

Exploring Oral Presentation Performance: Level of Mastery and Common Problems of EFL Students from Selected University

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ABSTRACT

This study aims to explore the EFL students' performance in oral presentation by categorize their level of mastery, and to reveal if there are any common problems during the performance. This descriptive quantitative study purposively invited 24 students as the samples from the third semester of English Study Program at Timor University. The data were based on students' performance on 10 selected texts which recorded to measure their oral presentation after an internal workshop. The analysis and the scoring were based on Harris' (1969) five components in scoring speaking and with Brown's (2004) six oral proficiency scoring categories. However, this study focusing only on the pronunciation and fluency categories to be in line with the scoring rubric of competence in the 2021 Academic Regulation of Timor University. The results showed that the students have mastered the oral presentation because their average score is 82 based their right answer is 144/150. This average scores then analysed using the Academic Regulation of Timor University (2021) showing the majority of the students is categorized excellent (19 out of 26 students). Nevertheless, two major problems in common this study manage to reveals were mispronounced/wrong pronunciation (13%) and lack of fluency (5%). The result implies that these two common problems should be put in attention during the process of learning oral performance i.e., English presentation in public. Further studies are suggested to investigate the impact of practice in improving students' oral presentations through specific workshop.

1. Introduction

The importance of oral presentations in the development of students' communication and presenting abilities is demonstrated by the fact that oral presentation skills are an essential skill taught and tested at the tertiary level of education. A presentation is an activity when someone demonstrates, describes, or explains something to a group of people (Widyastuti and Mahaputri, 2015). Typically, in this activity, a presenter will give a talk about an interesting subject, either with or without visual aids (Ahmad & Lidadun, 2017). In other terms, presenting skill refers to the ability to capture the attention of the audience and arouse excitement in them through ideas or the presenter's performance. In contrast, Yusoff (2010) defined a student's communication skills as their capacity to make a compelling oral presentation to a particular audience.

None is argued that one of the skills needed in tertiary settings is the ability to master oral presentations. To keep up with the demands of the modern expectation, most colleges have begun to incorporate oral presentations as part of their course evaluation including Timor University. The University believes, employers in the future favor candidates who can articulate their ideas clearly in spoken English. When all oral presentations are marked as evidence that students' speaking abilities could meet the needs of the industry, this has become more difficult (Hadi et al., 2020).

Unfortunately, graduates nowadays do not possess the degree of oral presenting abilities that are desired. They can't speak, read and write (Koran, 2015 and Rao, 2019). However, when the situation faced them with have face to face or doing presentation with the client they have no experiences. Furthermore, Ur (1996) and Tanveer (2007) in Saputra, Komariah and Natsir (2017) exposed that many EFL students express inability and

sometimes even acknowledge the failure in speaking foreign language such incorrect pronunciation, lack of confidence to share their opinions and ideas, lack of imagination and critical thinking, inhibition, nothing to say, the low of participation, use of mother tongue and feeling of shyness and anxiety, afraid of speaking because they were fear of making mistake while practicing.

Oral presentation is also a frightening problem of our students in the English Study Program of Timor University. Although the texts to be memorized have been given before, they could not memorize them well. In addition, some who could memorize well failed to present it using accepted pronunciation and fluency because they were nervous and anxious, even, they lack of practice. Our students were also frustrated and afraid of the assessment given. Although preparation has been done well for their oral performance, they always made astonishing result. For example, some of them just stood in front of the class because they did not remember the sentences of their texts. Fitriani, Apriliaswati & Wardah (2015) stated that the students got impede to develop their speaking ability because of the psychological problems such as lack of self-confidence (20.11%), anxiety (21.27%) and pronunciation (16.25%).

We realize that oral presentation is the realization of speaking. It is a way of practicing the language orally that can measure and portrait the students' mastery in speaking. This skill deals with the students' ability to speak out orally a certain topic. In reality, however, they were difficult to master pronunciation because they had low motivation, lack of confidence, unconducive environment, did not use English as their primary language, and had no enough ability in pronunciation and less attention (Antaris & Omolu, 2019). They claim that these problems are influenced by native language, lack of motivation, lack of practice, students' environment, and low self-confidence. Moreover, Ramasari (2017) revealed that the students made of three types of pronunciation error, namely pre-systematic, systematic, and post-systematic. Furthermore, the students' dominant error made was pre-systematic error which was caused by three sources of students' competence error in learning English as Foreign Language namely interference, intra lingual, and developmental.

Despite some of the well known previous studies on students' oral presentation e.g., Brooks & Wilson, 2014; Živković, 2014; Murillo-Zamorano & Montanero, 2018; Joughin, 2007; Brooks & Wilson, 2014, it seem none of them focusing on evaluating students' oral presentation from EFL students in the eastern Indonesia, which the findings of this study could lead to a new information on process of learning English that ended by evaluating the

students speaking skills through oral presentation in the end of internal workshop session.

Further, to measure the level of mastery of the students' oral presentation, the department prepared ten titles of short texts and asked them to do an oral presentation during the class they enroll and the workshop they attended during the semester. They were given a free chance to choose a story to be presented orally in the crowd. To analyze the data of students' pronunciation and fluency, this study applied rubric tool to assess a set list of criteria and objectives test as proposed by Harris, 1969; Brown, 2004; Kurniati, Eliwanti & Novitri, 2015, which can be modified to only focus on pronunciation and fluency components. The result will be used to categorize their level of mastery on pronouncing words and expressing them fluently, clearly and correctly. Therefore, this study attempts to gain ground on how fluency and accuracy should be treated in SLA among EFL students from Eastern Indonesia.

2. Literature Review

Some previous studies related to oral presentation have been done by many educational researchers. They view oral presentation as a learning activity that can lead students to experience some stress when the audiences are actively judging their performances and they should reply to audiences' questions (Al-Nouh, Abdul-Kareem & Taqi, 2015). It could also help the students to improve their speaking skill, increase their spirit, improve their public speaking skill, accuracy and fluency in speaking ability (Yahay & Kheirzadeh, 2015 and Fitria & Salwa, 2018).

So, oral presentation can be used to improve the students to memorize a text, present it orally, and utter it fluently and accurately using high spirit. In addition, it is one of the learning techniques that is usually used in every subject material being learnt. According to Al-Hebaish (2012), oral presentation can prepare the students to use language effectively in their daily communication. This statement signifies oral presentation as a formal conversation that should be structured, prepared, and guided to help students to present their task. Some educational experts and researchers have divided oral presentation into different types. In different way, Dekdouk (2013) divides oral presentation into three types: controlled, guided, and free depending on a number of factors such as the choice of the topic, grammar, vocabulary, method of presentation, the time allocated to the presentation, and the most important is learners' proficiency levels. Controlled-oral presentations fit with beginner because the teacher should limit the topics and time allocation, permit their students to use simple tools in their presentation such as a paper to read since they are young and have no knowledge about technological equipments. While

guided-oral presentations require the students to get lower-intermediate or intermediate level of language proficiency. It means that they are not expected to use sophisticated structural and lexical items at this stage. Instead, they should be guided to the appropriate level of grammar and lexical items and the allocation of time.

On the basis of the results of the previous studies, definitions of oral presentation and types of oral presentation, the act of oral presentation is still a great problem for students to master. The most problems they face in oral presentation are pronunciation and fluency. In oral presentation, they cannot pronounce the words correctly. In fluency, they sometimes repeat the pronunciation of some words many times. Both problems are influenced by lack of practice. Further, to solve the problem, there is only a certain technique that can help them to develop their speaking performance is by forcing them to act oral presentation in the classroom. It can be applied to all subjects they join during a semester. Therefore, we did a free presentation type-based test. Therefore, before handing this test, we came to classroom and observed the lecturers' ways of teaching English and evaluating the students' competence on oral abilities. We found that certain lecturers did not always practice the oral presentation based final tests. They claimed that they did not have time to ask their students to do the oral presentation. In addition, they stated that oral presentation just belonged to speaking subjects. However, they did not realize that oral presentation could change the students' behavior in speaking. Therefore, we dared to carry out this oral presentation test in grammar subject.

3. Method

This descriptive quantitative study tried, to collect and analyze information from EFL students' oral presentation, to find out if there is any common problem during the presentation and to explore their mastery in two different aspects e.g., pronunciation and fluency in their English oral presentation. Twenty five (25) students from the third semester of English Study Program from Timor University joined oral presentation-

based workshop on November 25-26th 2021 as the participants. These 25 students also enrolled in Composition and Essay Writing classes during the semester. Moreover, to obtain the valid data, the study used oral test by asking the participant to present orally in the end of the workshop day based on the selected 10 texts during the workshop and their Composition and Essay Writing classes. These texts were taken from a book entitled "Let's Write English" (revised edition) written by Wishon & Burks (1980). The titles of the texts assigned to the students are:

- (1) Human beings (221 words)
- (2) Academic life (312 words)
- (3) A Sundial (273 words)
- (4) The Industrial Revolution (419 words)
- (5) Hodja (209 words)
- (6) Inventions (280 words),
- (7) Roman Legions (258 words)
- (8) Food and Our Weight (200 words)
- (9) Agricultural Development (180 words),
- (10) Air Pollution (219 words)

To analyze the data of students' pronunciation and fluency, this study applied rubric tool called assessment rubric. It is a scoring tool used to assess a set list of criteria and objectives test. It functions to assess the students' ability in oral presentation in English as proposed by Harris (1969), Brown (2004) and Kurniati, Eliwanti & Novitri (2015), which deal with five components in scoring speaking, namely pronunciation, grammar, vocabulary, fluency, and comprehension. However, this study focuses only on pronunciation and fluency components, categorizes their level of mastery on pronouncing words and expresses them fluently, clearly and correctly. Moreover, to score their oral presentation mastery, this study uses the scoring rubric of competence level as set up in the 2021 Academic Regulation of Timor University. This scoring rubric loads the minimum completeness criteria. It is applied to measure the students' passing grade (see table 3.1). It deals with five levels of mastery that categorize the students' competence:

Table 3.1. Mastery Level of the Students' Answers

No	Range of Score	Quality Letter	Quantity Number	Mastery Level
1	80-100	A	4	Excellent
2	70-79	B	3	Good
3	60-69	C	2	Enough
4	50-59	D	1	Poor
5	0-49	E	0	Bad

4. Results

This study aims to explore the third semester of English Study Program from Timor University oral presentation by categorizing their level of mastery, and to reveal if there are any common problems during the performance in two parts of oral presentation (pronunciation and fluency).

To result will be based on the data, during the oral test based on the selected 10 texts during the workshop and their Composition and Essay Writing classes. These texts were taken from a book entitled "Let's Write English" (revised edition) written by Wishon & Burks (1980). The titles of the texts assigned to the students are (1) Human beings (221 words) chosen by student numbers 1 and 4, (2) Academic life (312 words), chosen by student numbers 2 and 6, (3) A Sundial (273 words),

chosen by student numbers 3 and 5, (4) The Industrial Revolution (419 words), chosen by student numbers 7, 8 and 9, (5) Hodja (209 words), chosen by student numbers 10, 11 and 12, (6) Inventions (280 words), chosen by student number 13, 14 and 15, (7) Roman Legions (258 words), chosen by student number 16, 17 and 18, (8) Food and Our Weight (200 words), chosen by student number 19, 20 and 21, (9) Agricultural Development (180 words), chosen by student numbers 22 and 23, and (10) Air Pollution (219 words), chosen by student numbers 24 and 25.

4.1 Students' level of mastery

To find out the level of master on their oral English oral presentation, we recorded to picture the whole story of their performance experiences. The results of the data analysis exposed in the figure 4.1.

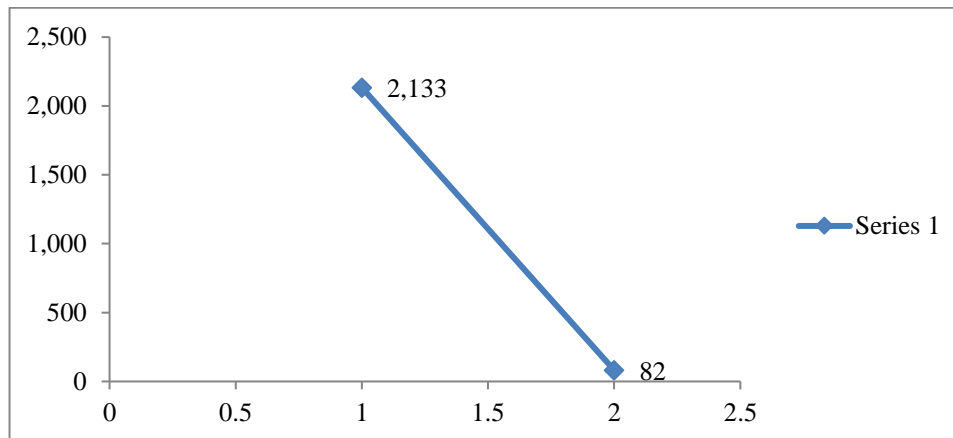


Figure 4.1 Students' average score

Figure 4.1 shows that the total number of the students' score is 2,133 based on the total number of the score is divided with the total number of the students (25 people). The result of the division is 82. This average score indicates that the students experiencing an excellent oral presentation during the test which consists of more than two hundred words in average. To analysis of this study count showing, their abilities on listening, speaking, reading, writing, vocabulary, grammar and pronunciation are really not so bad as a third semester student who had attended the workshop or the class they enroll.

To get the students' scores, the researchers counted their right or wrong answers divided with the total number of the word of the essay given to be memorized and presented (150 words). For example, a student

whose score is 96 is got by counting his right answer (144 right answers) divided with 150. The result of this count directly shows that the students only made 6 wrong answers in average. The effectiveness of oral presentation on learners' speaking accuracy and fluency improvement can be due to the opportunity of learners in repeating the task. In the current study, the participants were expected to present twice (one as a rehearsal) throughout the workshop sessions. This strategy helps the learners can become familiar with the content they should produce during the first performance of a task and that they have enough attentional resources to devote during second performances of the same task to selecting and editing appropriate output, which may lead to improved language production. The results of the whole score analyses can be seen in the following figure.

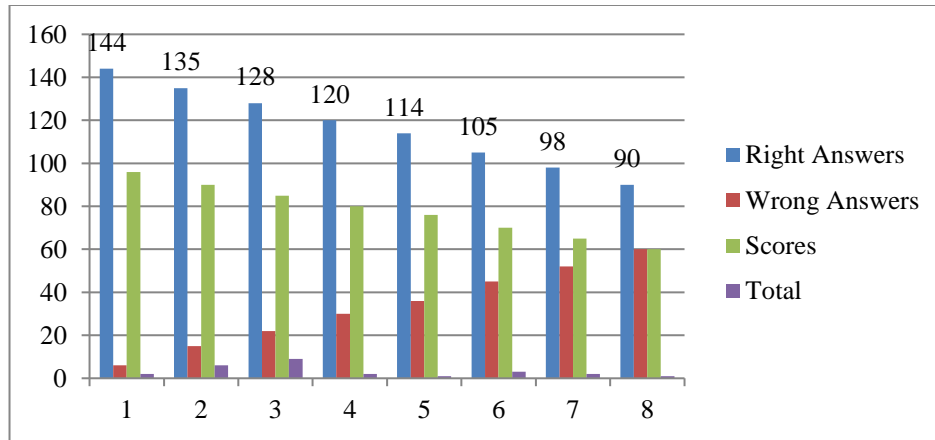


Figure 4.2 Students answer

Figure 4.2 reveals that each student has potentials to make wrong expressions in both pronunciation and fluency. For example, 2 students (Numbers 5 and 10) whose score is 96 made 144 wrong and 6 wrong answers; 6 students (Numbers 4, 8, 13, 14, 17 and 24) who got 90 made 135 right and 15 wrong answers; 9 students (Numbers 1, 2, 3, 7, 9, 11, 18, 19 and 25) who got 85 made 128 right and 22 wrong answers; 2 students (Numbers 6 and 21) who got 80 made 120 right and 30 wrong answers; 1 (Number 26) student who got 76 made 114 right and 36 wrong answers; 3 (Numbers 12, 16 and

23) students who got 70 made 105 right and 45 wrong answers; 2 students (Numbers 15 and 22) who got 65 made 98 right and 52 wrong answers; and 1 student (Number 20) who got 60 made 90 right and 60 wrong answers.

On the basis of data presented in figure 4.1, we would like to present their level of mastery. This level of mastery is analyzed using the scoring criteria stated in the academic regulation of Timor University. The results of the data analysis will be shown in the figure 4.2.

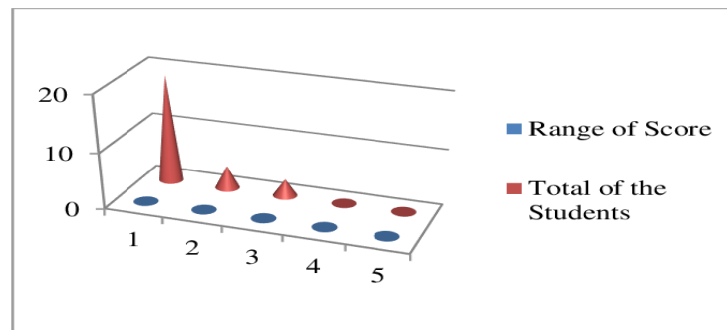


Figure 4.3 Students' performance

On the basis of the 2021 Academic Regulation of Timor University, Figure 4 reveals that there are 19 students (numbers 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 17, 18, 19, 21, 24 and 25) whose scores are ranged from 80-100, 4 students (numbers 12, 16, 23 and 26) whose scores are ranged from 70-79, and 3 students (numbers 15, 20 and 22) whose scores are ranged from 60-69, but none is ranged from 50-59 and 0-49. Seen from the quantity perspective, it can be asserted that their level of mastery is categorized excellent because 19 of 26 students' scores are on this level.

4.2 Students' Common problems on oral presentation

As seen in figure 4.1, the students' overall score showed that they have mastered oral presentation. Then, in figure 4.3 showed that they still expressed wrong pronunciation and fluency as the common problems during the oral presentation. Therefore, this data presents their performance on oral presentation which is still experiencing mispronounced/wrong pronunciation and lack of fluency or wrong fluency.

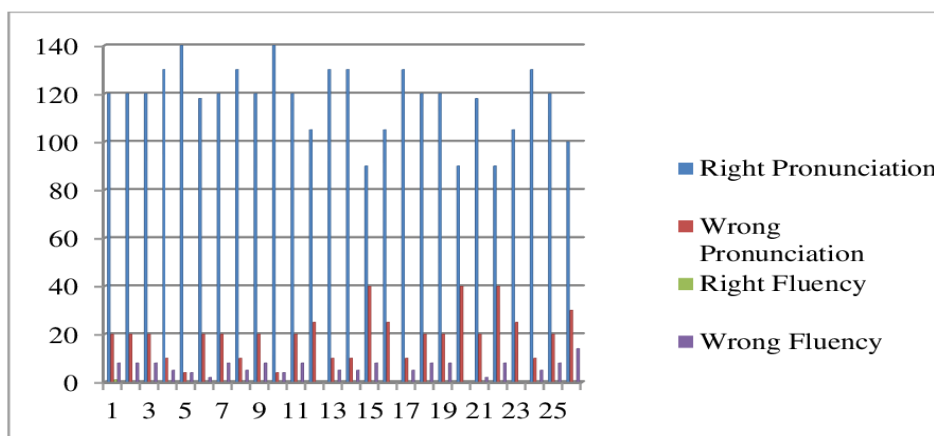


Figure 4.4 Students Performance

Figure 4.3 also reveals that the students made 3,061 (or: 78%) right answers and 513 (or: 13%) wrong answers on pronunciation while 144 (or: 4%) right answers and 182 (or: 5%) wrong answers on fluency. It indicates that they still find difficulties on pronunciation.

Moreover the data in figure 4.3 in details showed us that, ten students whose oral presentation contains many wrong expressions in pronunciation and fluency. Student no.4 made 130 right and 10 wrong pronunciations while 5 right and 5 wrong fluencies. Student Number 6 made 118 right and 20 wrong pronunciations while 2 right and 10 wrong fluencies. Student Number 15 made 90 right and 40 wrong pronunciations while 8 right and 12 wrong fluencies. Student Number 16 made 105 right and 25 wrong pronunciations while 0 right and 20 wrong fluencies. Student Number 17 made 130 right and 10 wrong pronunciations while 5 right and 5 wrong fluencies. Student Number 20 made 90 right and 40 wrong pronunciations while 0 right and 20 wrong fluencies. Student Number 21 made 118 right and 20 wrong pronunciations while 2 right and 10 wrong fluencies. Student Number 21 made 90 right and 40 wrong pronunciations while 8 right and 12 wrong fluencies. Student Number 22 made 90 right and 40 wrong pronunciations while 8 right and 12 wrong fluencies. Student Number 23 made 105 right and 25 wrong pronunciations while 0 right and 20 wrong fluencies. Student Number 25 made 100 right and 30 wrong pronunciations while 14 right and 6 wrong fluencies.

5. Discussion

The results of the present study showed that the students' average score is above the scoring criteria as stated in the academic regulation of Timor University. Therefore, they have mastered oral presentation and their

level of mastery is excellent (82). However, mispronounced and lack of fluency were found as the common problems they faced and still the difficult to overcome during the oral presentation. The findings regarding these two common problems also similarly with some previous studies namely Khalidah, Gultom and Harini (2013) which found that most of EFL students are poor in pronouncing English words correctly and lack of fluency. Wageyono and Wangi (2020) also found that the students' average score on English oral performance are good however their pronunciation and fluency is poor. Moreover, Simarmata and Pardede (2018) showed that the students' average score considered "enough" in pronouncing English vowels and consonants but their fluency are below standard.

Furthermore, Moedjito, Jaelani, and Asrobi (2019) exposed that word pronunciation accuracy might become the most influencing factor than meaningful vocabulary or lexical accuracy which made EFL speakers' utterances more intelligible. Moreover, Antaris and Omolu (2019) also revealed that the students were difficult to master pronunciation and fluent in English because they had low motivation, lack of confidence, inconducive environment, did not use English as their primary language, had no enough ability in pronunciation, and less attention. Another similar finding also revealed by Iswara, Azib and Rochsantiningsih, 2012; Megawati, et al., 2018) showed students' speaking fluency in academic speaking class as well as pronunciation are the weakness point of non-English students in mastering speaking skill or oral performance. Dealing with oral presentation, Melvina and Alicia (2016) and Putri, Sudarsono and Husin (2019) applied oral presentation to measure the students' abilities in oral speaking. On oral presentation, according to Melvina and Alicia (2016), the students had some

problems in delivering and content of presentation. While Putri, Sudarsono and Husin (2019) revealed that oral presentation technique could develop the students' abilities to share their own ideas or opinions about a certain topic in front of people and they can practice their speaking skill as well.

Melion and Thompson, (1980, p. 503;) in Suliman (2022) state that if oral presentation is guided and organized, it will give the students a learning experience and teach them an important skill which will be beneficial to ESL/EFL in all their education subject and later in their work. Brooks & Wilson (2014) and Živković (2014) also state that oral presentation skills are highly needed among the workforce market around the world. It is also a meaningful tool for speaking and listening skill development. In addition, it helps develop cognitive and social skills, share and obtain knowledge, as well as promote independent learning and active learning environments. Duklim and Musigrungsi (2018) add that successful presenters are also required to use verbal and non-verbal communication appropriately, understand the topic of the talk, and organize the content well. Therefore, Liang and Kelsen (2018) accentuate that clarity of content, appropriate language use, and responding to questions are the criteria to evaluate students' oral presentation performance. They claim that without a complete understanding of what constitutes a good presentation, students may not be aware of their strengths and weaknesses as a guideline to make a better oral presentation. However, there are still many problems that need teachers' serious attention to face.

Despite the use of oral activities to raise students English skill, which this study has similar opinion with, this study agreed that 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 non-EFL students who use English as their second, third or foreign language. Previous studies highlighted that second language learner usually struggle to complete oral presentation tasks. This study's result identifies the difficulties faced when making oral presentations difficulties encountered by 155 students at 25 EFL students from Timor University manage to reveals that the main difficulties faced by students during their oral presentations were mispronounced and lack of fluency. The analysis of this study would enable the students to identify their 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.

Based on the discussion above, there is an apparent relationship between the common problems 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 mispronounced and lack of fluency, 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 (Aziz, 2022). On the part of instructors, they could set up adequate practice activities for students to have enough confidence before the actual presentation (Al Harun et al., 2016). This implies that the teaching and learning process of all subjects in the English Study Program of Timor University should consider oral presentation based instruction as one of the major strategy to increase students' speaking skill and to prepare the students aware on the modern demanding. Having conducted this study in the area of speaking ability which is seeing from the students' oral performance, the study came up with other potential issues for investigation. First, accuracy, complexity and fluency are three components of speech which are not independent of each other; thus, it is more beneficial if further research considers all three components at the same time and not stop on mispronounce and fluency. Second, there are some factors that can affect components of speech such as pre-task activities, planning time, task repetition, the role of confidence and background knowledge. Further research is needed to explore the effectiveness of these factors on speaking ability

6. Conclusions

After analyzing the data and discussing the results of this study, it can be concluded that the majority of the students have an excellent oral presentation skill. However, most of them still experiencing the common difficulties during the oral presentation e.g., pronunciation and fluency. Indeed, these are crucial to both students' comprehension of others' speech as well as to their own intelligibility. Developing and practicing new learning strategies such as oral presentation during the semester will lead to continued improvement in communication outside the class. The result implies that the teachers and/or lecturers of English that teach EFL students particularly in the similar context with this study should pay more attention in improving the students' mastery on these two aspects of oral presentation. Further research is needed to explore the effectiveness of these factors on speaking ability

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