their presentations. However, the E-Poster that they have made is easy to use. Behind the ease and usefulness of using E-Posters as media for presentations, they still find difficulties, such as in compiling an E-Poster and using it. E-Posters may be easily compiled if students can summarize the important points in a thesis into points that will be compiled in an E-Poster, considering that E-Posters have limited space. Therefore, students must be able to customize them. Another difficulty that almost all students who use E-Posters feel is texts that are too small. It started with students entering too much text into the E-Poster and finally making the text smaller customizing to the sections provided in the E-Poster template.
In addition, the conclusion of this results also describes the way students solve their difficulties when compiling and using an E-Poster as a media to presentation. In overcoming difficulties when compiling E-Posters to be used as media for their presentations, students try to find various journals or articles related to E-Posters; apart from that, they also watch videos that can overcome their difficulties and support all of that; they ask their relatives who have experience of compiling an E-Poster, this is done as a support for what they read and watch. In addition to solve their problem during the presentation, the student must enlarge their E-Poster thus it can be seen well during presentation.

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