

## A correlational study of ESL undergraduate students' perceptions of oral presentation assessments

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### Abstract

This research aims to analyze the issue of delivering an oral presentation and the undergraduates' perceptions. The study intends to examine ESL undergraduates' perceptions of oral presentation performances and to view any statistical correlation between the undergraduates' assessments of oral presentations and their perceptions of presenting their performances. This study was conducted with 242 undergraduates at Universiti Malaysia Pahang, Malaysia. A quantitative approach was implemented to attain the aims of the study. The findings indicate that ESL undergraduates possess a positive perception of delivering oral presentations. Furthermore, it revealed a weak positive relationship between the ESL undergraduates' perception and their oral presentation assessments. This study is significant as the issue of understanding the importance of the ESL undergraduates' perception will help lecturers as well as undergraduates in developing strategies that could be fruitful to enhance the undergraduates' oral presentation skills.

**Keywords:** Assessments; ESL undergraduates; oral presentation; perceptions.

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## 1. Introduction

Language proficiency in oral communication has become a requirement for both professional and academic contexts to enhance students' proficiency in speaking in the classroom. For this reason, a rising number of language courses are taught in both public and private universities, addressing and emphasizing oral communication skills (Busà, 2013). Research on oral communication in English as a Second Language (ESL) classrooms has been extensive. Oral communication in ESL classrooms highlights speaking as a basic skill of oral communication courses particularly when the students are asked to deliver oral activities in the classroom (Finn, Sawyer & Schrodt, 2009; Kostic-Bobanovic & Woodrow, 2006; Mercer-Mapstone & Matthews, 2017). According to Baygate (2010) communicating in a Second Language (L2) classroom involves "the development of a particular type of communication skills". Communication is the most difficult task to master because the speaker has to be able to manage the speech in terms of accuracy and fluency. Moreover, oral communication skills are likely to be affected by the context which makes it more unpredictable than a written interaction (Mushtaq & Benraghda, 2018; Woodrow, 2006).

In ESL classrooms, students are exposed to different oral tasks which involve group and individual oral performances such as an oral presentation. An oral presentation has been defined as delivering an oral task in a manner that is fluent, clear, and attracts the audience's attention (Idrus & Salleh, 2008). In addition, the issue of English oral presentation is regarded as essential for ESL students in achieving success in their professional and academic lives (Yu-Chih, 2008). Language researchers have recently been trying to focus on the significance of oral presentation performances in an academic framework (Barrett, Liu & Wang, 2021; Benraghda, Ali & Radzuan, 2015). At the university level, for instance, students are assigned to communicate terms, thoughts, and different ideas using formal oral presentations. Moreover, students are supposed to be proficient in spoken communication due to the requirements of engineering industries (Subramanian & Harun, 2013).

### 1.1. Literature Review

#### 1.1.1. Oral Presentation Skills

ESL oral presentation plays an essential role in acquiring a Second Language. It requires ESL students to master the language deemed important for oral presentations. At the same time, one will not be able to produce a high-quality oral presentation by emphasizing excellent language proficiency only. The individual involved also needs to be familiar with oral presentation skills particularly when he/she is assigned to perform the task in the classroom (Benraghda, Radzuan & Ali, 2018; Kakepoto, Habib, Omar & Said, 2012).

According to Kim (2006), having oral presentation skills or the ability to perform effective oral presentations is the actual success for Asian undergraduates in both their professional life career and their academic life. The East Asian undergraduates were most anxious about leading class discussions and participating in whole-class discussions. It was viewed that the students had difficulty with out-of-class speech discussions and activities, for instance asking their lecturers questions outside of class. They realized formal oral presentation skills as the most important element for academic success in delivering oral presentations. Additionally, English pronunciation was found to be the least important for East Asian graduates in delivering oral presentations.

In addition, Busà's study (2013) implemented different strategies in the course of oral communication to enhance and boost the students' oral skills in delivering English presentations. The course taught at the University of Padua, Italy, focused on language structures and lexicon in use, intonation and pronunciation, cultural awareness, and body language. The main oral presentation activities included: watching video clips and listening, pronunciation practice, and speaking. Students in this course were videotaped and given feedback. Students showed significant improvements in their oral abilities in the classroom when watching video clips and when pronunciation practices were employed as oral presentation activities in the classroom. Moreover, they showed an awareness and deep understanding of the meaning and importance of body language. It was evident when they could

use body languages such as hand movement, eye contact, style gestures, and palms facing the audience, rather than speaking only. In this study, the university students appeared to apply English-like intonation patterns to present successfully. Delivery skills are essential to a presentation and should be effectively integrated with students' classes with a highlight on spoken performances. While becoming an excellent presenter requires time training and practice, students can increase their presentation delivery skills during a course of oral communication by using different strategies.

The following section discusses the positive and negative perceptions of speaking and delivering English oral performances.

### *1.1.2. Undergraduates' Positive Perception toward Oral Performances*

Kovač and Sirković (2012) investigated students' perception of scientific oral presentations in English. The researchers surveyed students at the University of Split, Croatia. The result of their study revealed that the verbal aspect of delivering English oral presentations was the most challenging and demanding part of their presentations. The findings on students' perception posited that the students hold positive perceptions towards oral presentations. Furthermore, the results noted that the students were aware about speech disfluencies such as filled, grammatical errors, silent pauses, and repetitions affect students' oral performances negatively. Additionally, it was found that the course on oral communication skills was viewed by the majority of students as a constructive course progressively significant in times of complex oral communication requirements.

Durer and Sayar (2013) surveyed Turkish students to identify their perception of the English language in speaking classes. The result of their survey indicated that a majority of them had a positive perception of speaking English. However, the students felt anxious at times. They were comparatively willing and interested to speak English more often while having a consciousness of the importance of the English language. In terms of anxiety, where the feelings of in and out-of-class anxiety levels were measured, it was found that the student's anxiety level for speaking increased once they were in class rather than out of it. The researchers indicated that most of the students realized the significance of learning the English language. They realized the importance of English in their academic lives. However, Durer and Sayar (2013) did not demonstrate any detailed analysis of the Turkish students' perceptions and the reasons behind possessing positive perceptions about the English language in speaking classes.

Bui and Intaraprasert (2013) investigated the effects of perception towards speaking English and delivering English oral performances by Vietnamese students. They posited that speaking English is entirely related to students' perceptions. They found that a majority of the students hold positive perceptions towards delivering English oral presentations. However, the study revealed that those who hold a positive perception towards speaking English significantly reported higher frequency and variety of strategy use than those who hold a negative perception towards speaking English. The researchers also pointed out that students who hold negative perceptions towards speaking English had lower levels of oral proficiency. They may dislike speaking as it was posited by the researchers that they might not like to use English due to their lack of self-confidence in their conversational abilities. Bui and Intaraprasert (2013) indicated that one of the most important reasons for having negative or positive perceptions about speaking English was the students' oral proficiency level. The researchers shed some light on the students' perceptions about speaking English concerning their language proficiency. The significance of this study is that the students' perception was entirely determined by the language that is the English language which is used to deliver their presentations.

Fakeye (2010) investigated students' perception of oral performances in English. The study revealed that the students hold positive perceptions towards their performances in English. Additionally, the study demonstrated a significant difference in the oral performances of male and female respondents. Besides that, the result of his study found that there was a positive correlation between students' perception and their oral performances in English. Based on the findings of the study, language instructors should develop their teaching and learning strategies effectively to enhance students' positive perception of the use of English. School administrators should encourage

regular attendance of language teachers and instructors at language workshops, seminars, and conferences. The researcher recommended that parents should first generate conducive environments at home for their children to promote a positive perception of English. Additionally, language teachers should consider the varying oral abilities of students when planning instructive programs for their students.

Additionally, Kavaliauskiene (2013) explored students' perception of oral skills in English for Specific Purposes (ESP) classes. The findings revealed that the students' responses indicated that they had a positive perception of delivering English oral presentations. In this study, the students considered the applied oral activities to be fruitful and useful for improving their speaking skills in English. It was also found that the most difficult activity for students was speaking spontaneously in English. Additionally, their proficiency level in general English influenced their oral presentations. Kavaliauskiene (2013) asserted that practicing speaking in English has helped students perform better in delivering oral presentations in class.

### *1.1.3. Undergraduates' Negative Perception towards Oral Performances*

Atef-Vahid and Kashani's (2011) study investigated the effect of students' perception of their oral performances in English. The result of the study revealed a moderate negative correlation between students' scores in oral performance and their perception of oral performance in English. They also found that Iranian students spent most of their time using English only at school. Hence, their exposure to English is only restricted and confined to their English classes. They stated that using English in the classroom only is the reason for the students to have a negative perception. Language instructors need to acknowledge the presence of negative perceptions among the students and take a real initiative to deal with the students' perception of oral activities in the classroom. Moreover, language teachers are encouraged to create a friendly and warm environment as well as to provide positive encouragement to their students. They can also take measures to reduce feelings of negativity among the students, and replace them with friendly cooperation.

Shahnaz and Bhatti's study (2014) identified undergraduates' perceptions of their English oral achievement. This study revealed that the students had negative perceptions of English oral performance due to their low language proficiency. Moreover, the students' perception has a statistically significant negative correlation with their oral achievements in English. It was suggested that language teachers should implement different strategies in their teaching process to develop a friendly classroom to enable students to participate effectively. Teachers at the tertiary level may put in extra effort by developing courses with interesting oral activities which can create positive student perception in the classroom.

Furthermore, a study conducted by Azher, Anwar, and Naz (2010) identified students' perceptions concerning their oral communication. The study revealed that students experienced negative perception in performing oral activities in the classroom and indicated that as the level of anxiety increases, the oral communication decreases since did not frequently practice performing oral communication. Moreover, it was found that male learners were more apprehensive than female students when they were required to present in class. This was due to many factors such as speaking in front of their classmates, being unable to communicate spontaneously, fear of being misunderstood, talking to unfamiliar people, worrying about pronunciation and grammatical mistakes as well as embarrassment in using broken English.

A study conducted by Khatib and Maarof (2015) found that students had a negative perception of their English oral performances in the classroom. It was due to their inhibition in performing the task in front of their peers in the classroom. The researcher posited that the students need to communicate with each other in English. Furthermore, they need to create opportunities to improve their oral skills. However, students' perception of English oral performances is an effective factor to get the students involved in this process. Perception plays an important role in the success of students'

oral performances. They lead to both positive and negative performances by the students when speaking and communicating in English.

Very little is known about the relationship between undergraduates' oral presentations and their perceptions when they are assigned to conduct the task. To date, there are many studies embarked on poor oral performance in English among students. Also, it was found concerning oral presentation that students' negative perception has an impact on their performances when they are assigned to perform the task (Atef-Vahid & Kashani, 2011; Azher, Anwar & Naz, 2010; Fakeye, 2010; Rasmodjo, 2011). According to Juhana (2012), students have negative perceptions of delivering oral presentations because of their low English language proficiency in English language. Similarly, Atef-Vahid and Kashani (2011) found that the students' scores and their perceptions were negatively correlated with English oral presentation delivery. It was due to their negative perceptions of the task. Yet, this study has not been able to explain the correlation between the scores and the perceptions of the students in delivering English oral presentations.

### 1.2. Purpose of study

This study highlights the issue of the relationship between the undergraduates' perceptions and assessments of English oral presentations and identifies the undergraduates' perception of English oral presentation delivery in the classroom. Several studies have recently addressed students' perceptions of oral presentation skills and their performances. As a result, this study aims to cover the following research questions as follows:

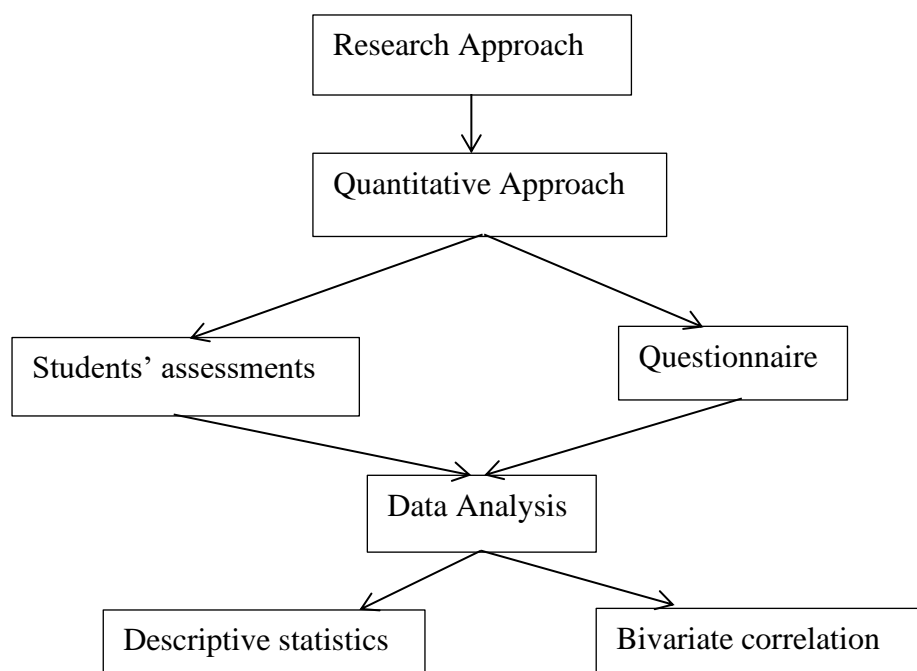
- Q1. What is the perception of undergraduates pertaining to English oral presentations?
- Q2. Is there any relationship between perceptions and oral presentation scores among undergraduates?

## 2. Materials and Methods

A quantitative method is used in this study. The purpose of using this approach is to have plenty of data from the participants who are involved in the research (Creswell, 2012). Additionally, in the quantitative method, a researcher gathers, interprets, and also analyses the diverse form of numerical data (Fraenkel & Wallen, 2009). The diagram in Figure 3.1 serves as the research procedure of the study.

**Figure 1**

*The research design of the study*



## 2.1. Participants

The target population of the research consists of undergraduates at Universiti Malaysia Pahang (UMP). The total number of students was attained from the office of the Centre for Modern Languages (CML). These students pursue different programs at UMP. The total number of students who registered for English for Professional Communication (UHL2432) in Semester 1 2020/2021 is 638. In determining the sample, Krejcie and Morgan's table is used where 242 students as participants were selected randomly as a sample for the current study.

## 2.2. Data Collection Instruments

The instruments employed in this study are questionnaires and student assessments to collect relevant data. The details of the instruments are explained in the following discussion.

### 2.2.1. Questionnaire

A questionnaire (Appendix B) is employed in the current study to identify the undergraduates' perceptions of English oral presentation. It was adapted from previous studies. both Personal Report of Communication Apprehension (PRCA-24) (McCroskey, 1982) and McCroskey's Attitude/Motivation Test Battery (AMBT) (Gardner, 1985). In the current study, the questionnaire is used to assess the perceptions among UMP undergraduates in delivering English oral presentations. They were requested to indicate their level of agreement with each of the items found in the questionnaire where they responded to each item on a five-point Likert Scale.

### 2.2.2. English Oral Presentation Assessment

English Oral Presentation refers in this research to Mini Project Presentation (MPP) delivered by undergraduates in the subject of UHL2432 English for Professional Communication. The undergraduates' scores in their English Oral Presentation performances are based on this assessment. The total mark is 60. It forms 20% of the total assessment score for the subject. Description of MPP's assessment in English for Professional Communication is divided into 3 sections: a) Content, which contributes 16 grades, b) Language, which constitutes 30 grades and c) Delivery, which comprises 14 grades.

## 2.3. Data Collection

Data collection involves selecting and identifying individuals for a certain study, obtaining their permission to be studied as well as gathering and collecting information by administering research instruments where students or other people are asked questions or their behavior is observed (Creswell, 2012). In the process of collecting data for this study, the quantitative data collection technique is employed as the research method. In addition, the researcher himself distributed the questionnaire to the participants of the study. The procedures for collecting data for the study are presented in Table 1.

**Table1**

*Dates and Activities of Data Collecting for the actual study*

Dates	Activities
08-18 May 2021	Distribute questionnaire
20-29 May 2021	Collect students' scores based on their Mini Project Presentation

## 2.4. Data Analysis

### 2.4.1. Analysis Techniques for Quantitative Data

The techniques which have been employed to analyze the quantitative data of the current study are explained in the following discussion

### 2.4.2. Descriptive Statistics



The questionnaire data of this research were analyzed using SPSS, version 20. According to Babbie (2010), quantitative approaches highlight numerical analysis and the objective measurements of data that have already been collected through surveys, questionnaires, or polls. The essential emphasis of quantitative research is to collect numerical data and then generalize them across several people. In this study, descriptive statistics were used to describe the computed data which were collected from the questionnaires. According to Pallant (2005), descriptive statistics are employed to illustrate the characteristics of a sample of a study. In this research, descriptive statistics were run to measure the undergraduates' perceptions of English oral presentations.

#### 2.4.3. Inferential Statistics

Correlation analysis is employed to describe the strength of the relationship between two variables (Pallant, 2011). In this research, correlation is used to analyze the second research question. In this section, the main focus is to describe and identify the relationship between the variables. Correlational research, in this context, tries to determine the relationship among or between variables (Mackey & Gass, 2005). When a researcher calculates a correlation, he/she comes up with a correlation coefficient  $r$  (ranges from +1 to -1) which determines the direction of the line. Based on the direction of the line, correlation coefficients can be expressed as a positive, negative, or zero value which means that there is no relationship between the variables.

### 3. Results

The quantitative data were analyzed based on the questionnaire items as well as the students' assessments of oral presentation performances. The questionnaire is related to the undergraduates' perceptions of delivering English oral presentations.

#### 3.1. Undergraduates' Perceptions of Oral Presentations

In this part, the undergraduates were asked to identify their level of perception pertaining to delivering English oral presentations. In this study, the level of the undergraduates' perception was determined based on the median of the scale. If the mean revealed is greater than the median, the level of perception is recognized as high. However, if the mean is less than the median, the level of perception is recognized as low. In the descriptive analysis, the total mean is  $M = 3.27$  and the median is 3.00. Based on the finding, it is demonstrated that the mean scored higher than the median. Consequently, the participants possess a high level of perception towards delivering English oral presentations. The mean (M) and standard deviation (SD) for each item of the questionnaire are presented in Table 2.

**Table 2**

*Undergraduates' Perception of English oral presentations*

No.	Perceptions towards English oral presentation delivery	M	SD
1	I think the assignment to deliver an English oral presentation is a waste of time.	3.8	.87
2	I believe it is an essential task for me to practice oral English presentations.	4.8	.82
3	I shall give up presenting in English entirely because I am not interested in it when I leave university.	3.71	.88
4	I do my best to perform a good oral presentation in English.	4.04	.76
5	I prefer to participate in oral presentation tasks in English.	4.02	.72
6	I prefer spending most of my free time doing English oral presentations with my friends.	4.16	.78
7	I am interested in delivering an English oral presentation.	4.16	.78

8	I would rather spend my time on subjects other than do English oral presentations.	3.92	.83
9	I prefer to give English oral presentations in the classroom.	4.15	.83
10	I feel very nervous when I am called upon to deliver my task on the stage in the English Language.	4.40	.70
11	I have no fear of giving an oral presentation in English.	3.76	.72
12	I get so anxious; I usually forget facts I know in my English oral presentation.	3.9	.90
13	I get confused when presenting my ideas orally in English.	3.97	.81
Total		4.06	.08

The questionnaire data shown in Table 2 demonstrates that 7 items out of 13 items of the questionnaire revealed a mean score above four ( $M > 4.00$ ). These are shown in these items: 2, 4, 5, 6, and item 7 with the mean scores of ( $M=4.8$ ,  $SD= .82$ ), ( $M=4.04$ ,  $SD= .76$ ), ( $M=4.02$ ,  $SD= .72$ ), ( $M=4.16$ ,  $SD= .78$ ) and ( $M=4.16$ ,  $SD= .78$ ) respectively. The finding indicates that undergraduates possess a strong tendency and willingness about oral presentations. Additionally, six of these items; 1, 3, 8, 11, 12, and item 13 scored between less than four and more than three ( $M= 3.00 - 4.00$ ), with a mean score of ( $M=3.8$ ,  $SD= .87$ ), ( $M=3.71$ ,  $SD= .88$ ), ( $M=3.92$ ,  $SD= .83$ ), ( $M=3.76$ ,  $SD= .72$ ), ( $M=3.9$ ,  $SD= .90$ ) and ( $M=3.97$ ,  $SD= .81$ ) respectively.

### 3.2. Oral Presentation Assessments and Undergraduates' Perceptions

In this section, the relationship between undergraduates' perception and their assessments in English oral presentations is analyzed. The result was revealed based on Pearson's Product-Moment Correlation. For this study, the correlation coefficient was run to measure the range of association between variables. Table 3 demonstrates the results of the bivariate Pearson's correlation between variables (the undergraduates' perception and assessments). The correlation coefficient is a statistical measure that denotes the strength of the linear relationship. In this study, the bivariate correlation was computed between the two variables. The result indicates that it is not significant at a significant level  $\alpha = 0.05$ . According to Cohen's (1988) guidelines; the range of correlation coefficient between 0.5 and 1.00 demonstrates a strong correlation. Moreover, the correlation coefficient between 0.30 and 0.49 demonstrates a moderate correlation. Furthermore, the correlation coefficient between 0.01 and 0.29 demonstrates a weak or low correlation. Based on the data analyzed, the correlation coefficient was revealed to range  $r= .04$ ,  $p < .05$ , which indicates that there is no significant correlation between variables (the undergraduates' perception and their assessments in English oral presentation). In another word, there is a weak positive relationship between the undergraduates' perception and their assessments.

**Table 3**

*The relationship between undergraduates' perception and assessments in delivering presentations*

		E.O.P. Scores	Std Perception
E.O.P. Assessment	Pearson Correlation	1	.046
	Sig. (2-tailed)		.479
	N	242	.242
Under. Perception	Pearson Correlation	.046	1
	Sig. (2-tailed)	.479	
	N	242	242

\* E.O.P. Assessment: English Oral presentation Assessment; Und. Perception: Undergraduates' perception

## 4. Discussion

### 4.1. Undergraduates' Perception Of Delivering Oral Presentations in English

This study attempted to undergraduates' perception towards delivering oral presentations in English. Data obtained from the questionnaire data that the total mean of the undergraduates'



perception towards delivering English oral presentations was positive ( $M=4.06$ ,  $SD= 0.8$ ). The result implies that most of the participants had a positive perception of oral presentations. The findings of the current study were similar to Kavaliauskiene's study (2013), where it was found that students in their study had a positive perception of delivering oral presentations in English. It was found that it was due to the use of PowerPoint as a tool to help students to have a positive perception towards delivering English oral presentations. Using PowerPoint when delivering oral presentations made the students more interested in presenting their ideas to the class. As reported in Kavaliauskiene's study (2013), delivering oral presentations has been mandatory in ESL classes. Having a positive perception is useful for improving English oral presentation skills in the classroom. Also, the responses obtained for this study indicated that the students considered the applied spoken activities helpful in improving their oral presentations in English.

Similarly, a study conducted by Benraghda, Ali, and Radzuan (2015) supported the findings of the current study. The researchers investigated the engineering students' perception of delivering oral presentations in a public university in Malaysia. It was found in their study that the students had positive views to give presentations in the classroom, due to their willingness and preference to have oral presentation skills. Moreover, it was noted in their study that the students tried to have oral skills to be competent in oral presentation delivery particularly when they were required to deliver oral presentations.

Another study also corroborates the findings of this current study. Durer and Sayar (2013) conducted a study among Turkish students to investigate the undergraduates' perception of giving presentations. They found that a majority of them had positive perceptions of oral performances. The participants were interested and willing to deliver oral presentations, and thus, they were able to present their tasks orally with a positive perception in the classroom. In addition, they realized the importance of oral skills in the English language. The participants were also conscious that English is necessary even after they have completed their studies.

In contrast to the current results of this study, Rasmodjo (2011) found that Indonesian students had a negative perception of delivering oral presentations. It was found that they were nervous about delivering their oral assignments. As a result, the students had a negative perception of oral presentations. Rasmodjo's (2011) study revealed that the cooperation between the instructors and students was not observed in oral presentation skills because the students tried to avoid delivering oral presentations in the classroom.

Furthermore, the results of the present study stood in contrast to the results of other studies pursued in other countries in Asia. For instance, Al-Nouh, Abdul-Kareem, and Taqi (2015) conducted their study among Arab college students in Kuwait. Their study found that students had a negative perception of English oral presentations. It was due to several factors that the students experienced in their colleges and universities. One of the factors is the use of technology-based equipment. This study differs from the current study in terms of its findings. Al-Nouh, Abdul-Kareem, and Taqi's study (2015) were conducted in an Arabic country where the use of technology-based equipment is not enhanced in classroom teaching and learning. However, in the context of the present study, students are equipped with the knowledge of the use of technology as it is a requirement to use any presentation software (PPT, Prezi, Slide Dog, etc.) for the task.

#### **4.2. The Relationship between Perception and Oral Presentations Assessment among Undergraduates**

This section details the relationship between undergraduates' perception and their assessments. Surprisingly, differences were not found in the undergraduates' perception and their assessments. This finding was unexpected as it was predicted that undergraduates who have a positive perception of oral presentation would obtain good scores. Yet, the current study revealed a weak positive correlation between the undergraduates' perception and their English oral presentations. A possible explanation for these results posited that the data was not significant in the present study

because the undergraduates were anxious about delivering presentations in the classroom, especially when they were assigned to deliver their tasks.

The findings of the present study indicate that the undergraduates' perception does not have an influence and considerable effect on their assessments in English oral presentations. Nevertheless, the non-significant findings in the current study corroborate Rasmodjo's study (2011). It was found that the student's perception did not significantly correlate with their oral presentations in English. The researcher found that anxiety hampered them from performing effectively when they were required to deliver oral presentations. Therefore, the students were not able to obtain good grades for their English oral presentations.

The findings of the current study corroborate that of Azher, Anwar, and Naz (2010). The study that was conducted among tertiary-level students in Pakistan revealed that there was a negative correlation between students' perception and their delivery of oral presentations. The researchers found that it was stress that hindered students from presenting effectively, and thus, were not able to obtain good grades in the assessment of their oral presentations. More specifically, they described that having to speak in a second language in front of others made them feel uncomfortable communicating their ideas to the audience. Among other factors that contributed to the students feeling stressed were the fear of making grammatical and pronunciation mistakes and the inability to respond quickly to the audience's feedback.

Additionally, the findings of the current study are supported by Benraghda, Ali, and Radzuan's study (2018). Their study examined the relationship between perception and oral presentation assessments among undergraduates. It was found that there was no significant relationship between undergraduates' scores in oral presentations and their perception of delivering English oral presentations. The insignificant finding was because the undergraduates were anxious particularly when they were asked to perform the task. They pointed out that English instructors should motivate their students during the first meeting to encourage them to use English during their oral communication activities, reminding them of the importance of mastering oral presentation in English, and also to attain their aims such as being competent presenters in engineering aspects.

However, the findings of the current study were in contrast to previous studies pursued on the same topic. A study that was conducted in Malaysia by Patil and Karekatti (2012) among SL students in higher education revealed that there was a significant correlation between the student's perception and their oral presentations. It was self-confidence that made the students perform well in the classroom. In addition, the student's perception did affect their oral presentations and there was a considerable effect on the student's oral presentations. They found that the Malaysian students were inclined to have a positive perception towards delivering oral presentations and therefore they obtained good grades in English oral presentations.

Moreover, the findings of the present study were contradicted by Fakeye's study (2010). The results obtained by the researcher demonstrated that there was a positive relationship between students' perception and their oral performances. In this study, it was highlighted that the students' perception depended on their results in oral performances. It was found that there was a willingness to deliver oral performances among the students involved when they presented effectively in English, and thus, were able to obtain good results when they were assigned to deliver oral presentations.

Furthermore, Shahnaz and Bhatti's findings (2014) are in contrast to the present findings of this study. The study was conducted among undergraduate students in Pakistan where it was revealed that the student's perception has a statistically significant negative correlation with the students' oral presentations. They found that anxiety impeded them from performing effectively in class. It has been observed that for the most part, the anxiety experienced by the students has an impact on their oral presentations. The students reported that they were more frustrated and anxious during the English oral presentation.

Moreover, the results of the current study differ from that of Atef-Vahid and Kashani's findings (2011). The study that was conducted among students at the tertiary level in Iran revealed a significant and moderate negative correlation between total students' scores in oral presentation exams and their perception of oral presentations. They found that a lack of self-confidence made them feel anxious to perform well and thus, was only able to have low grades in oral exams.

Also, a study conducted by Al-Hebaish (2012) contradicted the present study. It aimed at identifying the correlation between undergraduates' grades and their perception of delivering oral presentations. It revealed a positive significant relationship between the students' evaluation grades and their perception. It was also found that those who achieved high scores in the questionnaires also obtained high scores in the oral presentation test. This could be explained by the factor of self-confidence as it made them able to deliver oral presentations effectively in front of their peers.

## 5. Conclusion

The study indicates that undergraduates have a positive perception of delivering English oral presentations in the classroom. They intended to get involved in delivering English oral presentations. The positive perception that is revealed and demonstrated depicts the significance of English oral presentation in the students' minds and the significance of being a good presenter in the classroom. They realized the value of having a positive perception to perform well during oral presentations in the classroom. Moreover, where the second research question is concerned, the statistical analysis reported that a positive but weak correlation was found between the undergraduates' perception and their English oral presentation assessment.

Likewise, the insignificant statistical findings in the current study between the undergraduates' perception and their English oral presentation assessment suggest that there is no direct influence on each variable due to their very weak correlation. The study may have a few recommendations based on the results found. Instructors should develop the undergraduates' strategies to enhance positive perception towards the use of the English Language. Furthermore, school administrators should encourage regular attendance among language teachers and instructors at language teaching workshops, seminars, and conferences to keep them abreast and up-to-date with the innovation in the teaching and learning process of the subject involved.

University lecturers should implement special kinds of teaching methods and techniques in their teaching process to develop a friendly classroom so that undergraduates may participate effectively and efficiently. Competent lecturers at the tertiary level may place more effort into developing course outlines with interesting oral activities which may enhance and transform students' perceptions positively.

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