



**DIFFICULTIES FACED BY UTAR UNDERGRADUATES DURING ORAL  
PRESENTATION IN ENGLISH AS A FORM OF ASSESSMENT**

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## **APPROVAL SHEET**

This research paper attached hereto, entitled Difficulties Faced by UTAR Undergraduates during Oral Presentation in English as a Form of Assessment prepared and submitted by Roshinie a/p Saravanan in partial fulfilment of the requirements for the Bachelor of Arts (Hons) English Education is hereby accepted.

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Date

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## **ABSTRACT**

At universities, there are students who fear oral presentation assessments. Hence, this research is conducted to identify the factors contributing to difficulties in speaking during oral presentations among UTAR undergraduates and to analyse the strategies to overcome the difficulties in speaking during oral presentations based on UTAR students' perspectives. Survey questionnaires were sent via Google Form link to the participants in the Department of Public Relations. The findings show that the undergraduates agree that the contributing factors to difficulties in speaking during oral presentations are communication apprehension and test anxiety. To overcome these difficulties, the majority of the respondents agree that using techniques like having an outline, making useful notes, practicing, preparing good PowerPoint slides, and watching online videos of professional speakers can help the students present well. The findings of this research would be significant because students can be able to recognise their weaknesses during oral presentation assessments and find solutions to overcome their difficulties when speaking English. Besides that, lecturers can also modify their lesson plan by incorporating interesting activities that involve speaking and giving students more guidance on how to prepare for oral presentations. Along the way, this can help students reduce their speaking anxiety.

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## **CHAPTER 1: INTRODUCTION**

### **1.1 Background of the Study**

Oral presentation assessments are found in almost every course at universities. It has many advantages, especially in preparing students for real work situations. This type of assessment allows students to effectively communicate their ideas to small or large groups of audiences. In addition to developing presentation skills, students can also be trained with soft skills through this assessment (Razawi, Zulkornain, & Razlan, 2019). For example, students who tend to interact with their peers in oral presentations may have better communication skills. However, not all students in the class actively do oral presentations. Some students fear oral presentations, so stage fright becomes their worst nightmare. They often feel stressed and anxious during oral presentation assessments (Kho, Abdullah, & Leong, 2015). As most of the UTAR undergraduates had done online presentations during the Covid-19 pandemic, there must be some difficulties faced by these undergraduates during face-to-face oral presentations in English as a form of assessment. Hence, this research is intended to reveal the factors that cause difficulties in speaking during oral presentations among UTAR undergraduates and analyze the strategies to overcome the difficulties in speaking during oral presentations based on UTAR students' perspectives.

### **1.2 Statement of the Problem**

Most of the common factors that contribute to difficulties in speaking during oral presentations among university students are lack of self-confidence, lack of vocabulary, fear of making grammatical errors, and negative evaluation due to mispronunciation of words (Kho et al., 2015). Although there are suggestions for strategies to overcome speaking difficulties during oral presentations, there are not many concrete studies based on the perspective of UTAR undergraduates who had no chance in doing face-to-face oral presentations due to the Covid-19 pandemic. Therefore, the researcher conducts this study to identify the factors that cause

difficulty in oral presentation for UTAR undergraduates. In this way, the researcher can also analyze how students with low English language proficiency feel about doing oral presentations as a form of assessment, and also look from their perspective on how to overcome speaking difficulties during oral presentations.

### **1.3 Research Questions**

- 1) What are the factors contributing to difficulties in speaking during oral presentations among UTAR undergraduates?
- 2) How to overcome the difficulties in speaking during oral presentations based on UTAR students' perspectives?

### **1.4 Research Objectives**

- 1) To identify the factors contributing to difficulties in speaking during oral presentations among UTAR undergraduates.
- 2) To analyze the strategies to overcome the difficulties in speaking during oral presentations based on UTAR students' perspectives.

### **1.5 The Significance of the Study**

This study is important to identify the factors contributing to difficulties in speaking during oral presentations among UTAR undergraduates and analyze the strategies to overcome the difficulties in speaking during oral presentations among UTAR students' perspectives. By identifying and analyzing this problem, students can recognize their weaknesses during oral presentation assessment and find solutions to overcome the difficulties when speaking in English. Also, the students can improve their vocabulary, grammar, fluency as well as their speaking skills. Since it is a global language, students who speak English fluently will definitely have better career opportunities in the future. Besides that, this study can also help lecturers to modify their teaching plan for oral presentation tasks. Lecturers can prepare more



interesting tasks and give some guidance to the students on how to prepare for oral presentations. Through this, the students can cope with their speaking anxiety. Apart from that, the university can improve the curriculum and syllabus of a course to the opinions of students. It is important to let the students voice out their opinions in order to recognize the strategies to overcome the difficulties in speaking during oral presentation assessments. Thus, it can provide a better education for the younger generation and the university can improve its ranking as well.

## **1.6 Definition of Terms**

### **1.6.1 Oral presentation**

According to Tsang (2020), an oral presentation is a part of the coursework that can be done individually or in a group. Another term for oral presentation using technology is a multimedia presentation, which is essential in the 21<sup>st</sup> century. As most oral presentations require the students to present a combination of spoken words and visual aids.

### **1.6.2 Speaking anxiety**

Fear of giving a speech or presentation in public due to the expectation of being negatively evaluated or humiliated by others. Students also worry and feel nervous, which causes them speaking difficulty during an oral presentation (Miskam & Saidalvi, 2019).

### **1.6.3 Presentation skills**

The importance of mastering oral presentation skills is usually recognized in classroom teaching and learning practices. Students are regularly assigned to present their ideas, arguments, opinions, and research over time in academic courses. Effective presentation skills are tone of voice, body language, creativity, and delivery. All these activities aim to improve students' oral presentation skills. As it helps the students when they graduate and work as a professional (Waluyo & Rofiah, 2021).

#### 1.6.4 Assessment

Instructors can evaluate students' oral presentations in a number of ways. They often use a set of rubrics to assign grades for all students, so content quality is the first area to be assessed. A thorough explanation and a solid understanding of the topic are very important for the students to present in order to get good grades. For that, students also need to speak clearly and use strong language. Instructors also appreciate creativity in presentations and the use of multimedia support (Aly, 2020). Therefore, my research would be useful and especially beneficial to UTAR undergraduates if the factors that make them difficult to speak in English during oral presentations are identified, in order for them to get good grades in coursework.

#### **1.7 Conclusion**

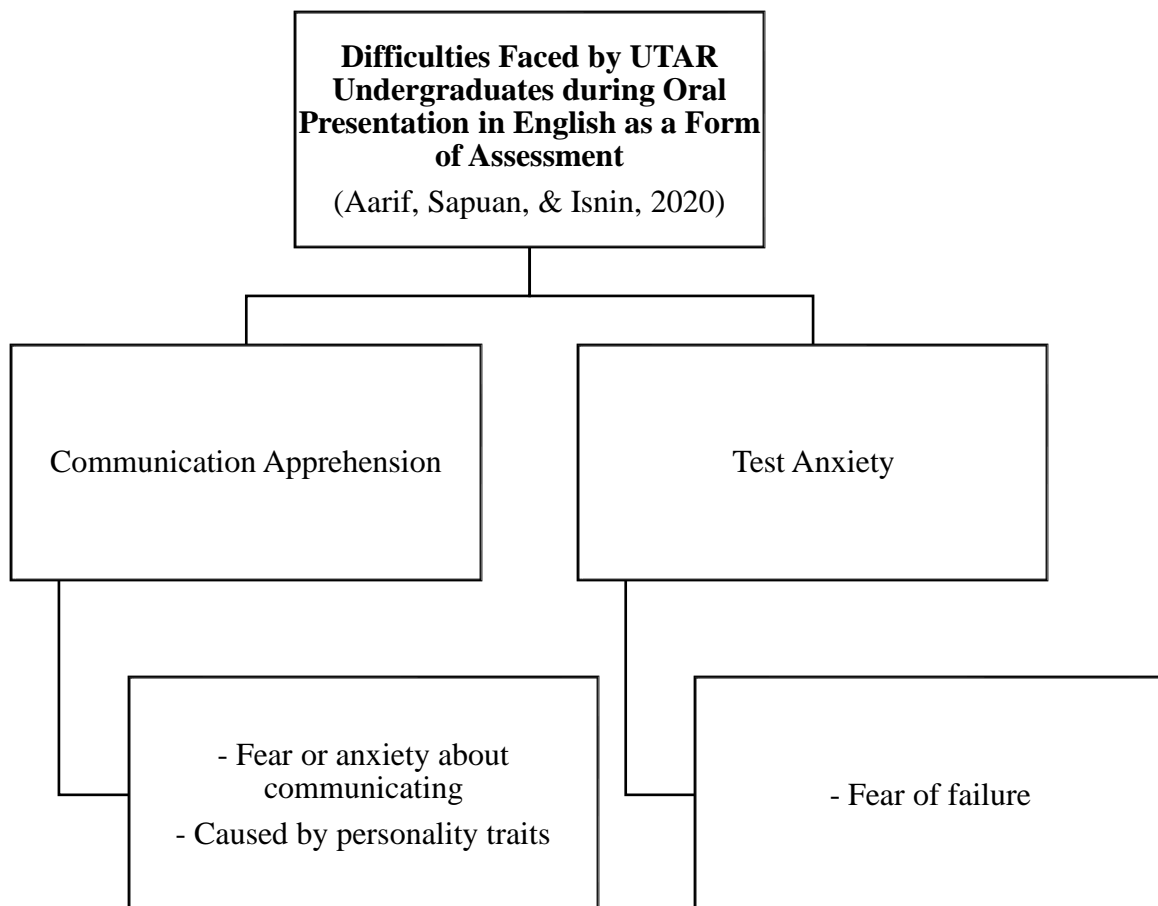
In conclusion, this chapter begins with the background of this study which is based on some past researchers. Next would be the statement of the problem, in which the researcher gets to know how students with low English language proficiency feel about doing oral presentations as a form of assessment, and also look from their perspective on how to overcome speaking difficulties during oral presentations. Research questions and research objectives are also been included. Most importantly, the significance of this study to UTAR undergraduates and some definitions of terms have been mentioned. The next chapter will be on literature review where the researcher refers to more past studies to do a theoretical framework.

## CHAPTER 2: LITERATURE REVIEW

### 2.1 Introduction

In this chapter, the researcher will discuss the theoretical framework by outlining the key points in a hierarchy diagram. Then, based on some past studies, definitions will be given for some components of second language anxiety. After that, the researcher will give some explanations of students' difficulties in oral presentations and strategies to overcome difficulties in oral presentations. At the end of this chapter, the researcher will summarize all the main points that have been mentioned.

### 2.2 Theoretical Framework



Adapted from (Aarif, Sapuan, & Isnin, 2020).  
**Figure 1: Theoretical Framework of Study**

### **2.3 Second Language Anxiety**

Communication apprehension can be defined as concern about verbal communication. Personality traits such as shyness, quietness, and reservedness are among the causes of communication anxiety. According to Miskam and Saidalvi (2019), communication apprehension has been shown to adversely affect learner performance in communicative classrooms, such as foreign language classes. This is why communication apprehension can have a debilitating effect on language learners.

Test anxiety has been described as performance anxiety stemming from fear of failure. It is also an emotional state of mind that physiologically affects a student's performance during a formal test or assessment. Due to anxiety about exams, many students usually exhibit signs of stress or tension when speaking English. This is because there are challenges in remembering and adjusting grammar words during the limited trial period. This can lead to writing down the wrong answer due to anxiety or fear, even though the students know the correct answer (Aarif, Sapuan, & Isnin, 2020).

### **2.4 Students' Difficulties in Oral Presentation**

There are several factors that cause difficulties in speaking during oral presentations among students. In the following discussion, the researcher will discuss some of the problems in giving oral presentations based on previous researchers. One of the difficulties students face when giving oral presentations is constructing good grammar when speaking. Students who have a habit of translating their native language into a second language may need to think about grammatical rules when giving presentations. This can lead to poor sentence structure (Phuong, 2018). The second factor is the difficulty in understanding the topic. It becomes difficult for students when the instructor gives an unfamiliar topic. Therefore, students do not have enough knowledge about the given topic and become confused. Students may also have some problems

organizing their presentations (Phan, Nguyen, & Phan, 2022). The third factor that causes difficulty in speaking during oral presentations is the memorization of an entire script. This will be one of the student's considerations. Thus, students can suddenly forget what they are trying to say when speaking during an oral presentation. Instead, students should just memorize a few key phrases that lead to the messages they want to make. Students can be able to deliver the presentation in a conversational style that connects with their audience (Sivadjati, 2016).

## **2.5 Strategies to Overcome Difficulties in Oral Presentation**

There are some basic things that students need to prepare to make sure their presentation goes well. Students who have a solid understanding of the topic and prepare some additional notes for further explanation will have a more successful presentation (Aly, 2020). Also, audio-visual materials will support the presentation and make it more effective. This is the part that students need to actively prepare for and spend a lot of time on. There are different types of visual materials such as PowerPoint, diagrams, tables, and videos. Visual aids are an important part of oral presentations as they support both the speaker and the listener during the presentation. As it helps to reduce stress and make presentations more dignified (Mardiningrum & Ramadhani, 2020). Practice is very important in correcting inaccuracies. The more a speaker practices, the more opportunities they have to correct mistakes and train their voice. Students can write down their main ideas, practice in front of a mirror, record and listen to audio or video, and correct mistakes. However, to be more effective, speakers should practice in front of a few people or a group of friends to consult and learn from their experience (Phan, Nguyen, & Phan, 2022). In addition, speakers need to use more body language, facial expressions, and expressive eyes to capture the audience's attention (Harun, Islam, & Rahman, 2016).

## **2.6 Conclusion**

In conclusion, the researcher described the theoretical framework by outlining it with some key points. Also, the definitions of communication apprehension and test anxiety had been given

as both components fall under second language anxiety. The researcher also discussed students' difficulties in oral presentations and strategies to overcome the problems in oral presentations based on past studies.

## **CHAPTER 3: METHODOLOGY**

### **3.1 Introduction**

This chapter mainly covers the research method of this study. First and foremost, the samples and sampling techniques of this study will be mentioned as it is very much important to conduct a survey. Besides that, the researcher will describe the research design and research instruments of this study. A simple plan for data collection and data analysis will also be given by the researcher.

### **3.2 Samples and sampling techniques**

A sample of 100 undergraduate students from the Department of Public Relations, Faculty of Arts and Social Science will be selected to participate in this study. Simple random sampling has been implemented in this study. This is a method of randomly selecting a sample in which each member of the department has an equal chance of being selected (Showkat & Parveen, 2017).

### **3.3 Research design**

The research design of this study is quantitative. Survey questionnaires will be distributed online to students in the public relations department. The participants will be given one week to fill out the questionnaire. From that, the researcher will be able to identify students' speaking difficulties during oral presentations and analyze strategies for overcoming speaking difficulties during oral presentations based on the student's perspectives.

### **3.4 Research Instruments**

The survey questionnaire consists of two sections with a total of 15 close-ended questions. The first section consists of 10 questions where the statement of factors that cause difficulty in speaking during oral presentations are categorized into communication apprehension and test

anxiety. The second section consists of 5 questions that focus on analyzing strategies for overcoming speaking difficulties in oral presentations. The questionnaire was adopted and adapted from past studies (Razawi, Zulkornain, & Razlan, 2019). A few alterations were made to fit the respondents' perspectives as well. Respondents are required to answer the statements on a linear scale from 1 (strongly disagree) to 5 (strongly agree).

### **3.5 Data collection**

Respondents can complete the survey questionnaire through Google Forms. A Google Form link will be sent to the participants via Microsoft Teams or Gmail. As most of the UTAR students use these online platforms regularly, there will be no issue in contacting the participants. The estimated duration of data collection is approximately one week. Once the data have been collected, the researcher will analyze and interpret the data.

### **3.6 Data analysis**

Quantitative data analysis can be done once the researcher gets a summary of all responses from Google Forms. The data can be converted into pie charts in Microsoft Word. A pie chart helps to organize and display data as a percentage of a whole. This allows the researcher to see how many respondents agree and disagree with a statement in the survey questionnaire. Also, the researcher can edit the data easily in the spreadsheet that appears in Microsoft Word and format data labels or axis titles. As a result, the researcher can draw conclusions about speaking difficulties during oral presentations and strategies for overcoming speaking difficulties based on the perspective of UTAR students.

### **3.7 Conclusion**

In this chapter, the samples and sampling techniques of this study have been mentioned. Samples of this study are undergraduates from the public relations department. Thus, it is easier to collect data using a simple random sampling method. The research design of this study is



quantitative. Survey questionnaires through Google Forms will be distributed to the participants via Microsoft Teams or Gmail, and the respondents can submit them online. At last, the researcher can get a summary of all responses for data analysis.

## **CHAPTER 4: DATA ANALYSIS**

### **4.1 INTRODUCTION**

This chapter analyses the data collection from the research. The data includes respondents' demographics, factors that cause difficulty in speaking during oral presentations, and strategies for overcoming speaking difficulties in oral presentations. A total of 100 responses were gathered from UTAR undergraduate students in the Department of Public Relations via Google Forms. The collected data was transferred into pie charts and graphs to be analysed.

### **4.2 DATA ANALYSIS AND FINDINGS**

The questionnaire that was distributed to the students mainly consists of two sections with a total of 15 closed-ended questions. The first section contains 10 questions where the statement of factors that cause difficulty in speaking during oral presentations is categorised into communication apprehension and test anxiety. The second section consists of five questions that focus on strategies for overcoming speaking difficulties in oral presentations. These collected data on factors and strategies will be presented through bar charts, and pie charts will be presented to show the respondents' demographics.

#### **4.2.1 Respondent's demographic**

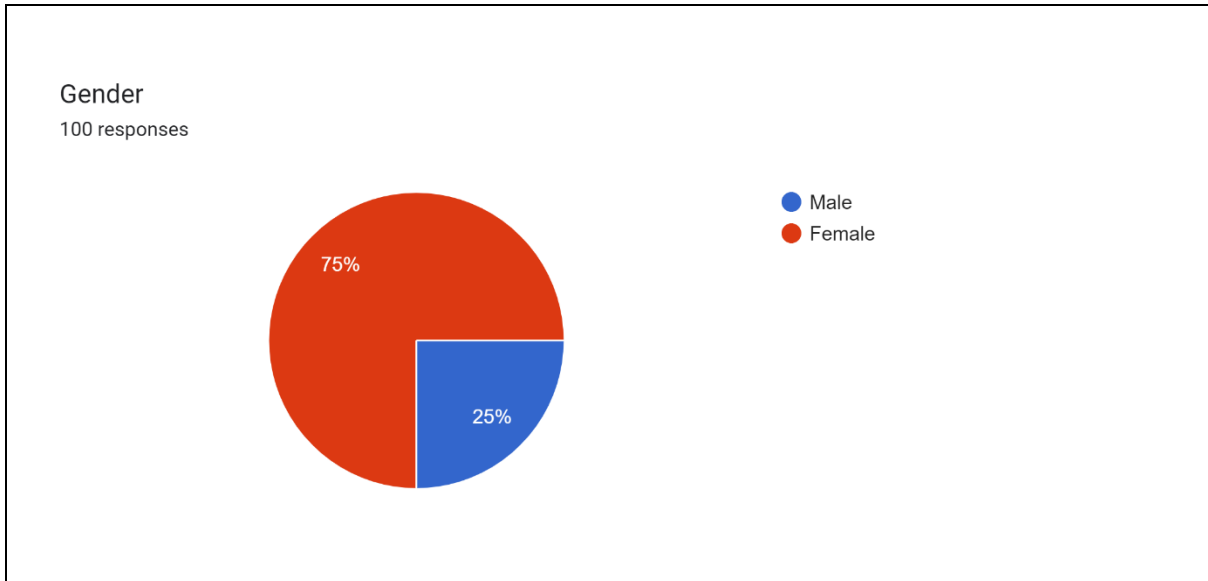


Figure 1

Figure 1 shows the number of respondents and their gender. A total of 100 students from the Department of Public Relations took part in the survey. According to the pie chart, there were 75 female students and 25 male students.

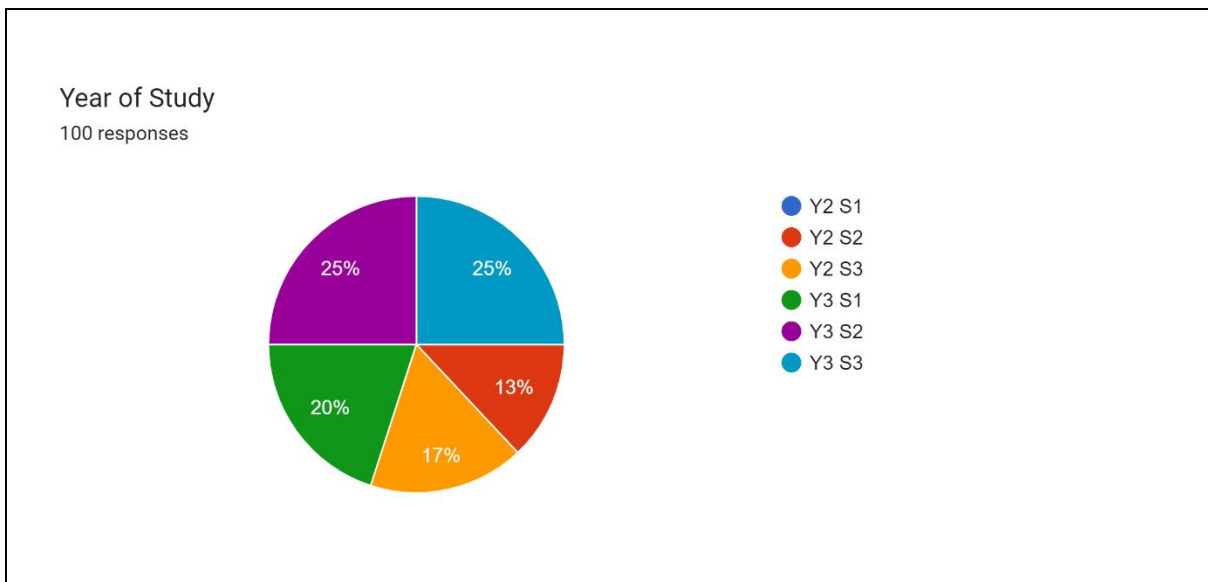


Figure 2

Figure 2 shows the respondents' year of study. Based on the pie chart, 25% of respondents were from Year 3 Semester 2, and another 25% of respondents were from Year 3 Semester 3. There were 20% of respondents from Year 3 Semester 1, and 17% of the

respondents were from Year 2 Semester 3. The minority (13% of respondents) were from Year 2 Semester 2, and there were no responses from Year 2 Semester 1 students in the Department of Public Relations.

#### 4.2.2 Section 1 (Communication Apprehension) – What are your difficulties in oral presentation assessment?

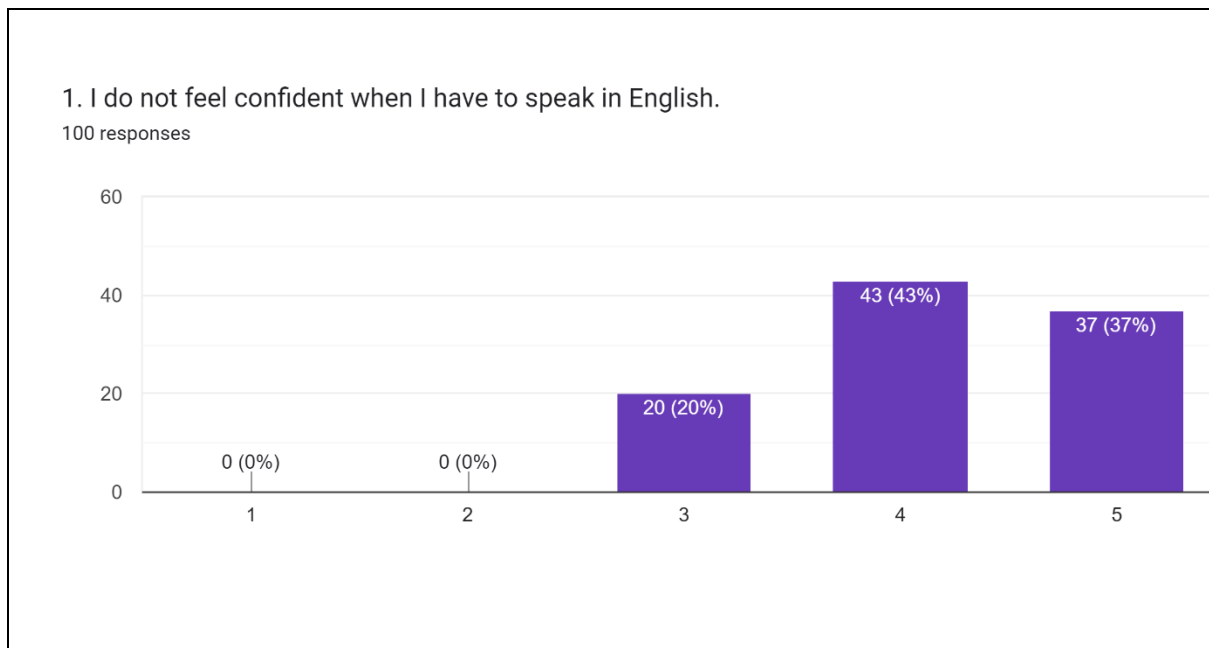


Figure 3

Figure 3 shows whether the respondents feel confident when they have to speak English. Based on the bar chart, 20% of respondents neither agree nor disagree with this statement. There were 43% of respondents who agreed, and 37% of respondents strongly agreed that they did not feel confident speaking English. None of them chooses to disagree or strongly disagree with this statement.

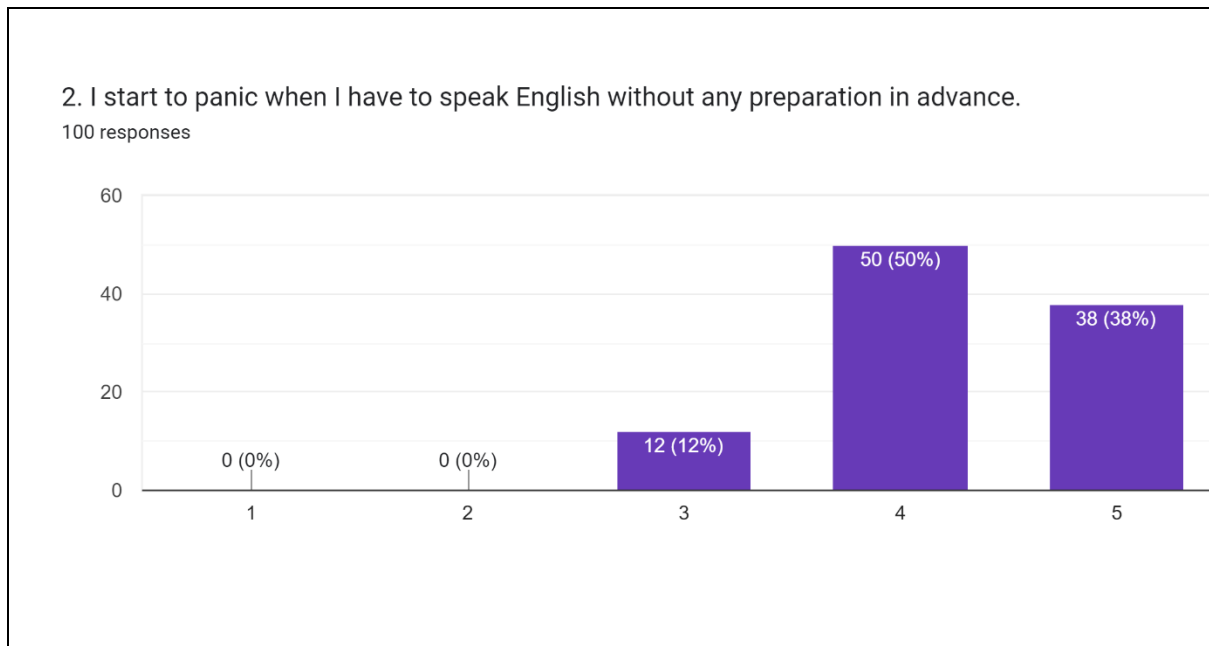


Figure 4

Figure 4 shows how many respondents get panicked when they are required to speak English without any preparation. There were 12% of respondents who chose to neither agree nor disagree with this statement. There were 50% of respondents who agreed, and 38% of respondents strongly agreed that they do get panicked when they are required to speak in English without any preparation. None of the respondents chose to disagree or strongly disagree with this statement.

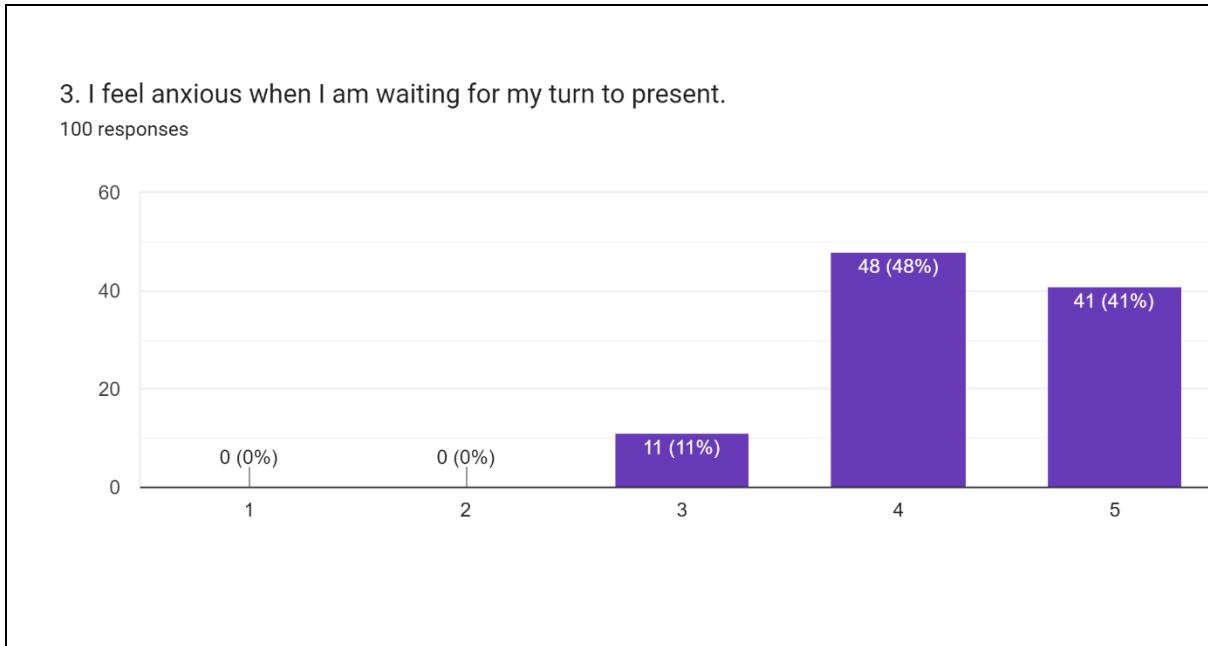


Figure 5

Figure 5 shows how many of the respondents felt anxious when they had to wait for their turn to present. There were 11% of respondents who chose to neither agree nor disagree with this statement. Whereas, 48% of the respondents agree, and 41% strongly agree, that they do feel anxious when they are waiting for their turn to present. None of the respondents chose to disagree or strongly disagree with this statement.

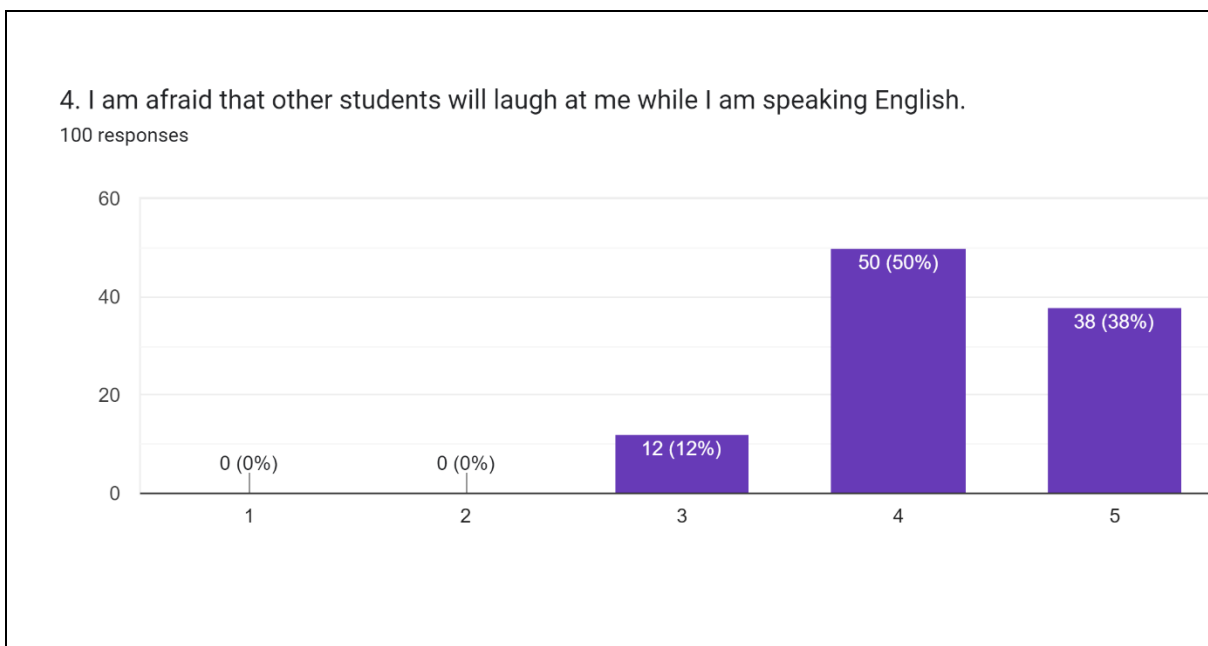


Figure 6

Figure 6 shows whether the respondents are afraid of other students laughing at them while speaking English. There were 12% of respondents who neither agreed nor disagreed with this statement. Whereas, 50% of the respondents agree, and 38% strongly agree, that they do feel afraid of other students laughing at them while they speak English. None of them chooses to disagree or strongly disagree with this statement.

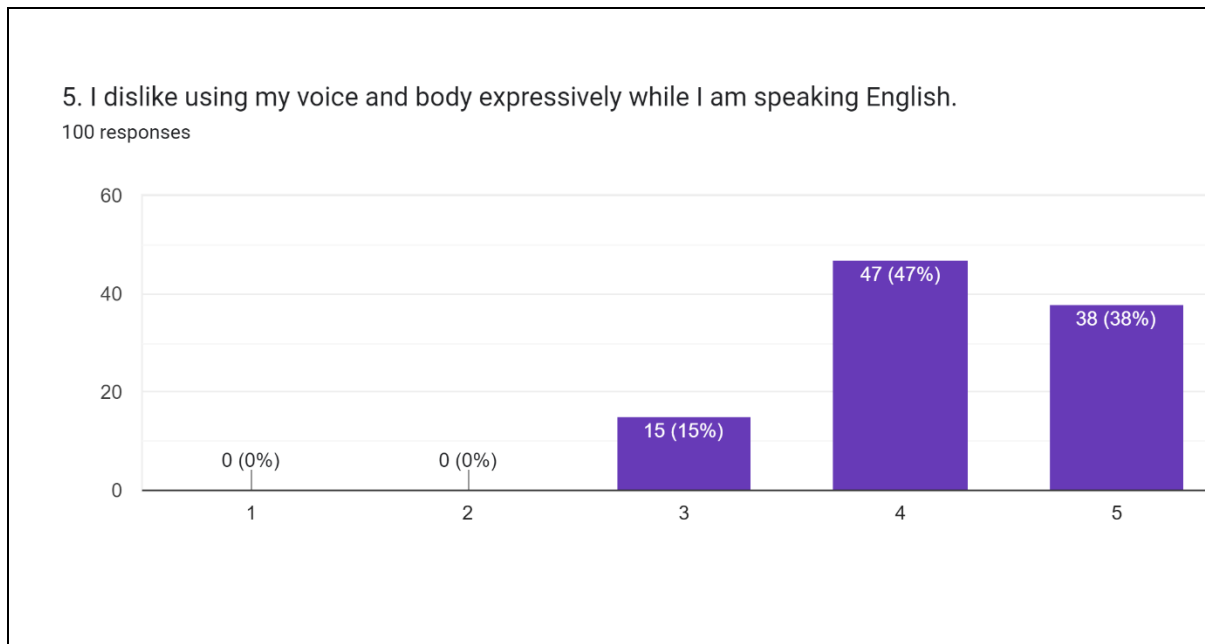


Figure 7

Figure 7 shows whether the respondents feel uncomfortable to use their voice and body when speaking in English. There were 15% of respondents who chose to neither agree nor disagree with this statement. There were 47% of respondents who agreed, and 38% of the respondents strongly agreed that they feel uncomfortable using their voice and body when speaking English. None of them chooses to disagree or strongly disagree with this statement.

### 4.2.3 Section 1 (Test Anxiety) – What are your difficulties in oral presentation assessment?

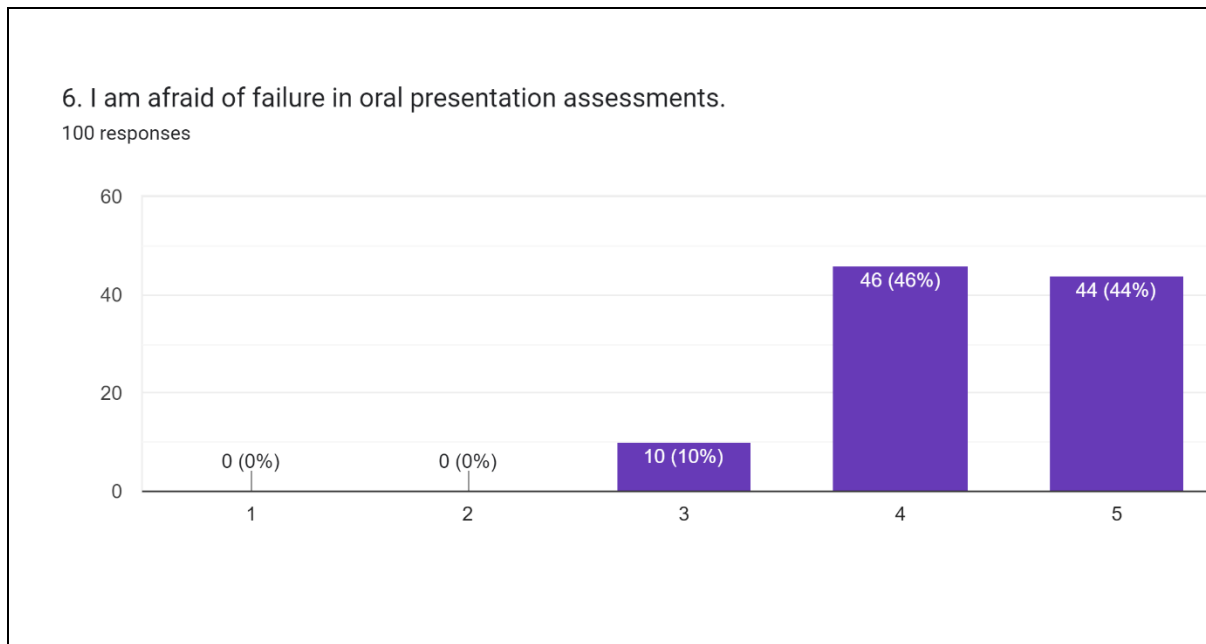


Figure 8

Figure 8 shows how many respondents are afraid of failure in oral presentation assessments. There were 10% of respondents who neither agreed nor disagreed with this statement. Whereas, 46% of respondents agree, and 44% strongly agree, that they are afraid of failure in oral presentation assessments. None of the respondents chose to disagree or strongly disagree with this statement.



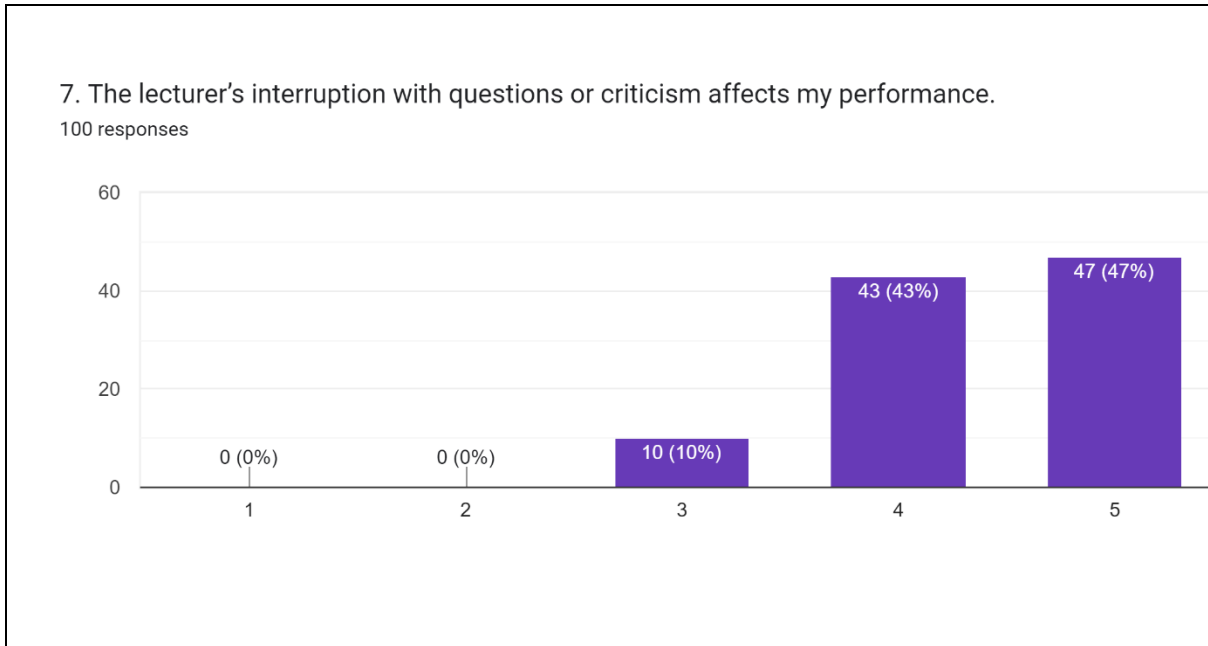


Figure 9

Figure 9 shows whether the lecturer's interruption with questions or criticism affects the respondents' performance during oral presentations. There were 10% of respondents who neither agreed nor disagreed with this statement. Whereas, 43% of respondents agree and 47% strongly agree that the lecturer's interruptions with questions and criticism do affect their performance. None of them chooses to disagree or strongly disagree with this statement.

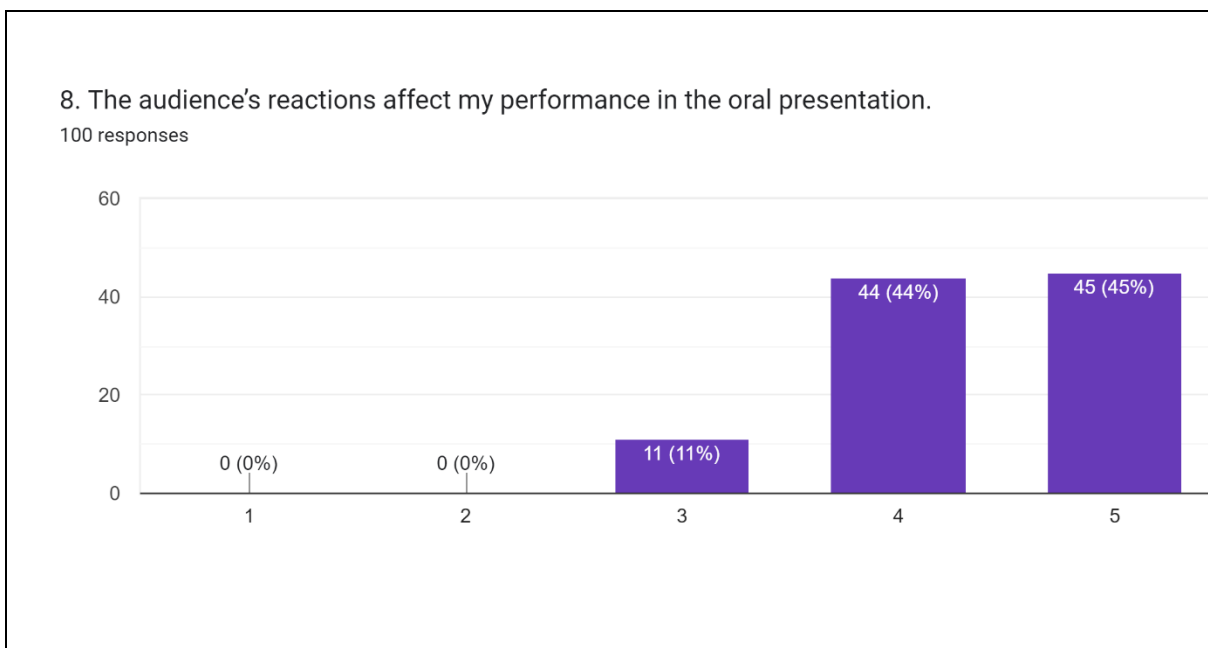


Figure 10

Figure 10 shows whether the audience's reaction affects the respondents' performance in oral presentations. There were 11% of respondents who chose neither agree nor disagree. Whereas 44% of respondents agree and 45% strongly agree that the audience's reaction does affect their performance in oral presentations, there were no respondents who chose to disagree or strongly disagree with this statement.

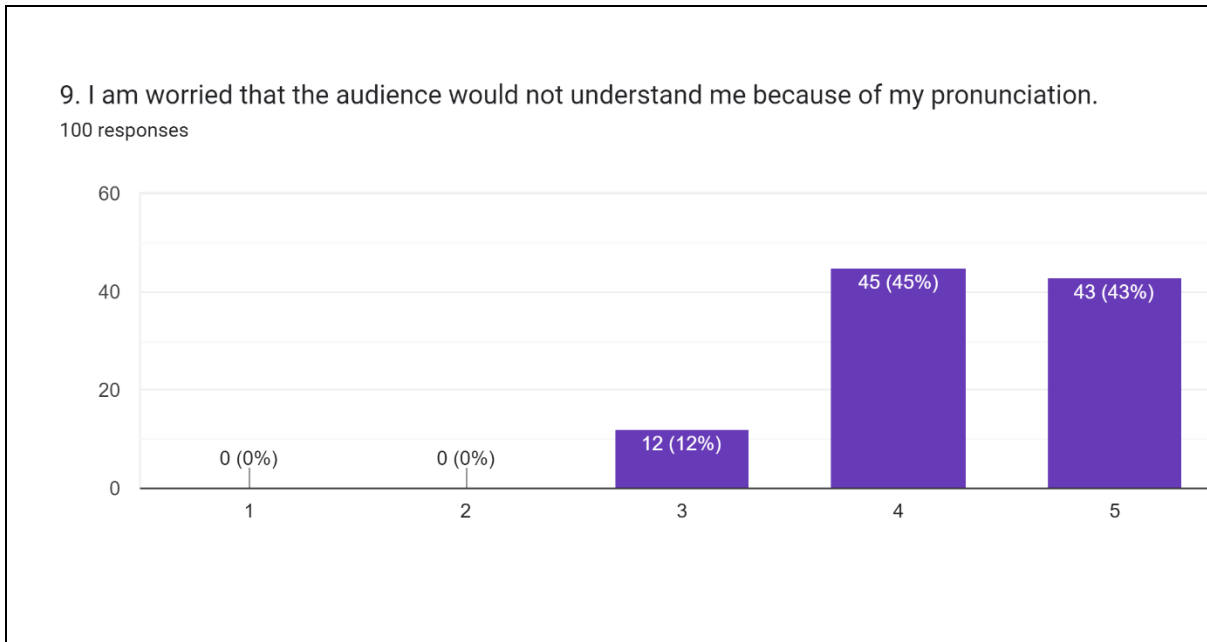


Figure 11

Figure 11 shows whether the respondents are worried that the audience will not understand them because of their pronunciation. There were 12% of respondents who neither agreed nor disagreed with this statement. There were 45% of respondents who agreed, and 43% strongly agreed that they are worried that the audience will not understand them due to their pronunciation. None of the respondents chose to disagree or strongly disagree with this statement.

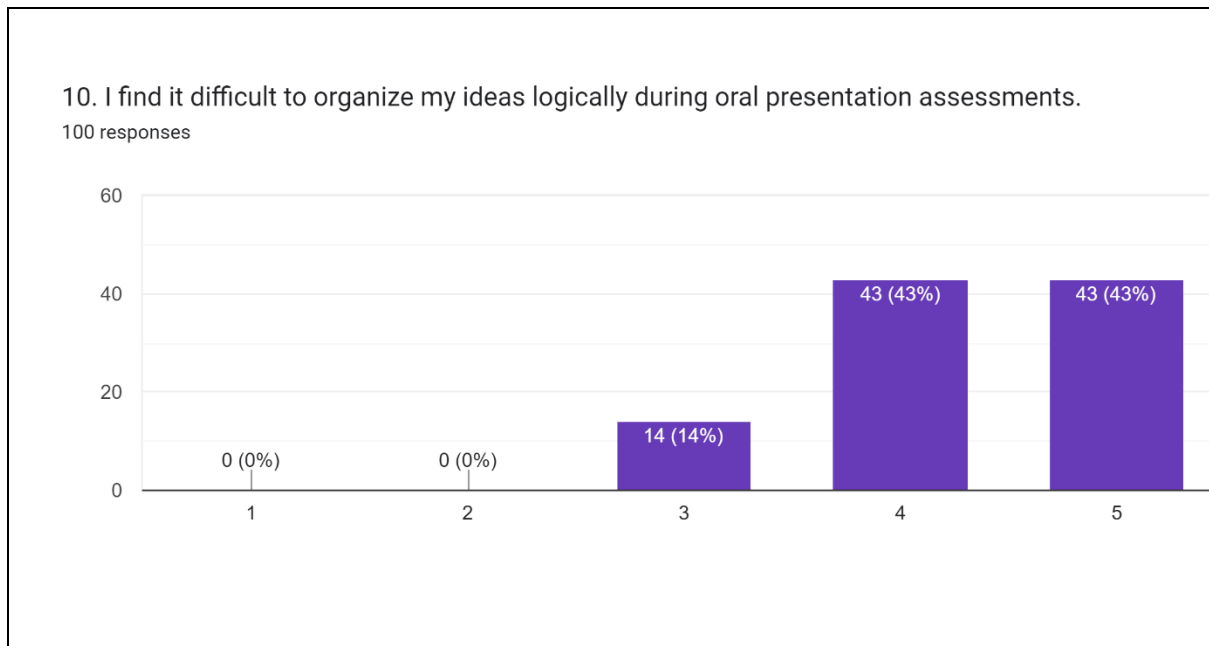


Figure 12

Figure 12 shows how many respondents find it difficult to organise their ideas logically during oral presentation assessments. There were 14% of respondents who neither agreed nor disagreed with the statement. Whereas, 43% of respondents agree, and another 43% strongly agree, that they do find it difficult to organise their ideas logically during oral presentation assessments. None of them chooses to disagree or strongly disagree with this statement.

**4.2.4 Section 2 – What do you think about the strategies to overcome difficulties in oral presentation assessments?**

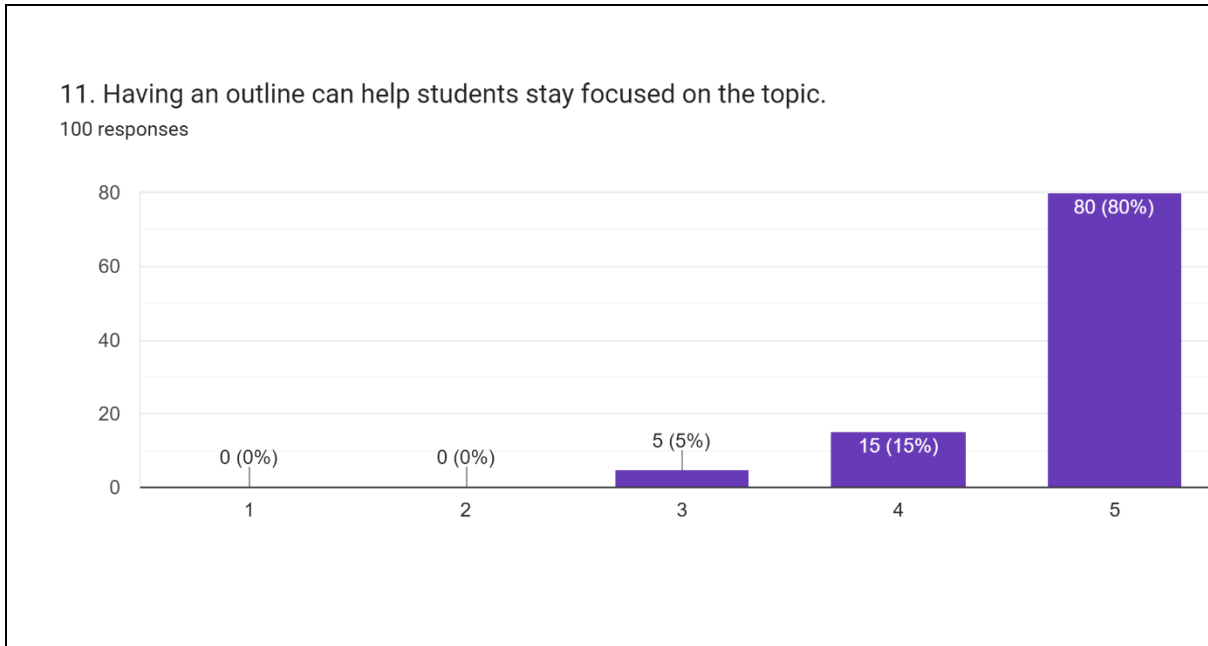


Figure 13

Figure 13 shows how many respondents agreed that having an outline can help students stay focused on the topic. Around 5% of the respondents neither agree nor disagree with this statement. There were 15% of respondents who agreed, and the majority (80%) strongly agreed that having an outline can help students stay focused on the topic for presentations. No one chooses to disagree or strongly disagree with this statement.

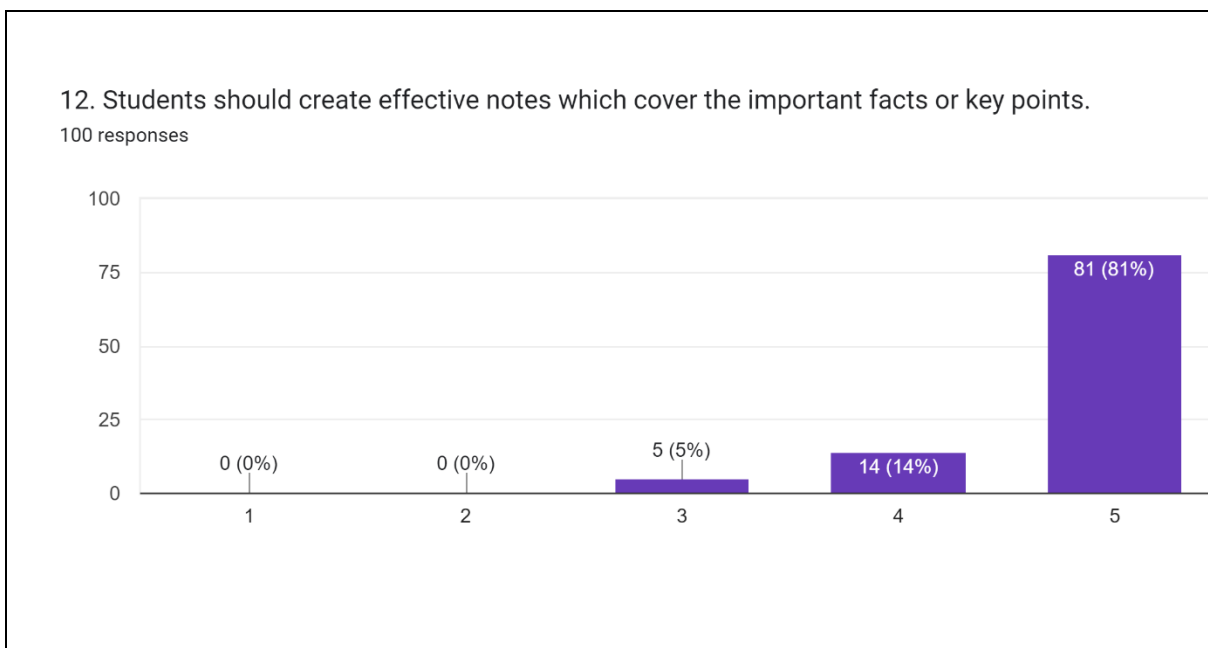


Figure 14

Figure 14 shows how many respondents think that students should create effective notes that cover important facts or key points to overcome difficulties in oral presentation assessments. There were just 5% of respondents who neither agreed nor disagreed with this statement. Whereas, 14% of the respondents agree, and the majority (81% of respondents) strongly agree that creating effective notes can help students overcome the difficulties of oral presentations. None of them chooses to disagree or strongly disagree with this statement.

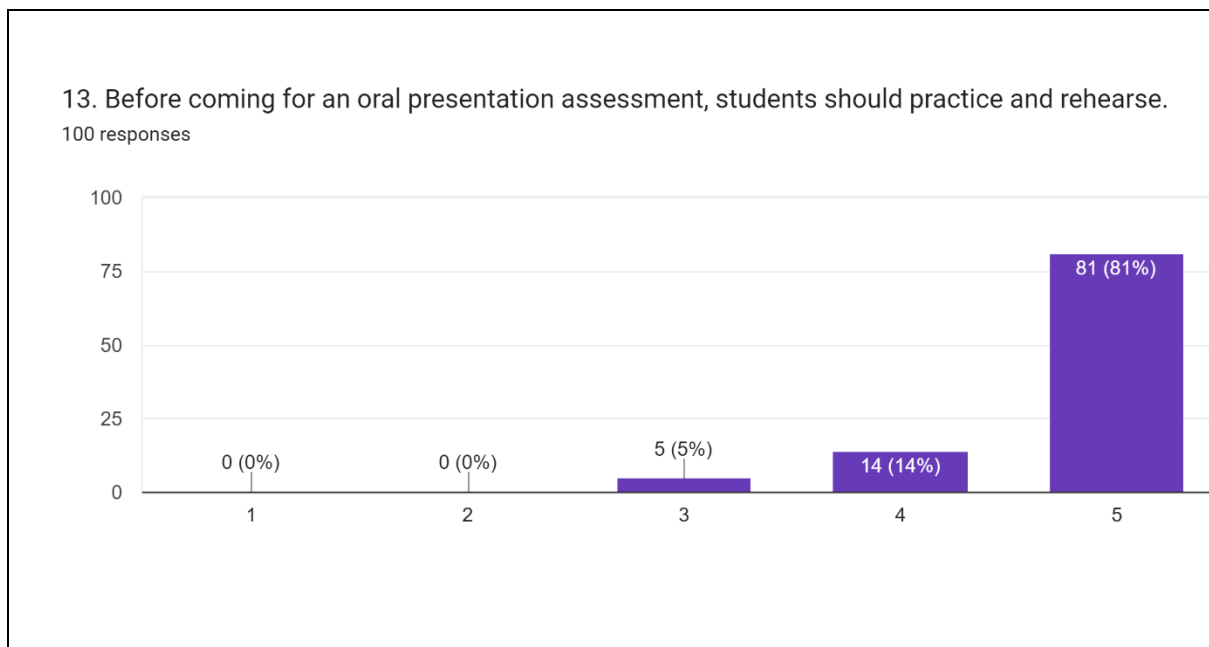


Figure 15

Figure 15 shows how many respondents agree that before coming for an oral presentation assessment, students should practice and rehearse. There were 5% of respondents who neither agreed nor disagreed with this statement. There were 14% of respondents who chose to agree, and 81% of the respondents strongly agreed that students should practice and rehearse before coming for an oral presentation assessment. No one chooses to disagree or strongly disagree with this statement.

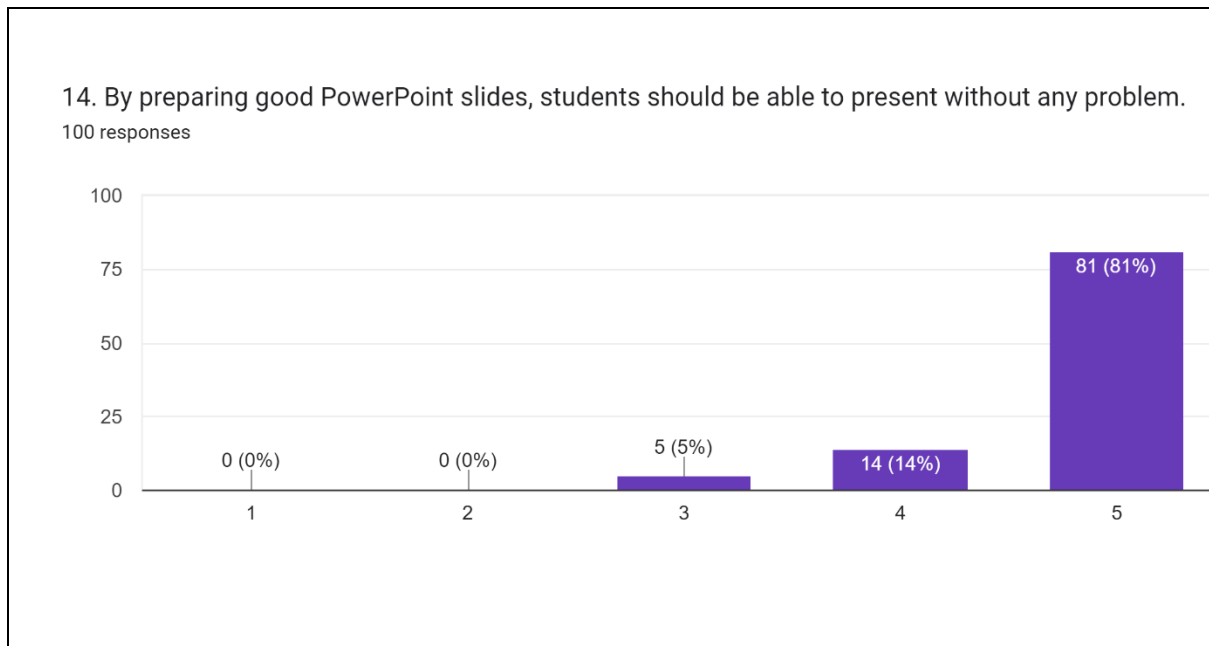


Figure 16

Figure 16 shows how many respondents agree that preparing good PowerPoint slides can help students present well. Only 5% of respondents neither agree nor disagree with this statement. There were 14% of the respondents who chose to agree, and 81% of the respondents strongly agreed that students can present well if they prepare good PowerPoint slides. None of them chooses to disagree or strongly disagree with this statement.

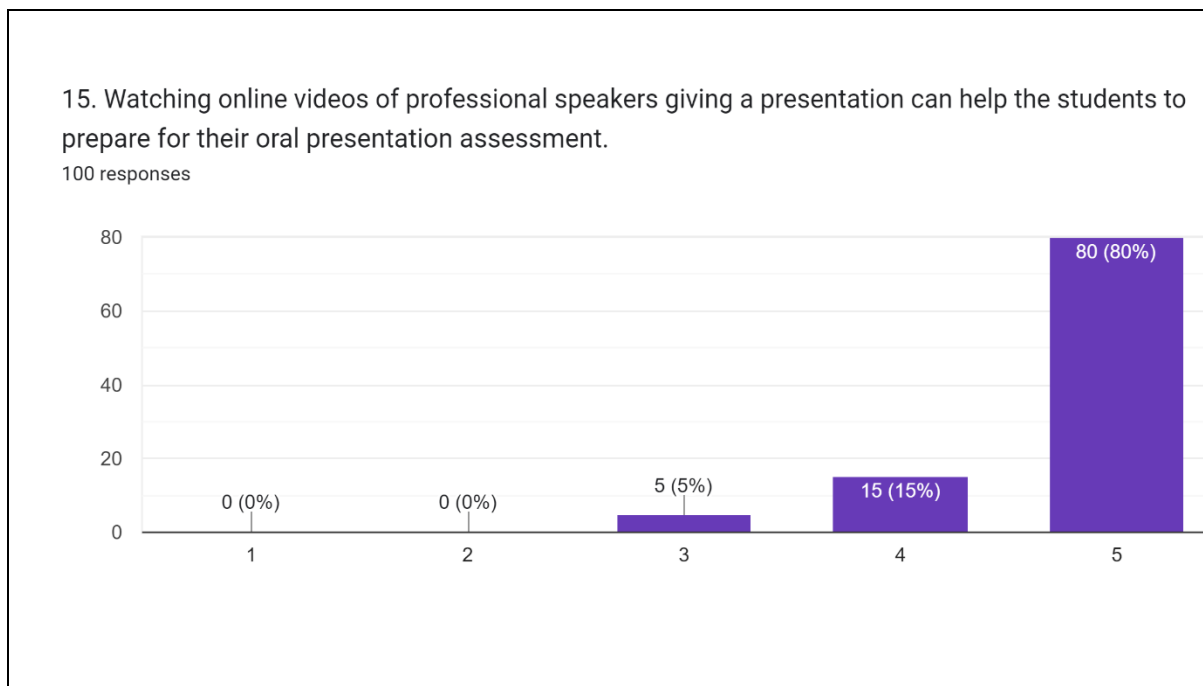


Figure 17

Figure 17 shows how many respondents agree that watching online videos of professional speakers giving a presentation can help students prepare for the oral presentation assessment. Only 5% of respondents neither agreed nor disagreed. There were 15% of respondents who agreed, and the majority of respondents (80%) strongly agreed with this statement. None of the respondents chose to disagree or strongly disagree.

#### 4.3 CONCLUSION

The researcher gets a summary of all responses through Google Forms, where most undergraduates from the Department of Public Relations agree that communication apprehension and test anxiety are the primary contributing factors to speaking difficulties during oral presentations. For communication apprehension statements, the respondents agree that they do not feel confident when speaking English, get panicked when they are required to speak English without any preparation, feel anxious when waiting for their turn to present, are afraid that other students will laugh at them when speaking English, and feel uncomfortable

using their voice and body when speaking English. For test anxiety statements, the respondents agree that they are afraid of failures in oral presentation assessments as the lecturer's interruptions with questions and the audience's reactions affect their performance. They also worry that the audience will not understand them because of their pronunciation, and they find it difficult to organise their ideas logically during oral presentation assessments. To overcome these difficulties in speaking during oral presentations, the majority of the respondents do agree that having an outline, creating effective notes, practicing and rehearsing, preparing good PowerPoint slides, and watching online videos of professional speakers giving presentations can be very helpful for the students to present well during oral presentation assessments.



## **CHAPTER 5: CONCLUSION**

### **5.1 INTRODUCTION**

This chapter presents the summary and findings, implications, recommendations, and entire conclusion of the research. The research objectives are to identify the factors contributing to difficulties in speaking during oral presentations among UTAR undergraduates from the Department of Public Relations and to analyse the strategies to overcome the difficulties in speaking during oral presentations based on the students' perspectives.

### **5.2 SUMMARY AND FINDINGS**

Based on the findings, the researcher was able to get answers to both of these research questions:

1. What are the factors contributing to difficulties in speaking during oral presentations among UTAR undergraduates?

The results show that most of the undergraduates in the Department of Public Relations agree that the contributing factors to difficulties in speaking during oral presentations are communication apprehension and test anxiety. Communication apprehension, also known as communication anxiety, is about personal traits such as shyness, quietness, and reservedness that affect the students' performance during oral presentations. Test anxiety is an emotional state of mind that affects a student's performance during a formal test or assessment. Hence, the first section of statements in the questionnaire was categorised into communication apprehension and test anxiety. The results that had been obtained for communication apprehension statements via Google Forms show that the respondents do not feel confident when speaking English (43% agree; 37% strongly agree), get panicked when they are required to speak English without any preparation (50% agree; 38% strongly agree), felt anxious when

they had to wait for their turn to present (48% agree; 41% strongly agree), are afraid of other students laughing at them while speaking English (50% agree; 38% strongly agree), and feel uncomfortable using their voice and body when speaking English (47% agree; 38% strongly agree). These findings are similar to the results of a study conducted by Aarif, Sapuan, and Isnin (2020). This study was carried out by them to investigate speaking anxiety among polytechnic students in communicative English classes. Their study's findings indicate that 48.3% of respondents agree and 37.9% strongly agree that communicating in English with native speakers makes them nervous. Additionally, a study by Long, Yih, and Lin (2019) that examines undergraduate students' speaking anxiety in English as a Second Language (ESL) classrooms based on components like communication apprehension and test anxiety reveals that more female undergraduates feel uncomfortable using their voice and body when speaking English.

The results for test anxiety statements show that respondents are afraid of failure in oral presentation assessments (46% agree; 44% strongly agree). The lecturer's interruption with questions and criticism affects their performance (43% agree; 47% strongly agree), and the audience's reaction affects their performance during oral presentations (44% agree; 45% strongly agree). They also worry that the audience will not understand them because of their pronunciation (45% agree; 43% strongly agree), and they find it difficult to organise their ideas logically during oral presentation assessments (43% agree; 43% strongly agree). These findings are consistent with the research of Aarif, Sapuan, and Isnin (2020), which reported that the majority of polytechnic students feel worried about the consequences of failing communicative English class.

2. How to overcome the difficulties in speaking during oral presentations based on UTAR students' perspectives?

To overcome these difficulties in speaking during oral presentation assessments, the respondents believe that having an outline to stay focused on the topic (15% agree; 80% strongly agree), creating effective notes that cover the important key points (14% agree; 81% strongly agree), practicing and rehearsing (14% agree; 81% strongly agree), preparing good PowerPoint slides (14% agree; 81% strongly agree), and watching online videos of professional speakers giving presentations (15% agree; 80% strongly agree) can help students prepare and present well during oral presentations. Similar findings were found in a study by Hanifa and Yusra (2018) about oral presentation preparation, problems, and solutions. The information they gathered from the interview makes it evident that every respondent agreed that mastering the presentation's contents is one of the keys to success. The respondents that they have interviewed believe that taking notes from sources like books, journals, or articles will help them fully understand the topics. Additionally, the interviewees stated that practicing is essential for students to develop their ideas, recognise their areas of weakness, build confidence, and become familiar with proper gestures and body language.

### **5.3 IMPLICATIONS OF THE STUDY**

The findings of this research can help in identifying the specific factors that prevent good oral presentation, such as communication apprehension and test anxiety. With this knowledge, students can recognise their areas of weakness and attempt to strengthen them, which will improve their presentational abilities. Students could feel more at ease when undertaking oral presentation activities if they were aware that their difficulties are common and can be resolved, as several strategies for overcoming difficulties with speech can be found through this research. Students can apply these strategies according to their preferences when preparing for their oral presentations. In both academic and professional settings, the ability to effectively speak English is essential. Students who practice their presentation abilities will do better in group

discussions, job interviews, class presentations, and other circumstances that call for confident English speakers.

Besides that, the findings of this research can help lecturers recognise common challenges that students run into when giving oral presentations in English. Based on the recognised causes of their speaking challenges, lecturers can offer students specific advice and help. This individualized approach may enable students to overcome obstacles more quickly. Lecturers can help students communicate more effectively overall by incorporating interesting speaking activities into their lesson plans. This improves student engagement and knowledge in the classroom. The quality of presentations made by students is expected to rise as their presentational abilities develop. Hence, discussions in the classroom may become more interesting and beneficial for both the lecturer and the students. As evident, the results of a study by Long, Yih, and Lin (2019) that examines speaking anxiety among undergraduates in English as a Second Language (ESL) classrooms also serve as a guide for educators to carry out efficient teaching methods in order to help students overcome their speaking anxiety. The study has suggested that designing an engaging game-based learning environment can encourage students to speak English, increase their self-confidence, and develop their communication skills in an exciting manner. Additionally, it can help students maintain interest during the lesson and reduce their fear of speaking up.

#### **5.4 RECOMMENDATIONS FOR FUTURE RESEARCH**

Studying the factors contributing to difficulties in speaking English during oral presentations could be a significant field of research, as communication skills are vital in a variety of professional and academic contexts. In order to ensure that this study provides the best findings possible, here are some suggestions for future research. Researchers can ensure a diverse participant pool. Different cultural backgrounds might have an impact on

communication preferences and styles. By including people from various cultural backgrounds, researchers can learn more about how culture affects communication.

To collect rich data, a combination of quantitative and qualitative techniques can be used. A comprehensive understanding of the challenges faced by participants can be obtained through interviews, questionnaires, and observations. A linguistic examination of the participants' spoken language can assist in identifying particular grammar problems, pronunciation difficulties, and other errors that may contribute to difficulties. Cultural norms and communication methods may have an impact on a person's capacity to speak fluently in a second language during oral presentations. Hence, future researchers can develop a thorough investigation that identifies the reasons causing problems with speaking English during oral presentations and offer insightful advice that can effectively enhance the students' skills.

## **5.5 CONCLUSION**

To sum up, this quantitative study showed that communication apprehension and test anxiety are the main causes of speaking challenges during oral presentations among UTAR undergraduates. Past studies that involved undergraduates who communicated their worry and dread of failing a test confirm this as well. A sample of 100 undergraduate students from the Department of Public Relations, Faculty of Arts and Social Science, has been selected to participate in this study. Simple random sampling has been used in this study. This is a technique for selecting a sample at random where each department member has an equal chance of being chosen. The majority of respondents that filled out the survey questionnaires, which were sent to platforms such as Microsoft Teams, Gmail, and WhatsApp, agree that using techniques like having an outline, making useful notes, practicing, preparing good PowerPoint slides, and watching online videos of professional speakers can help overcome speaking challenges during oral presentations. The implications of this research and how students and

lecturers may benefit from the findings have been discussed. For future research, suggestions on how to strengthen this study have also been given.

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## APPENDIX

# Difficulties Faced by UTAR Undergraduates during Oral Presentation in English as a Form of Assessment

Dear respondent,

Good day! I am Roshinie, a final year student in Bachelor of Arts (Honours) English Education from the Faculty of Arts and Social Science at UTAR Kampar campus. Recently, I am working on my final year project entitled "Difficulties Faced by UTAR Undergraduates during Oral Presentation in English as a Form of Assessment." With that, I would humbly like to invite you to participate in this research by helping me to complete this survey questionnaire. Your responses will be strictly confidential and used for academic purposes only. Your participation is very much appreciated. Thank you.

 roshiniesaravanan@gmail.com (not shared) [Switch account](#)



\* Required

Name \*

Your answer

Gender \*

Male

Female

Year of Study. E.g. (Y2S1) \*

Your answer

Next

Clear form

### What are your difficulties in oral presentation assessments?

Please specify your level of agreement to the statements below (1) Strongly disagree; (2) Disagree; (3) Neither agree nor disagree; (4) Agree; (5) Strongly agree.  
Question 1 to 5 are based on Communication Apprehension.

1. I do not feel confident when I have to speak in English. \*

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

2. I start to panic when I have to speak English without any preparation in advance. \*

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

3. I feel anxious when I am waiting for my turn to present. \*

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

4. I am afraid that other students will laugh at me while I am speaking English. \*

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

5. I dislike using my voice and body expressively while I am speaking English. \*

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

Back

Next

Clear form

Question 6 to 10 are based on Test Anxiety.

6. I am afraid of failure in oral presentation assessments. \*

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

7. The lecturer's interruption with questions or criticism affects my performance. \*

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

8. The audience's reactions affect my performance in the oral presentation. \*

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

9. I am worried that the audience would not understand me because of my pronunciation. \*

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

10. I find it difficult to organize my ideas logically during oral presentation assessments. \*

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

[Back](#)

[Next](#)

[Clear form](#)

**What do you think about the strategies to overcome difficulties in oral presentation assessments?**

Please specify your level of agreement to the statements below (1) Strongly disagree; (2) Disagree; (3) Neither agree nor disagree; (4) Agree; (5) Strongly agree.

11. Having an outline can help students stay focused on the topic. \*

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

12. Students should create effective notes which cover the important facts or key points. \*

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

13. Before coming for an oral presentation assessment, students should practice and rehearse. \*

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

14. By preparing good PowerPoint slides, students should be able to present without any problem. \*

1      2      3      4      5

Strongly disagree                        Strongly agree

15. Watching online videos of professional speakers giving a presentation can help the students to prepare for their oral presentation assessment. \*

1      2      3      4      5

Strongly disagree                        Strongly agree

Back

Submit

Clear form