

PROBLEM ENCOUNTERED IN ORAL PRESENTATION SKILLS OF THE STUDENTS AT GRADUATE PROGRAM

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ABSTRACT

This study investigates the difficulties encountered by English Education Program graduate students at State University of Makassar when delivering academic oral presentations. The research explores these difficulties from two perspectives: the students' self-reported experiences and how these difficulties are reflected in the written aspects of the presentations. The goal of the research is twofold: to identify the difficulties that hinder students' successful presentations and to develop solutions to improve their oral presentation skills. By understanding the challenges faced by students, educators can develop more effective teaching strategies to address these difficulties. The findings of this research are expected to benefit both English educators and students. Educators will gain insights into the specific challenges faced by their students during academic oral presentations. This knowledge will allow them to tailor their instruction to better prepare students for these presentations. Students will benefit from the development of improved teaching strategies that target their specific areas of difficulty. The research design employs a mixed-methods approach, combining quantitative and qualitative data collection methods. Data will be collected through student surveys, interviews, and analysis of written presentation materials. The surveys will gather data on the students' self-reported difficulties during oral presentations. The interviews will provide a deeper understanding of the students' experiences and perspectives. Finally, analysis of the written presentation materials will allow researchers to examine how these difficulties manifest in the written aspects of the presentations. This study contributes to the existing body of research on the challenges faced by EFL learners in academic settings. By focusing specifically on the difficulties encountered during oral presentations, the research provides valuable insights for educators who are seeking to improve the oral communication skills of their students. The findings of this research can be applied to English language programs at universities around the world, ultimately improving the quality of academic oral presentations delivered by EFL students.

Keywords: Graduate students, academic oral presentations, difficulties, communication skills, mixed-methods research

INTRODUCTION

Oral presentation skills are considered one of the most important proficiencies needed for higher education and future careers. Thus, the present study is interested in eliciting English as a Foreign Language (EFL) college students' perceptions of the difficulties they face in oral presentation as a form of assessment.

Oral presentations have become part and parcel of most courses offered in institutions of higher learning. The importance of oral presentation, also termed public speaking, has been recognized and emphasized widely, and many graduate programmes require students to make oral presentations as part of their coursework and presentation performance. Developing oral presentation skills is deemed very important in the present era because students who equip themselves with such skills stand to benefit in a number of ways. Good oral presentation skills will empower students to communicate complex ideas and information in a manner that would be easily understood by the audience. Students will be able to influence the attitudes and behaviour of other people. Furthermore, mastering good oral presentations skills will also help the students to achieve their career goals (Verdeber, 2008).

In the graduate program of the State University of Makassar, the English presentation performance that are designed for English graduate students (Indonesian students) also emphasize on developing their oral skills by giving opportunity to present the presentation. Particularly, in delivering their seminar presentation, research findings, etc. Students usually find such courses a frightening task, especially when it comes to speaking (oral test) in class and assessed by the lecturers. The performance of many students just tends to be on the average, with very few of them obtaining slightly above average grades.

Oral presentation is planned and practiced speech that is not memorized or read from notes but is introduced by a presenter to an audience (Levin, 2006). We can look at oral presentation from three perspectives: presentation as a transmission of the ideas of others to a passive audience with anxiety at a low level, presentation as an imparting of the material studied from which students seek to make their own meanings from the ideas of others; and presentation as a position to be disputed and

defended by persuading the audience. (Joughin, 2007). In the second perspective, the audience is actively judging students' performances, and students reply to audience questions. Hence, students experience some stress. In the third perspective, students are aware that they are the focus of attention, which creates even more pressure than in the first two situations.

At English Education Program in Graduate Program, speaking fluently in English is the primary requirement for students to be successful in their field of study, but some students who speak English as foreign language are not meeting this requirement. "Great presenters all share one quality that is the desire to communicate." (Bradbury, 2006). This problem begins to attract the researcher's attention since there is an evident weakness in the oral presentations of the English Education Program at Graduate Program of State University of Makassar.

In order to produce a successful presentation you must have a clear idea of what the presentation is to be about. Furthermore, your understanding must be both precise and accurate. Thus, a good English language learner needs also to learn how to present their tasks correctly and accurately as well as they ought to learn self-expression, accent, and communication habits or they will lose the meaning of learning English.

There are many learners are worried about talking to an audience and this is understandable they may feel both nervous and vulnerable when they look for the first time at a roomful of people waiting to listen to them. It's a natural reaction. (Emden, 2004).

Recently, when the students are required to give their presentations, they usually feel that the most difficult aspect is giving their academic presentation in front of the class. That is because of many factors, one of these is the confusion and the fear from making errors. English Education Program at Graduate Program currently do not have the ability to express themselves fully and freely which causes poor oral performance and communication.

In order to deliver the academic oral presentation, EFL students are required to know and clearly understand the main ingredients of the presentation which are three: the audience, the presenter and the presentation itself (Siddons, 2008).

The researcher observed that most English Education Program at Graduate Program who are presenting the seminar that required academic oral presentation encounter many difficulties in particular, linguistic difficulties. The researcher thinks that this problem is researchable because the researcher and researcher's friends as well as other English students who suffered and encountered a lot of difficulties in giving his academic oral presentations. Thus, the academic oral presentation reflects the students' proficiency in using English language correctly and practically. Moreover, the researcher interviewed the students of English Education Program at Graduate Program in this semester (2015). All of them assured that they encountered and are still encountering many difficulties in giving the academic oral presentation because of many linguistic and psychological factors.

The inability of the learners to express themselves fully and freely or to understand what another person says can easily lead to more anxiety and frustration, less confidence, that it is impossible for them to communicate easily (Horwitz, 2002).

English Education Program at Graduate Program are not prepared well for effective communication, and they don't have sufficient abilities to speak and communicate orally in front of their colleagues and professors or any native English speakers due to different linguistic, social and psychological difficulties encountering them.

Research Problem

This research will be arranged by the following questions:

1. What are the difficulties encountering English Education Program at Graduate Program in giving academic oral presentations during presentation performance at State University of Makassar from students' perspectives?

2. What are the difficulties encountering English Education Program at Graduate Program in giving academic oral presentations as reflected in the written aspect of the academic oral presentation?

Objective of the Research

1. It may help students to find out their difficulties in giving academic oral presentations from their perspectives and to find out their difficulties in giving academic oral presentations as reflected in the written aspect of the academic oral presentation
2. It seeks to remove the psychological and linguistic obstacles during the presentation.

Significance of the Research

The significance of this research is to investigate the various difficulties encountering English Education Program at Graduate Program in giving academic oral presentations at State University of Makassar from the students' perspectives. It is expected from this research to inform the educators that they could help these students at Graduate Program, State University of Makassar by making them aware of their different language difficulties from the English Students' perspectives. The research will help students to find the effective criteria for the academic oral presentations and a variety of strategies in presenting their tasks effectively and prepare English Education Program at Graduate Program to attain successful ways in presenting their academic oral tasks. It also will suggest many solutions and recommendations to find the possible academic remedy for these difficulties.

A. Scope of the Research

This investigation is conducted under the following points:

1. The students selected for this research are all English Education Students Program at Graduate Program who enrolled in the 2022/2023.
2. The sample consists only of the third and fourth semester of students enrolled at 2022/2023.
3. The research is limited with the difficulties encountering the students in giving the academic oral presentation. Thus, the researcher uses the written

analysis card in order to elicit difficulties encountering English Education Program at State University of Makassar in giving academic oral presentations as reflected in the written aspect of the academic presentation. In addition, the researcher also uses the interview card and questionnaire tools.

REVIEW OF RELATED LITERATURE

Previous of Related Researches

The purpose of this research is to identify difficulties encountering English Education Students Program at Graduate Program in giving the academic oral presentations. It is hoped that the results of the study may help Education Students Program in developing their abilities in giving academic oral presentations and as a result, they will particularly improve their speaking skill and academic achievement in general. Thus, this research will assist English learners not only in improving the speaking skill but also developing the oral communication skills including academic oral presentations.

English language is a powerful tool for communication. It is a global language that people of different languages use to communicate and engage in business and other fields. It also provides access to much of the world's knowledge. Thus, having a good command of the language is likely to bring many advantages because it allows one to communicate with people around the world and have first-hand access to the latest knowledge. Many countries have carried out educational reforms in recent years by lowering the age of first exposure to English language.

Not only were younger learners involved, the impact of English as a global language has extended upwards to reach elder learners at the tertiary level. About 1,700 universities from around the world have added about 3,300 courses taught in English from 2004 to 2007. (Lin, 2007).

Moreover, English is used as the medium of communication in many international conferences. Therefore, students in tertiary education, especially graduate students, have an increasing chance to use English as their working language, either in graduate seminars or in conferences. They are required to read

books, journal articles that are written in English and use English as a tool for scholarly discussion in classrooms or in conferences. More importantly, the English learners, in general, need to improve their capabilities in speaking English language and communicating orally with others. English majors want to develop their speaking skill and academic oral presentations abilities, but they are encountering many difficulties (Nunan, 2003).

Among the difficulties that English students are still encountering with EFL learning is their speaking skill that has always brought considerable difficulty for majority of students. This is not at all surprising because English speaking has always been the most neglected skill, compared to reading, writing and listening in primary, prep and secondary education in Makassar city. The teachers in schools usually focused on reading, grammar and vocabulary. Students seldom have the opportunity to practice speaking.

A recent study on the oral communication needs of East Asian international students in the US indicated that students find leading class discussions the most difficult, followed by whole-class discussion, small-group discussion, then fourthly, formal oral presentations. Although giving oral presentation was not ranked as the most difficult task in graduate seminar, it was suggested by the students as the most important skill to grasp (Kim, 2006).

Due to globalization and the awareness that English brings social and economic advantages, a population of students who are in need of developing advanced English academic skills is emerging. These are the students who do not speak English as their mother tongue or as their second language but learn through the medium of English. These students would need to have a certain level of English proficiency which allows them to think critically and express their ideas. It can be expected that they face many challenges. Therefore, it is important to study the levels and sources of difficulties that encounter EFL learners in general and particularly English Education Program at State University of Makassar in order to get rid of them and offer possible positive steps of improving their academic oral skills.

Some Pertinent Ideas

I. Learning difficulties of university students

It clarifies that although technology provides easy access to knowledge, it has some demerits. Today, culture imposed on individual's specific lifestyle. Such culture can be accepted in food and clothes field, but it is not acceptable in education, training and skill acquisition (Westberry, 1994). Consequently, the ready-made culture caused the following:

- a. Weakness in the level of students' preparation and qualification.
- b. Decreasing student acquisition in different kinds of basic education skills, thinking and problem solving.
- c. Miss of credibility of scientific degrees obtained by all kinds of students. And such degrees do not reflect true qualification.
- d. Spread of learning difficulties in all different kinds of educational levels from preparatory school up to university level, even in higher studies level.
- e. Providing adequate prequalification and training.

II. Nature of learning difficulties of university students

Some individuals believe that learning difficulties refer to disorder in the function of the central nervous system, it believes that learning difficulties refer to weakness and bad learning inputs and cognition processes. Learning difficulties are not limited to a certain culture. They occur in different ages and levels. Learning causes many problems which result from frustration for those who suffer from learning difficulties, because invisible, which leads the teachers to believe that the students are disabled.

III. The main features and characteristics of learning difficulties of university students:

- a. Lack of basic academic skills necessary to meet academic demands. (Bender, 1995)
- b. Lack of knowledge of basic skills that are in academic life which enable them to use these skills in problem solving.

- c. Lack of effective use of efficient learning performance strategies because they do not know them. (Delsler, 1996)
- d. Failure to use learning strategies which help in analyzing a problem , solving and reflecting the best approach for the task, (Wong, 2010)
- e. Lack of pre-requisite knowledge which enables the students to continue their studies. It was found that students with learning difficulties have relatively weak knowledge. (Wong, 2010)
- f. Failure to innovate, extract and acquire the existing knowledge (semantic knowledge). (Zayat 2000).
- g. Continuous failure to utilize acquired education condition. They also refer their failure to false reasons such as test, teacher, and difficult curriculums. (Lens, 1999).

(Bender, 1995) Explains that there are such difficulties are in the following

fields:

- 1) Oral expression and communication.
- 2) Listening comprehension.
- 3) Written expression.
- 4) Basic reading skills.
- 5) Reading comprehension.
- 6) Mathematical calculation.
- 7) Problem solving
- 8) Cognitive representation.
- 9) Remembering verbal information.
- 10) Information processing.
- 11) Sustained attention.
- 12) Time management.
- 13) Social skill.

Research concerning learning difficulties shows the spread of learning difficulties phenomena among the students of university.

IV. Academic oral presentation

Academic oral presentation is an activity through which the presenters communicate with the audience. It is called academic because these presentations deal with college or university life. They also deal with courses that are taught in the universities sections and academics.

In EFL context, academic oral presentation involves oral communication using English as a foreign language. It has been noted that people who have difficulty in communicating with people are likely to experience more anxiety in a foreign language class because these people encounter many various difficulties that negatively affect their ability during the oral presentation. (Horwitz E. K., 1986)

It was found that native and non-native speakers reported experiencing linguistic and psychological difficulties with academic oral presentations (Morita, 2000) Thus, it is not surprising that English Education Program students find oral activities difficult because they encounter many difficulties using a foreign language to think, express and communicate orally.

Public speaking, in various contexts, was reported as one of the most anxious experiences one could encounter (Jackson, 2001). Therefore, EFL graduate students face a dual task, of learning English and using it to present ideas. Both of these tasks can be anxiety-provoking, and it is likely that EFL students experience considerable stress with academic speaking. Moreover, speaking activities have been identified as the most anxiety-provoking activity in a foreign language classroom (Hilleson, 1996).

Academic oral presentations involve complex and constant decision-makings for the students from the beginning – the preparation stage, to the final stage – the presenting stage. The presenting stage is likely the most anxiety- provoking stage because much of the decision-making is required immediately. Moreover, it was found that a discrepancy existed between the instructor and the students about what constitutes an academic oral presentation and its goal. This may also contribute to students' anxiety about oral presentations because students were likely uncertain about the quality of their preparation and performance. Oral presentation is a

common task in graduate seminars in which presenters lead seminar discussion. An oral presentation may seem to be a straightforward activity, involving understanding the assigned material, summarizing it and presenting it to the instructor and classmates. However, it has been shown that oral presentation requires constant negotiation and decision making for it to be successful. (Wu, 2008).

V. Academic oral presentation as a form of assessment

An alternative form of assessment, peer assessment has been utilized in oral presentation activities in various educational contexts (Boud, 1999). Echoing with the concept of a student-centered approach to instruction, students can take an active role in their own language learning through the use of peer assessment activities (Patri, 2002). Opposed to teacher-only assessment, oral performances can also be evaluated from the views of learners' peers. Obtaining feedback from peers is vital to communicative language learning situations like oral presentations because of the notion of interaction between learners (Rust, 2003).

Furthermore, students can achieve a higher level of learning through interaction with their peers and instructors (Earl, 1986). Thus, academic oral presentation is considered an important activity to develop students' learning and to facilitate autonomy among learners. In most classrooms, however, the assessment criteria are already established by the classroom teacher, with students' ideas not incorporated into these pre-existing rubrics. This lack of student input might lead to a low reliability of peer assessment. Because students are not well aware of the description of each evaluation criterion, some students might not be able to assess their peers' performances properly. As a result, their views might be different from those of their instructor.

Additionally, pre-existing criteria might deprive students of the aforementioned benefit of increased autonomy from peer assessment activities because they are not involved with establishing the criteria. (Rust, 2003).

Therefore, it is useful to explore students' views of which aspects of oral presentations are most effective which, as a result, will become the criteria of peer

assessment activities. In doing so, instructors will find out what aspects of oral presentation students consider important. Thus, it is very necessary that teachers create their own criteria to assist the learners, but instructors themselves ought to give their students the assessment criteria in advance in order to get ready for the presentation and know exactly the points of weakness and strength in their presentations. However, defining and creating the evaluation rubric together with their instructor, learners will gain more responsibility for their learning as well as to improve the reliability of the peer assessment activities themselves.

The present study explores exactly which aspects of oral presentations Graduate Program in State University of Makassar students view to be most effective. Incorporating students' ideas while establishing the criteria for presentations is an important factor when considering a learner-centered approach in EFL classes. The primary focus of this research is as follows: to make learners more cognizant of the importance of presentation skills in English; to get learners more involved in the evaluation process; to urge learners to think about the criteria that form an effective presentation; to have learners involved in the formulation of the evaluation criteria; and have learners receive evaluation from their peers as well as reflect critically on this method of measurement and how it affects their own oral presentations. Thus, Student academic presentations are used increasingly on educational courses to encourage students to be more active in their own learning. (Earl, 1986).

VI. The three essential ingredients of a presentation

(Siddons, 2008). States three essential ingredients of a presentation

- a. The audience
- b. You – the presenter
- c. The presentation itself

Each of these three ingredients is vital to a successful presentation – like a three-legged stool, when all the legs are there it is stable, but remove or shorten one of them and the whole thing collapses. No matter how well-constructed the presentation is, if it is badly delivered it will fail; no matter how well-delivered the

presentation is, if it doesn't make sense then it will fail. Most importantly of all, even if the presentation is perfect and the presenter inspired and charismatic, if the audience isn't interested or engaged, then the presentation will certainly fail. (Wallwork, 2010).

VII. What Constitutes a Professional Presentation?

(Wallwork, 2010) Clarifies that a professional presentation is one where the learner puts the audience first. The learner thinks about how the audience would most like to receive the information he/she are giving. The key to an effective presentation is that the presenter has a few main points that he/she wants the audience to remember and that he/she highlights these points during the presentation in an interesting way, and if possible, enthusiastic way. The important thing is to be relaxed. To become more relaxed, the key is to prepare well and concentrate on the content, not on your English. The student presentation is not an English examination his/her English does not have to be perfect.

The student ought to be realistic and doesn't aim for 100% accuracy, otherwise he will be more worried about his English than about communicating the value of his academic presentation.

VIII. Purposes of student presentations

There are many reasons why students are asked to give presentations and these will be influenced by your academic course and situational and organizational factors. The purpose and circumstances of the presentation will influence its style, content and structure. They also explain that "Most presentations will involve a combination of purposes but it may be helpful to think about the different features of each of these presentations. Student presentations may be given for the purposes of" (Chivers, 2007):

a. Advocacy/persuasion

This presentation usually involves persuading members of the audience to take some action or make a decision. Examples could include:

- 1) support a cause
- 2) join a student society

b. Training

This type of presentation includes examples where students may demonstrate their skills in the use of equipment and also their skills as a trainer or teacher. These types of presentations may be used to practice, demonstrate and eventually assess the level of these skills and techniques.

c. Teaching and learning

Almost all presentations should have some elements of teaching and learning as part of the academic life of the students. This type is very common in the universities and the majority of the professors and students use the presentations for this purpose. So, it includes:

- 1) Developing a deeper understanding of a topic or text.
- 2) Covering specific areas of the curriculum in more detail.

d. Informing

In some circumstances this type of presentation could be seen as similar to teaching, but the aim of this type of presentation could be to communicate as much information as possible in the time available. The purpose of the presentation may be to:

- 1) Describe a new policy
- 2) Outline a set of instructions
- 3) Give a progress report on some research or development

e. Assessment

Student presentations are frequently assessed and may be awarded a percentage of the marks that contribute to the overall module mark and credits. However, some presentations may not be assessed but used as an opportunity for students to practice and further develop their presentation skills.

IX. Benefits of student presentations

A variety of purposes. The benefits of student presentations will be influenced by the situation but they can be summarized as providing opportunities for:

a. Student-centered participation in their learning

Presentations offer a variety and challenges that contrast with regular delivery by an academic lecturer. Students can sometimes be more willing to learn from the poor and good performances of their peers than from their tutors. Presentations can also be used as an effective form of peer learning.

b. Develop new knowledge and perspectives on a topic

Presentations offer opportunities for developing skills and knowledge together. The topic of the presentation can strengthen learning and enthusiasm for further knowledge. If the presentation is effective, the audience should have learned something new and increased their interest about the topic.

c. Practice in a known environment/situation

Presentations offer opportunities for students to practice performing in a fairly safe environment. When the learner has to prepare several presentations on a course, the student will begin to develop the essential skills and transfer these from presentation to presentation. The academic environment will probably be familiar to him.

d. Increasing confidence to speak and present in front of an audience

Well-managed presentations, as part of academic courses, can be used developmentally to improve both skills and confidence levels. The learner may be able to demonstrate his personality in a way that is not possible as a passive listener in a lecture. Presentations can help learner to be noticed and stand out from the rest of the group. The presentation will enable him to show his individuality. He can learn to deal with nervousness in a positive way that can help to reduce his fears and anxieties.

e. Improving marks earned for a module assessment

Sometimes, the presentations give the student opportunities for earning a higher percentage of marks than for written work alone. Students who prefer to speak rather than write, may be better communicators and presenters in their use of speech or visuals than in a written mode.

f. Developing a wide range of communication and presentation skills

The learner may need to think about his own skills and preferences for how he communicates. Presentations can help him to communicate using different media formats. They also give him opportunities to practice performing in public and develop his speech.

g. Preparation for skills needed in the workplace

Many organizations and schools seek confident candidates and use presentations as a part of their selection procedures. Preparing and delivering presentations, this can help student to be a more competent and confident candidate for interviews. They offer opportunities to develop his team working and project management skills. (Emden, 2004)

X. Examples of student presentations

It useful to read through the examples to provide learners some useful tips for delivering effective presentations (Chivers, 2007). These examples are:

- a. A Viva to present an overview of one's research
- b. A seminar presentation
- c. A group presentation on a topic allocated to the group
- d. A demonstration of one's skills in using equipment
- e. Non-assessed presentations to report research progress.
- f. An individual presentation for a job interview.

XI. Why Seminar presentations

A student may be asked to give a seminar presentation, either individually or as one of a pair of students. In either case, the student or presenter will be marked not only on his subject matter but also on the way in which he delivers his talk, principally the way in which the presenter creates a rapport with the audience, his voice and body language. Thus, there will be many basic criteria that will assess the effectiveness of the learner presentation. (Wallwork, 2010)

In a seminar presentation, the presenter may be asked to prepare an introduction to a topic, or put forward a point of view. The student may prepare his own material without reference to his partner, but it's as well to think together about questions and which aspects of your material are most likely to be controversial. In this kind of presentation (and indeed in all kinds) the learner must

remain calm and rational. Thus, the presenter ought to deliver his presentation in a controlled and courteous way, although not necessarily without personal feeling. However the presenter always dislikes the points put forward by the other speaker, so the presenter has to treat them seriously and thoughtfully. In making this type of presentation, the student may have to speak for 15–20 minutes and he will be using notes rather than a full script. (Siddons, *The Complete Presentation Skills*, 2008).

The characteristics are given in the order of preparing and delivering the presentation rather than in any order of importance. (Chivers, 2007)

- a. Careful planning and preparation
- b. Good time management
- c. Relevant and interesting content
- d. Clear structure
- e. Good communication skills
- f. Appropriate use of technologies
- g. Clear supporting documentation
- h. Suitable audience participation

XII. Ten Steps for Preparing your Presentation

"Good preparation and planning are essential for successful presentations. The quality of your presentation usually reflects the amount of preparation the student has done. Many students feel overwhelmed with the work needed for a presentation and may not know how to approach the task. Some students underestimate the amount of preparation needed to give their academic presentations" (Emden, 2004). Thus, the researcher explained that students should follow the ten-step plan:

- a. Read and re-read the briefing details for the presentation.
- b. Create a task list or mind map.
- c. Create a time chart.
- d. Review your existing knowledge of the topic.
- e. Research and read to gain new knowledge.
- f. Decide on the balance of the content.

- g. Find relevant examples.
- h. Identify your audience.
- i. Create the content, visual aids and documentation.
- j. Rehearse the presentation.

XIII. Different styles of learners

Learning theory is a fast evolving area. The majority of students experience the world in different ways and they are likely to be inclined to use one of their senses more than the others. The following are different sorts of learners. (Chivers, 2007).

a. Visual learners

Clarifies that some of students are highly visual. Visual students and thinkers need to see visual explanations, for instance using PowerPoint, charts or diagrams. They are very aware of what is going on around them, and the room in which they are learning. They enjoy seeing colours being used, for example, with posters, a flipchart or videos. (Wallwork, 2010).

b. Auditory learners

Some of learners are auditory, that is, their first reaction is likely to be through their sense of hearing. So they remember sounds, they enjoy having explanations told to other students and the learners react really well to discussion, conversation and certain kinds of background music in the classroom. They often react very badly to external noises. (Wallwork, 2010).

c. Read/write learners

These learners like words. They make lists, take notes, underline, and they actually read the handouts. They enjoy working from manuals and work-books. They feel disturbed when they are told that they cannot take notes. When they are presented with visual representations, they might want to change diagrams into words to make understanding easier. (Siddons, *The Complete Presentation Skills*, 2008).

d. Kinesthetic learners

Some students are primarily kinesthetic, that is, they are very physical and aware of their bodies. They might be very active in class and want to do things to move, to touch, to experiment, to learn by doing. The learners appreciate any kind of tactile activity in the presentation. Some students will be more energetic learners than others. (Chivers, 2007)

XIV. Good communication skills

Communicative Competence Language is different from other subjects because language is basically used to communicate with other people in order to explain people's language ability. (Hymes, 1997) Distinguishes between the term 'competence' and 'performance'. In his view, competence refers to "the speaker-hearer's knowledge of his language" while performance refers to "the actual use of language in concrete situations".

Four components of communicative competence:

- a. Grammatical competence. Knowledge of the sentence structure of a language.
- b. Sociolinguistic competence. Ability to use language appropriate to a given context, taking into account the roles of the participants, the setting and the purpose of the interaction.
- c. Discourse competence. Ability to recognize different patterns of discourse, to connect sentences of utterances to an overall theme to topic; the ability to infer the meaning of large units of spoken or written texts.
- d. Strategic competence. Ability to compensate for imperfect knowledge of linguistic, sociolinguistic, and discourse rules or limiting factors in their application such as fatigue, distraction or inattention, (Canale, 2006)

The communicative competence as "the expression, interpretation and negotiation of meaning involving interaction between two or more persons or between one person and a written or oral text". She believes that the goal of any language teaching program needs to be the development of this communicative competence of learners: the expression, interpretation and negotiation of meaning. (Savignon, 2001)

For communication to be effective, the content needs to be clearly understood, meaningful and interesting to the audience. Effective communication in presentations needs a combination of content that fits the purpose, and good presentation and communication skills. There are many influences on how well students communicate and on how well they are understood by our audience. (Chivers, 2007).

It is useful to consider these influences under three broad areas:

a. Verbal communications:

- 1) Limit one's use of jargon.
- 2) Explain new or complex terms.
- 3) Speak clearly.
- 4) Use an interesting tone of voice.
- 5) Finish sentences.

b. Visual communications

When the student thinks about what makes presentations effective, it will be useful to consider how the learner can use images to communicate more effectively. At this stage it will be useful to remember these principles (Savignon, 2001):

- 1) Use images to improve understanding.
- 2) Use images to save time.
- 3) Use images for interest.
- 4) Use images for impact.

c. Non-verbal communications

The learner will also need to think about non-verbal communication that is how the student communicates using body language. The student may not have the time to read about it while preparing your presentation. However, there are some key principles that the students can use to improve their non-verbal communication during the presentation.

- 1) Choose whether to stand or sit.
- 2) Keep still.
- 3) Keep their hands still.

Resume

The researcher discusses in the first part of this chapter the theoretical framework of related literature that dealt with necessary issues related to learning difficulties and the classification of learning difficulties and the difference between learning difficulties and learning problems. Then, the researcher talks about academic oral presentation and communication skills. The researcher discusses academic oral presentation as a type of assessment, constituents of the presentation and what constitutes a professional presentation. Then, the researcher shed light on the purposes of student presentations, examples of student presentations, benefits of student presentations, steps for preparing one's presentation and what are effective presentations. Finally, the researcher explains the different styles of learning and good communication skills to give English majors a comprehensive vision of the academic oral presentation of English university students.

RESEARCH METHOD

This chapter includes the procedures follow throughout the study. It introduces a complete description of the methodology of the study, the population, the sample, the instrumentation, a description of the questionnaire and interview card uses in the research, the research design and the limitations to the study. Moreover, it introduces the statistical treatment for the research findings.

Research Design

The researcher uses the descriptive approach of research to carry out the study. (Brown, 2002) Defines the descriptive research as "A research that describes group characteristics or behaviors in numerical terms". They maintain that "the descriptive statistics are those statistics use to analyze descriptive research data, usually in terms of central tendency and dispersion". This helps tackling the difficulties encountering students in giving academic oral presentation at the graduate program in State University of Makassar.

Population and Sample

The population of the research consist of all students of English education program at graduate program in State University of Makassar who enrolled at 2013/2014. These subjects are stratified random sample selected to participate in the research. The sample of the research will be 10 students who give academic oral presentation in the seminar presentation of the thesis examination. So they had a previous experience delivering the academic oral presentation.

Research Instrument

The researcher believes that the most suitable tool for achieving the purpose of the study is implementing a questionnaire for collecting, describing and analyzing data concerning the difficulties encountering the students in giving the academic oral presentations. Moreover, the researcher uses another instrument that is the interview in order to identify difficulties encountering students in giving academic oral presentation.

1. The Questionnaire

The researcher uses a questionnaire as a main instrument to achieve the aims of the study. Therefore, the researcher depends on different sources to construct the questionnaire:

- a. Previous studies in general.
- b. Asking an open question to students to express the difficulties encountering them in giving the academic oral presentations.
- c. Theoretical framework.

The questionnaire is developed to identify the main problems encountering students in giving the academic oral presentation. The questionnaire consists of 35 items classified into three domains:

The first domain include difficulties related to the clarity of speech and voice quality, the second domain includes difficulties related to the correctness of Language and the third domain includes difficulties related to interaction with audience. The state expressions fell in five ranks: Strongly disagree (1), disagree (2), No Opinion (3), agree (4), and strongly agree (5). As a result, the marks of items become restricted “between” (35-175).

Table 1: The number of items according to the domains

Level	Scopes	Number of Items
First	Clarity of speech and voice quality:	11
Second	Correctness of language:	11
Third	Interaction with audience:	13
Total		35

(Enein, 2011)

Table 2: The items in the first domain

No	Item	Ranks				
		(1)	(2)	(3)	(4)	(5)
1.	A presentation is given in a disorganized way					
2.	A presentation includes many examples and details					
3.	Speakers don't outline the presentation objectives to audience					
4.	Speakers don't stick to the objectives of the speech					
5.	Presenter delivers the presentation with unclear and low voice					
6.	Speakers speak with lack of confidence					
7.	presenter hesitates while speaking and presenting					
8.	presentation lacks a good connection of ideas					
9.	Speakers don't use appropriate transitional words and clear signals					
10	Student is unfamiliar with the criteria of effective oral presentation					
11.	Students fear negative evaluation and comments					

(Enein, 2011)

Table 3: The items in the second domain

No	Item	Ranks				
		(1)	(2)	(3)	(4)	(5)
1.	A presentation is delivered with incorrect pronunciation.					
2.	Lack of appropriate vocabulary and expressions used in a presentation.					
3.	Students make grammar mistakes during the presentation.					
4.	Students rarely speak English in social interactions and contexts.					
5.	The communicative competence of the students is low					
6.	Speaking proficiency of the Students' is weak.					

7.	Student focuses on the grammar accuracy more than fluency.					
8.	Lack of appropriate structures and discourse markers to express ideas.					
9.	Student suffers from interlingua mistakes while presenting.					
10	Students are unfamiliar with free oral and speaking activities.					
11.	Weakness of student knowledge in comparative linguistics.					

(Enein, 2011)

Table 4: The items in the third domain

No	Item	Ranks				
		(1)	(2)	(3)	(4)	(5)
1.	Student rarely interacts orally with their instructors in many courses					
2.	Presenter is unable to use tools such LCD and PowerPoint effectively					
3.	Lack of courses that develop the speaking and conversational skills					
4.	Speakers don't act cheerfully and smile when speaking					
5.	Speakers don't keep eye-contact with audience					
6.	Lack of using body language and gestures while speaking					
7.	Weakness of rapport between the students					
8.	Interruption from audience during presentation					
9.	Lack of motivation towards giving the academic oral presentation					
10	Students don't use English language in their real-life situations					
11.	Student doesn't practice giving the presentation with gestures					
12	Student doesn't have the right to choose the topics in certain courses					
13	Weakness of academic interaction between students outside the class					

(Enein, 2011)

2. The Interviews

The researcher uses an interview card as another instrument to achieve the aims of the study. Therefore, the researcher depends on different sources to construct the interview card:

- a) Previous studies in general.
- b) Theoretical framework.

The interview card is developed in light of the main criteria of the academic oral presentation and the researcher uses some minor criteria derives from the main ones to identify and elicit the main difficulties encountering English education program students in delivering the academic oral presentation. The interview card consisted of 18 items classified in light of the 6 basic criteria of the academic oral presentation. The researcher will elicit difficulties through the 6 main criteria of giving the academic presentation. The state expressions fell in three ranks: excellent (1), good (2), poor (3).

Table 5. The number of items according to the domains

Scopes	No. of Items
Originality of content	3
Correctness of language	4
Clarity of speech	3
Visual aids	3
Body language	3
Time management	2
Total	18

Table 6. The whole items with the total score of the whole domains

No	Item	Ranks		
		(1)	(2)	(3)
1	Is there a good choice of the topic?			
2	Are the objectives clear?			
3	Is the purpose statement of the presentation explicit?			
4	Is there a clear pronunciation?			
5	Is there an appropriate use of vocabulary?			
6	Is there good structures and registers?			
7	Clarity of expressions.			
8	Is there a good connection of ideas?			
9	Is there an appropriate use of signal words?			
10	Is there well-structured and clear conclusions?			
11	Does the presenter use technological aids?			
12	Are the aids various?			
13	Does the presenter use the aids effectively?			
14	Does he use suitable gestures to keep audience's attention?			
15	Does he use eye-contact technique to keep the audience attention?			
16	Does he use various techniques of body language?			

17	Does he stick to the time of the presentation?			
18	Does he distribute the time to a presentation parts effectively?			

(Enein, 2011)

Data Analysis

In order to analyze the data, the researcher will use the SPSS version 16 statistical packages as a statistical technique. The following statistics is used:

1. The data are collected and computed by using Pearson correlation, Alpha Cronback.
2. Means and percentages are used to determine the main difficulties encountering students in giving the academic oral presentation.
3. T-test independent sample is used to measure the statistical differences in mean of classification.

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