

Oral Presentations Difficulties and Its Causes: Preliminary Analysis of UiTM Kelantan Students

Anis Idayu Aziz¹, Wan Nazihah Wan Mohamed² and Nor Hairunnisa Mohammad Nor^{3*}

^{1,2,3}Akademi Pengajian Bahasa, Universiti Teknologi MARA Cawangan Kelantan, Malaysia

*Corresponding author: ³nisa032@uitm.edu.my

ABSTRACT

ARTICLE HISTORY

Received:
3 July 2022
Accepted:
28 July 2022
Published:
30 September 2022

KEYWORDS

Oral presentation
Difficulties
Causes
Language usage
Second language learners

The ability to perform oral presentations is one of the skills that students need to acquire throughout their learning years. Doing English presentations is always challenging among students, particularly Malay students who use English as their second language. Previous studies highlighted that second language learner usually struggle to complete oral presentation tasks. This study aims to identify the difficulties faced when making oral presentations and the causes of difficulties encountered by 155 students at UiTM Kelantan Branch. A questionnaire consisting of the items on the difficulties faced during the oral presentation and their reasons was adapted from previous studies. The questionnaire was distributed to research participants who enrolled in courses that included oral presentation as the main form of assessment. Descriptive analysis was employed to fulfil the objectives of the study. Based on the results, the main difficulties faced by students during their oral presentations were forgetting what to say, making grammatical errors, and not being confident talking in public. In relation to this, the students faced these difficulties due to a lack of confidence and not having good voice qualities, such as being clear and loud enough to be heard when delivering a speech. The analysis of this study would enable the students to identify the problems faced during oral presentations, which could assist them in overcoming the issues, thus, preparing them well in oral presentation skills during the tertiary level of education before embarking into the workforce environment. On the part of instructors, they could set up adequate practice activities for students to have enough confidence before the actual presentation. Further studies are suggested to investigate the impact of practice in improving students' oral presentations.

1. INTRODUCTION

The ability to do an oral presentation is an essential skill taught and assessed at the tertiary level of education, which indicates the importance of oral presentation in developing students' communication and presentation skills. According to Widyastuti and Mahaputri (2015), a presentation is an activity in which someone shows, describes, or explains something to a group of people. Usually, this activity will involve a presenter presenting a topic of interest with or without visual aids (Ahmad & Lidadun, 2017). In other words, presentation skill means the art of getting the audience's attention and making them excited with ideas or the presenter's performance. Meanwhile, Yusoff (2010) defined students' communication competence as their ability to deliver a clear and convincing oral presentation to a specific audience. The target audience, in this case, would be their coursemates and language instructors. Nevertheless, this would not stop there as the target audience will grow more significant in their future career experience (Elliott & Higgins, 2005).

In addition, with the current wave of education where open distance learning (ODL) is a common practice, the world is currently represented by a world of smart presentation in every sector. Alshare and Hindi (2004) stated that presenting an oral presentation is quintessential in delivering positive learning experiences. Additionally, Farabi et al. (2017) posited that oral presentation allows students to develop real-world communication and leadership skills. Thus, equipping oneself with impressive oral presentation skills is highly valued to face the challenges in today's competitive world (Al Harun et al., 2016). Despite knowing the importance of mastering this skill before entering the working world, many students are still struggling with their difficulties in oral presentations (Le, 2021). As a result of not tackling these difficulties, students might end up being wrongly labelled as someone uneducated or poorly informed (Kho & Leong, 2015).

In the Malaysian context, students are exposed to learning English as a second language from primary to secondary school, which builds up to their tertiary level of education. This makes up for almost eleven years of having a formal education in the English language, but the anxiety of conducting an oral presentation in English is still deeply rooted in them (Kenayathulla et al., 2019). This could be due to the exam-oriented culture, which is greatly upheld in this country. Rashid (2011) explained that even after spending six years learning English in primary school, many students are still lacking in their vocabulary. This portrays the lopsided effect of this exam-oriented culture where students are taught the English language just to pass public examinations. As a result, students are seen as having the ability to understand English, and some are even very good at writing essays but not communicating the language (Ghezlou & Biria, 2017). This is also worsened by the limited chances for students to use English outside the classroom (Hashim & Md Yunus, 2018). A study carried out by Abdullah and Wong (2006) showed the same finding that the use of English is especially low among Malays. Students' exposure to English is limited since it is only bound to the classroom setting.

Apart from that, when students learn a language just to prepare them for examination, their development of basic language skills like oral presentation is neglected. In the absence of this skill, students will continue experiencing the feeling of anxiety whenever they are required to do an oral presentation. This anxious feeling while doing an oral presentation is also known as glossophobia, which means the fear of public speaking or speaking in general (Hancock et al., 2010). A field study by Merz et al. (2019) revealed that giving an oral presentation at the university signifies a potent stressor and tips for memory retrieval impairments. This is also in line with a survey of students from two UK universities where it was discovered that the highest number of students (80%) agreed that oral presentation is a source of social anxiety, which

impacts their learning and well-being (Russell & Topham, 2012). Yamashiro and McLaughlin (2001) asserted that higher anxiety levels would result in lower proficiency. Therefore, this could be one reason students do not perform their best in an oral presentation. In parallel, this study is investigated to identify students' difficulties (other than anxiety) when delivering an oral presentation and the causes of these difficulties. The findings from this study will help instructors find the proper techniques to tackle these learning difficulties, plan their assessments for oral presentations and gear students toward a better mastery of oral presentation skills.

2. LITERATURE REVIEW

Mastering oral presentation is one of the required skills in tertiary settings. In relation to this, most universities have started to include oral presentations as part of their course assessment to keep up with the requirements of current industries. Future employers are looking forward to those who are competent to express their thoughts clearly in spoken English. This has become more challenging when all oral presentations are evaluated and graded as proof that students' oral skills could fulfil the industry's needs (Hadi et al., 2020). Unfortunately, the level of oral presentation skills among graduates today is far from the expectation. Thus, this current study aims to identify the types and causes of difficulties undergraduates face in an oral presentation.

2.1 Types of Difficulties in an Oral Presentation

The inability to control nervousness or speaking anxiety is often linked to second language learners, particularly those involved in oral presentations. According to Tsymbal (2017), speaking anxiety refers to a personal feeling of tension and stress with the unintentional stimulation of the nervous system. Additionally, it is believed that anxiety negatively affects the quality of communication (Tian & Mahmud, 2018). Suppose a person cannot control their nervousness during oral presentations. In that case, this will significantly impact one's self-esteem, leading to feelings of failure, especially when English is not their first language (Naser & Isa, 2021). A study by Kho and Ting (2021) reported that 71 per cent of presenters from the Engineering Faculty were too nervous and stressed in their oral presentations. Meanwhile, a more recent study by Grieve et al. (2021) revealed that the highest number of students (80%) from UK universities testified that social anxiety impacts oral presentations. Some may say that oral presentation is perceived as one of the best assessments since it tests learners' understanding of related topics, the capability of transmitting ideas and handling arguments. Nonetheless, Grieve et al. (2021) assert that oral presentations have mainly contributed to speaking anxiety and stress among students.

Apart from speaking anxiety, other affective factors contributing to low self-esteem among second-language presenters are fear of making mistakes, inability to remember scripts and lack of self-confidence in giving feedback to the audience. These affective factors are interrelated, leading to negative qualities in oral presentations (Ngoc & Dung, 2020). Additionally, too much worry about getting things wrong or being incomprehensible has led to the unwillingness to communicate. This has prevented the smooth flow of an oral presentation among the presenters. Miskam and Saidalvi (2019) mentioned that second language learners with poor English proficiency would have difficulty remembering certain English words, affecting their performance in an oral presentation. With a limited number of vocabularies, most tend to forget what they want to explain to the audience.

On the other hand, Kho and Ting (2021) reported that some students feel intimidated by their friends who can speak a second language better than them. Razawi et al. (2019) found that the audience could also be the main factor contributing to low self-esteem among presenters since

they identified the audience as the most apprehension-provoking factor. The students are terrified by the audience's reactions, especially when the presenters know that their friends who speak better English are among the audience. With the findings recorded, it is essential for academics today to be aware of the difficulties mentioned earlier among their second language learners to assist them further in gaining confidence in mastering the language and performing well in an oral presentation.

2.2 Causes of Difficulties in Oral Presentations

Several studies have identified many causes of difficulties in oral presentations faced by students. Lacking presentation skills and poor preparation before the actual oral presentation is among the reasons why the students could not perform well during the oral presentation. Hadi et al. (2020) illustrate presentation skills as the capabilities possessed by a person who can deliver and engage with the audience while at the same time being informative and transformative. In other words, students must first comprehend what they are supposed to present to deliver a good speech. They must prepare themselves to avoid hiccups during oral presentations. The hiccups here are usually loss of words, inability to remember points to present and fear of handling difficult questions from the audience. A recent study by Kho and Ting (2021) recommended that second language learners enrol in oral presentation classes in which they will be exposed to how to deal with presentations specifically.

Previous studies highlighted that second language learners usually struggle to complete the task in an oral presentation. Having insufficient oral practices interrupts the flow of oral presentations among the students (Razawi et al., 2019). Thus, the students must have sufficient practice before they get into any speaking assessment. Razawi et al. (2019) also reported that those with the deficiency should plan their strategy to ensure a smooth flow of the oral presentation. Another study by Shahar and Abdul Raof (2021) concluded that another cause of difficulty in oral presentation is that students are too afraid of getting evaluated by examiners. As mentioned earlier, the situation has become challenging because most universities today have embedded oral presentations for class assessment. The study's findings include students being too afraid of the assessment to the extent that they could not perform well because they have trouble remembering the points to be presented (Shahar & Abdul Raof, 2021).

The literature review showed that numerous studies had been conducted on speaking anxiety and oral presentation that involves second language learners. However, further studies need to be carried out to understand better the possible types and causes of difficulties faced by these university students, particularly in oral presentations. The study's findings may assist all educators, especially those involved in evaluating and assessing students in an oral presentation.

3. METHODOLOGY

This study applied a quantitative research approach through simple random probability sampling to gather the data related to the research objectives. The sample was selected by preparing a list of the students' names and assigning sequential values to each name, then randomly selecting those values. The respondents of the study were students who enrolled in two courses of English for Oral Presentation Skills (EL590) and English for Professional Interaction (ELC650) at Universiti Teknologi MARA (UiTM) Kelantan Branch. These two courses administer oral presentations as a form of assessment, making it applicable for the researchers to gather information based on the students' experience regarding the difficulties faced during a presentation and the causes of those difficulties. For the 2021 semester, the

number of students enrolled in these two courses was 731. Based on Krejcie and Morgan's (1970) table of sample size, the sampling required for the study was 250 students.

A set of questionnaires was adapted from the study by Nguyen (2010), which comprised two sections. The first section consisted of 35 items on oral presentation difficulties, while the second section covered 10 items on the causes of oral presentation difficulties. The items for both sections applied a 5-point Likert scale from strongly disagree to strongly agree to gather the relevant data and fulfil the study's objectives. After obtaining approval from the research ethics committee, the questionnaire was distributed to the selected respondents using a Google Form through the WhatsApp messaging service. Once the data were gathered, the statistical package for social sciences (SPSS) version 23 was utilised to conduct the tests for descriptive analysis of the study. Reliability and normality tests were initially performed before the items were computed to obtain the mean and standard deviation values.

4. DATA ANALYSIS AND RESULT

The study sample involved 250 students who registered for two English language courses that applied oral presentation as a method of student assessment. From this total sample, 155 students responded to the questionnaire distributed through the WhatsApp messaging service, which achieved a response rate of 68.6%. The respondents were 24 male (15.5%) and 131 female (84.5%), with about half of them (51.6%) students from the Faculty of Computer and Mathematical Sciences, 34.2% from the Faculty of Business and Management and 14.2% from Faculty of Accountancy. A total of 111 respondents (71.6%) took the English for Oral Presentation Skills (ELC590) course, while the remaining 44 respondents (28.4%) attended the English for Professional Interaction (ELC650) course.

Reliability analysis of the instrument items was performed as presented in Table 1. According to Hair et al. (2016), Cronbach's coefficient alpha value of 0.6 and above is considered acceptable to represent the internal consistency reliabilities of the measurement items. Initial reliability analysis on the 35 items that represent difficulties faced during an oral presentation showed that 13 items had Cronbach's coefficient alpha value of less than 0.6. In comparison, 4 out of 10 items had the same issue for causes of difficulties in doing an oral presentation. These items were not included for further analysis in achieving the study's objectives. On top of that, the normality condition is achieved if the skewness and kurtosis measurements of the data are in the range of ± 3.0 and ± 10.0 , respectively (Kline, 2011).

Table 1 Reliability and Normality Evaluation

Measurement Items	Items	Cronbach's Alpha	Reliability	Skewness	Kurtosis
Difficulties faced during a presentation	22	0.951	good	-0.484 to 0.156	-0.859 to 0.349
Causes of difficulties during a presentation	6	0.822	good	-0.755 to 0.371	-0.634 to 0.182

From 22 items of difficulties faced by students during a presentation, the analysis was able to identify the three most and least difficulties, as presented in Table 2. Initially, the questionnaire applied a Likert scale of 5-points which was then re-grouped into a 3-point scale (1=Disagree; 2=Neutral; 3=Agree) to present the frequency of the items being measured. The analysis of mean values showed that the students tend to forget what to say during a presentation (\bar{x} =3.89,

$\sigma=0.920$), followed by making grammatical errors ($\bar{x}=3.77$, $\sigma=0.907$) and not being confident talking in public ($\bar{x}=3.66$, $\sigma=0.935$). However, the least difficulties faced during a presentation were the ability to link the presentation points ($\bar{x}=3.09$, $\sigma=1.028$), not providing elaboration (3.09) and not being sure of where to stand ($\bar{x}=2.94$, $\sigma=0.856$).

Table 2 Difficulties Faced During a Presentation

Item	Scale	Mean	Std. Dev.
Not sure where to stand	Disagree Neutral Agree	2.94	0.920
Not providing explanation	Disagree Neutral Agree	3.09	0.907
Difficulty in linking points	Disagree Neutral Agree	3.09	0.935
Not confident talking in public	Disagree Neutral Agree	3.66	1.028
Making grammatical errors	Disagree Neutral Agree	3.77	0.788
Forgetting what to say	Disagree Neutral Agree	3.89	0.856

Table 3 depicts the two most and least causes of difficulty faced by students during a presentation, which was derived from the analysis of 6 items. Based on the re-grouping of 5-point Likert scales into disagreeing, neutral, and agree, the item on the lack of confidence had the highest agreement frequency with 104 responses while having no experience in doing presentation had the least number of agreements with only 31 responses. The mean values supported the analysis in which the leading causes of having difficulty during the presentation are not having enough confidence ($\bar{x}=3.73$, $\sigma=1.015$) followed by not having good voice quality ($\bar{x}=3.23$, $\sigma=1.060$). Meanwhile, the students chose the items of not having enough time to practice ($\bar{x}=2.82$, $\sigma=0.908$) and not having experience in doing presentations ($\bar{x}=2.70$, $\sigma=1.009$) as the least causes of difficulty.

Table 3 Causes of Difficulty During a Presentation

Item	Scale	Mean	Std. Dev.
No experience in doing a presentation	Disagree Neutral Agree	2.70	1.009
Not enough time to practice	Disagree Neutral Agree	2.82	0.908
Not having good voice quality	Disagree Neutral Agree	3.23	1.060
Lack of confidence	Disagree Neutral Agree	3.73	1.015

5. DISCUSSION

This study was conducted to identify the types of oral presentation difficulties and causes faced by students at UiTM Kelantan Branch. Based on the descriptive analysis, it was found that the most common difficulties faced by students during oral presentations are forgetting what to say, followed by making grammatical errors and not being confident talking in public. The inability to remember presentation content is a common problem faced by presenters and this finding is supported by Ngoc and Dung's (2020) study. Another common problem students face is making grammatical errors during the presentation, which reflects the presentation skill of students, as suggested by Miskam and Saidalvi (2019). The aspects of presentation skill include language usage, which is one of the criteria being assessed during an oral presentation; thus, it supports the finding of this study. In addition, Mohd Nasir et al. (2017) asserted that vocabulary usage affects the student's general English language proficiency. As such, one of the criteria that should be included in oral presentation assessment is language usage, as it may assist in establishing one's oral presentation skills. Another difficulty student presenters face is a lack of confidence when presenting in public. Razawi et al.'s (2019) study also show a parallel concept of being afraid to face the audience, especially after knowing that the audience has a higher proficiency level than the presenter.

The findings from this study have also identified several causes of difficulties faced by the presenters in an oral presentation: not having confidence, poor voice quality, insufficient preparation time and lack of experience in conducting an oral presentation. Grieve et al. (2021) supported the first cause of difficulty in an oral presentation which is students' lack of confidence during a presentation. Poor voice quality is another cause of the difficulties faced, which is in line with Hadi et al.'s (2020) study, where they asserted that most students are incapable of acquiring oral presentation skills. Thirdly, students admitted that insufficient preparation time is also a cause of poor oral presentation performance, supported by Razawi et al. (2019,) who found that less preparation time affects presentation effectiveness. Finally, a lack of experience in oral presentation is also a reason for the inability to present effectively. Kho and Leong (2015) also confirmed that insufficient prior experience is one of the reasons for poor presentation performance.

Based on the discussion above, there is an apparent relationship between the difficulties faced during the oral presentation and their causes. If the students do not thoroughly prepare for the presentation, they will be unable to practice their presentation skills, including voice control and language usage, like grammar components. Therefore, this can also lead them to forget what to say, making them feel less confident in presenting in front and the audience. Having less confidence to speak in public will hinder their opportunities to acquire more experience in an oral presentation. As such, students should be aware that conducting enough practice is crucial in assisting them with a better oral presentation. On the part of instructors, they could set up adequate practice activities for students to have enough confidence before the actual presentation.

6. CONCLUSION

The findings of this study which identified the difficulties faced during the oral presentation and the reasons for having those difficulties were only constrained to students of UiTM Kelantan Branch who enrolled in two courses of English for Oral Presentation Skills (EL590) and English for Professional Interaction (ELC650). It is recommended the sampling of the respondents be extended to other UiTM campuses or students enrolled in other language

courses that integrate oral presentation as a form of assessment. Further studies are also suggested to investigate the impact of practice in improving students' oral presentations.

ACKNOWLEDGEMENT

The authors would like to thank UiTM Cawangan Kelantan for the financial support.

AUTHOR CONTRIBUTION STATEMENT

NHMN wrote the introduction. AIA wrote the literature review. WNWM performed data collection and refinement. WNWM wrote the methodology and data analysis sections. AIA, NHMN, and WNWM wrote the discussion and conclusion sections and language editing. WNWM proofread and formatted the paper.

DECLARATION OF CONFLICTING INTEREST

The authors declare that there is no conflict of interest.

FUNDING

Skim Geran Dalaman Dana UiTM Cawangan Kelantan No. 600-CK(PJIA/URMI 5/1).

REFERENCES

- Abdullah, M. H., & Wong, B. E. (2006). Listening to the ethnic voice in ESL learning. *The English Teacher*, 12, 15-26.
- Ahmad, N. A., & Lidadun, B. P. (2017). Enhancing oral presentation skills through video presentation. *PEOPLE: International Journal of Social Sciences*, 3(2), 385-397.
- Al Harun, M. O. F., Islam, K. M. A., & Rahman, M. A. (2016). Challenges in oral presentation in English for the freshers at tertiary level. *Green University Review of Social Sciences*, 3(1), 137-157.
- Alshare, K., & Hindi, N. (2004). The importance of presentation skills in the classroom: Students and instructors perspectives. *Journal of Computing Sciences in Colleges*, 19(4), 6-15.
- Elliott, N., & Higgins, A. (2005). Self and peer assessment - Does it make a difference to student group work? *Nurse Education in Practices*, 5(1), 40-48.
- Farabi, M., Hassanvand, S., & Gorjian, B. (2017). Using guided oral presentation in teaching English language learners' speaking skills. *Journal of Applied Linguistics and Language Learning*, 3(1), 17-24.
- Ghezlou, M., & Biria, R. (2017). On the relationship between reading self-efficacy, perceptual learning style and the use of reading strategies among Iranian EFL learners. *International Journal of Literacies*, 19(4), 1-15.
- Grieve, R., Woodley, J., Hunt, S. E., & McKay, A. (2021) Student fears of oral presentations and public speaking in higher education: A qualitative survey. *Journal of Further and Higher Education*, 45(9), 1281-1293.
- Hadi, M. J., Rizka, B. H., & Tarmizi, T. (2019). I feel nervous and lose my ideas when having presentation: Mapping senior students' challenges in academic oral presentation in English. *Advances in Social Science, Education and Humanities Research*, 465.
- Hair, J., Celsi, M., Money, A., Samouel, P., & Page, M. (2016). *The essentials of business research methods: Third edition*. 1-494. doi: 10.4324/9781315716862.
- Hancock, A. B., Stone, M. D., Brundage, S. B., & Zeigler, M. T. (2010). Public speaking attitudes: Does curriculum make a difference? *Journal of Voice* 24(3), 302-307.

- Hashim, H. U., & Md Yunus, M. (2018). English as a second language (ESL) learning: Setting the right environment for second language acquisition. *Tadris: Jurnal Keguruan dan Ilmu Tarbiyah*, 3(2), 207-215.
- Kenayathulla, H. B., Ahmad, N. A., & Idris, A. R. (2019). Gaps between competence and importance of employability skills: Evidence from Malaysia. *Higher Education Evaluation and Development*, 13(2), 97-112.
- Kho, M. G. W., & Leong, L. M. (2015). Causes of academic oral presentation difficulties faced by students at a Polytechnic in Sarawak. *The English Teacher*, 44(3), 132-142.
- Kho, M. G. W., & Ting, S. H. (2021). Oral communication apprehension in oral presentation among Polytechnic students. *Human Behavior, Development and Society*, 22.
- Kline, R. B. (2011). *Principles and practice of structural equation modeling (3rd ed.)*. Guilford Press.
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30, 607-610.
- Le, C. (2021). *A survey on difficulties in giving English presentations experienced by students at Ho Chi Minh City University of Food Industry (HUFI)*. <https://doi.org/10.31219/osf.io/xwn72>
- Merz, C. J., Hagedorn, B., & Wolf, O. T. (2019). An oral presentation causes stress and memory impairments. *Psychoneuroendocrinology*, 104, 1-6.
- Miskam, N. N., & Saidalvi, A. (2019). Investigating English language speaking anxiety among Malaysian undergraduate learners. *Asian Social Science*, 15(1).
- Mohd Nasir, N. F. W., Ab Manan, N. A., & Azizan, N. (2017). Examining the relationship between vocabulary knowledge and general English language proficiency. *ESTEEM Journal of Social Sciences and Humanities*, 1, 15-22.
- Naser, N. A. M., & Isa, I. A. M. (2021). Public speaking anxiety in oral presentation class among undergraduates. *International Journal of Academic Research in Business & Social Sciences*, 11(10), 877-889.
- Ngoc, D., & Dung, T. T. (2020). Key factors influencing learners' oral fluency in English speaking classes: A case at a public university in Vietnam. *VNU Journal of Foreign Studies*, 36(6), 93-108.
- Nguyen, T. V. H. (2010). A study on oral presentation difficulties of second-year English majors of Phuang Dong University in the speaking lessons and solutions (Unpublished Master's Thesis). *Vietnam National University*.
- Rashid, R. A. (2011). Vocabulary learning among less proficient young adults using children's stories. *Mextesol Journal*, 35(1), 15-28.
- Razawi, N. A., Zulkornain, L. H., & Razlan, R. M. (2019). Anxiety in oral presentations among ESL students. *Journal of Academia* 7(1), 31-36.
- Russell, G., & Topham, P. (2012). The impact of social anxiety on student learning and well-being in higher education. *Journal of Mental Health*, 21(4), 375-385.
- Shahar, H. K., & Abdul Raof, A. H. (2021). Speaking apprehension: Evidence from oral presentations in content subject classes. *International Journal of Language Education and Applied Linguistics (IJLEAL)*, 10(2), 80-88.
- Tian, S., & Mahmud, M. (2018). A study of academic oral presentation anxiety and strategy employment of EFL graduate students. *Indonesian Journal of EFL and Linguistics*, 3(2), 2527-5070.
- Tsymbal, S. (2017). Overcoming language anxiety among the English language learners: Psycho-Pedagogical aspect. *Science and Education Journal*, 23(7), 102-106.
- Widyastuti, T., & Mahaputri, R. A. (2015). Presentation difficulties experienced by students of English department of Unswagati. *ELT Perspective*, 3(2), 371-378.

Yamashiro, A. D., & McLaughlin, J. (2001). Relationships among attitudes, motivation, anxiety and English language proficiency in Japanese college students. *JALT Applied Material Series*, 4, 19-33.

Yusoff, M. (2010). Analysing communication competence in oral presentations: Engineering students' experiences. *Journal of Human Capital Development*, 3(1), 99-118.

APPENDIX

Appendix 1 Questionnaire Items

Oral Presentation Difficulties Faced by Students

1. I have difficulty in choosing the right topic for the presentation.
2. I have difficulty memorising my presentation points.
3. I was not given enough time to practice my presentation.
4. I am unable to foresee the impact of my presentation to the audience after the speech.
5. I am not sure what the lecturer wants me to show and present during the presentation.
6. I am weak at organising my ideas into good structure.
7. I have difficulty in linking a point to the subsequent point.
8. I face difficulty in building arguments or justify reasons.
9. I tend to give examples without providing explanations.
10. I am unable to use transition phrases in the presentation like I'll begin with... My next point is...
11. I am not sure where to stand when presenting.
12. I am not able to keep my speech flowing smoothly.
13. I do not know how to begin my presentation in an interesting way.
14. I do not know how to end my presentation in an interesting way.
15. I face difficulty in delivering my presentation with clear pronunciation.
16. I am not confident talking in public.
17. I am not good at using presentation aids like PowerPoint slides.
18. I face difficulty asking questions to the audience in order to involve them in my presentation.
19. I face difficulty in varying my voice tone while presenting.
20. I face difficulty in finding suitable examples to illustrate my points.
21. I am not able to use humour while presenting.
22. I am not able to keep eye contact with all members of the audience.
23. I am not capable of maintaining a friendly facial expression.
24. I am not sure how to make appropriate body movements.
25. I am not sure how to use appropriate hand gestures.
26. I tend to make grammatical errors when presenting.
27. I have difficulty using appropriate vocabulary.
28. I have difficulty controlling the time of my presentation.
29. I am unable to control my nervousness.
30. I tend to forget what I want to say when standing in front of an audience.
31. I seldom move around while delivering my presentation.
32. I seldom invite questions from the audience.
33. I face difficulty responding appropriately to questions.
34. I face difficulty in handling difficult questions.
35. I am unable to determine whether the audience is listening or not while I am presenting.

Causes of the Students' Difficulties in Oral Presentation

1. My oral English is not proficient enough.
2. I do not do enough preparation for my oral presentation.
3. I do not have experience in making an oral presentation.
4. I do not have enough knowledge of presentation skills.
5. I lack confidence.
6. I do not get feedback on the presentation from the lecturer.
7. I lack conducive facilities when doing a presentation.
8. I lack guidance from the lecturer on delivering an effective oral presentation.
9. I do not have good voice quality, like being clear and loud.
10. I do not have enough time to practice for my oral presentation.

AUTHOR BIOGRAPHIES

Anis Idayu Aziz (B.Sc. Ed., M.A. Applied Linguistics) is an English language lecturer at Akademi Pengajian Bahasa, Universiti Teknologi MARA (UiTM) Cawangan Kelantan. She holds a Master's in Applied Linguistics from Universiti Utara Malaysia. She has published several articles on language and second language learners rooted in her research interests in language teaching and learning.

Wan Nazihah Wan Mohamed (B.Arts Ed., M.Sc. Edu. Mgt., Ph.D.) has a Ph.D. in Education from Universiti Utara Malaysia and she has served as an English language lecturer at Universiti Teknologi MARA Cawangan Kelantan since the year 2000. She has published and presented more than 20 papers in various fields collaborating with other academics. Her research interest includes technology acceptance, mobile technology, the English language, linguistics, and education.

Nor Hairunnisa Mohammad Nor (B.Ed. (TESL), M.A. Applied Linguistics) has been an English language lecturer at Universiti Teknologi MARA Cawangan Kelantan since 2009. She has a TESL degree from Universiti Putra Malaysia and a Master's in Applied Linguistics from Universiti Utara Malaysia. Her research interests lie in second language acquisition, teaching English as a second language and sociolinguistics.