


## TVU Non-English Majors' Attitudes toward Utilizing Oral Presentations to Overcome Speaking Difficulties in English Classroom

Tuong Hoang Gia Bao <sup>1\*</sup>

<sup>1</sup> Tra Vinh University, Tra Vinh City, Vietnam

\* Corresponding author's email: [tuonghoanggiabao99@gmail.com](mailto:tuonghoanggiabao99@gmail.com)

\*  <https://orcid.org/0000-0002-6433-294X>

 <https://doi.org/10.54855/ijli.22119>

Received: 29/07/2022

Revision: 23/08/2022

Accepted: 24/08/2022

Online: 30/08/2022

### ABSTRACT

Mastering speaking is one of the biggest goals of students learning English. However, facing speaking difficulties is unavoidable. Impressively, the oral presentation is an effective solution or exercise for improving speaking. This study aims to determine non-English majors' speaking difficulties and reveal their attitudes toward utilizing oral presentation to overcome speaking difficulties in English classrooms in a university in the Mekong Delta of Vietnam, particularly at Tra Vinh University. Two questionnaires were used to collect the data from 68 first-year students. According to the results, when speaking, students found it difficult to express themselves effectively in English, to communicate in English without preparation, and to create or engage in an English conversation. For the positive impacts of oral presentations on speaking, the responders in this research pointed out that they had the motivation to speak English, formed and participated in an English conversation effectively, and obtained various ideas for their speaking performance thanks to conducting oral presentations.

**Keywords:** oral presentation, speaking difficulties, attitudes

### Introduction

In this current climate, along with the development of science and technology, cooperation and exchange between countries in the world are also becoming increasingly popular. Over recent decades, being proficient in foreign languages, particularly English, has become more important than ever before. Additionally, the need of cultivating comprehension of English has been considered one of the most necessary issues. Especially, English speaking might become a new tendency. According to Chikh and Dich (2015), the main objective of learning English as a foreign language is to be capable of communicating effectively and appropriately in that language. Nadia (2013) stated that promoting students' speaking is fundamental to their progress in acquiring a language. Hence, it can be claimed that the mastery of speaking English will put the premise success in the future. However, speaking is thought to be the most difficult of the four skills (Dehbi, 2019).

Students must overcome several challenges in order to become masters of their speaking, as

speaking requires complex features. Many students confront psychological barriers when speaking (Horwitz, 2008). Students prefer to avoid speaking in the target language because they lack vocabulary, pronunciation, and knowledge of how to express ideas in acceptable grammatical structures (Leong & Ahmadi, 2017). Moreover, students from countries where English is not the primary language do not get enough motivation to speak English (Gurbuz & Cabaroglu, 2021). Because mastering speaking is the first aim of students when studying a language, it is crucial to discover how to assist students in improving their speaking.

To meet the aforementioned requirements, the oral presentation appears to become a viable solution to this problem. Fraioui (2016) stated that oral presentation is a beneficial and commonly used educational strategy for improving speaking proficiency. The oral presentation is unquestionably a highly successful type of assignment for students. Barker (2006) claimed that giving students a chance to practice speaking in front of the class with their prepared topics will develop students' speaking. In fact, students will overcome psychological problems such as anxiety, fear, and lack of confidence when practicing presenting (Dehbi, 2019; Gan, 2013). Besides, Brooks and Wilson (2014) believed that oral presentations encourage interactions between classmates and provide the requisite knowledge about language areas. Thanks to this, students can express their ideas and make conversations effectively.

Recognizing the advantages of oral presentations in enhancing students' speaking, professors of General English at Tra Vinh University (TVU) assigned oral presentations to non-English majors as soon as they enrolled in the classes. Therefore, it is necessary to investigate TVU non-English majors' attitudes toward utilizing oral presentations to overcome speaking difficulties in English classrooms. Through this study, students will realize the benefits of oral presentations in improving speaking difficulties. All at once, using oral presentations will become an efficient guide for students and teachers in learning English speaking. Every discovery in this research will be the motivation for developing students' speaking through oral presentations.

#### *Aims of the study*

This study was carried out to determine (1) TVU non-English majors' speaking difficulties and (2) their attitudes toward the positive effects of utilizing oral presentations on overcoming their speaking difficulties in English classrooms.

#### *Scope of the study*

Participants in this study are non-English majors in their first year at Tra Vinh University. They are chosen because they have given oral presentations, and they can share their honest opinion about their speaking difficulties and the utilizing oral presentations to overcome their speaking difficulties in English class. Moreover, recognizing the benefits of oral presentations on speaking soon motivates them to do this kind of exercise in the future. Besides, although oral presentations affect all aspects of foreign language acquisition, their impacts on students' speaking are the most obvious. So, the influences of oral presentations on students' speaking are chosen to be a target of this research. Especially, the purpose of this study is to encourage

students to conduct oral presentations so only the benefits of oral presentations on the research aspect are inspected.

## Literature review

### *Attitude*

First, the definition and significance of ‘attitude’ must be explored. ‘Attitude’ refers to how people believe, react, and behave toward certain objects (McGroarty, 1996). Schommer et al. (1992) believed that attitude is extremely important in the academic process. Thomas and Harri-Augstein (1983) stated that although people thought that intelligence and aptitude determine one’s learning achievement, attitude is the key to this success. The role of attitude is more important in the language learning process (Flavell, 1987). Besides, showing positive attitudes may help people to be engaged in learning (Breen, 2001).

Summarily, attitude is the way people respond to certain objects. It is neatly related to one’s academic performance. Thus, it is essential to give students a chance to show their attitudes.

### *Speaking*

Speaking is a crucial skill in the process of learning and teaching a second language (Fraoui, 2016). This researcher stated that most students want to be good at this language ability as quickly as possible. Many definitions of speaking have appeared. Chaney and Burk (1998) said that speaking is the process of creating and communicating meaning in a range of circumstances thanks to the use of verbal and non-verbal symbols. Similarly, according to Laili (2015), speaking is the capacity to pronounce and transmit cognition, ideas, and feelings via the articulation of sounds or words. Speaking requires so many different components, such as grammar, pronunciation, fluency, and vocabulary. In addition, Nadia (2013) claimed that the speaker’s gestures and facial expressions, as well as the speaker’s voice tone, stress, intonation, and pace of speech, are some qualities that separate speaking from other skills. Mastering speaking is difficult since students must first master mentioned characteristics (Laili, 2015).

The importance of speaking is undeniable. Hadfield (1990) considered speaking as a connection between the classroom and the world beyond. In fact, it enables students to convey their ideas, feelings, and opinions in social interactions. Moreover, speaking is an efficient capacity for mixing all linguistic aspects for carrying out or building communication. It may be explained that when speaking skills are employed, other abilities are used concurrently to construct and convey a message that is communicated through speaking (Nadia, 2013). Besides, mastering speaking might support the development of other skills. For example, speaking enhances students’ vocabulary and grammatical structures, which leads to improved linguistic skills (Leong & Ahmadi, 2017). Cultivating speaking a foreign language is useful for students’ cognitive growth since speaking aids in the development of students’ mental functions like creativity, imagination, comprehension, critical thinking, and intellect (White, 2004). The text formed while speaking should be meaningful because speaking without meaning might cause misunderstandings and affect the target of the skills (Liando, Sahetapi, & Maru, 2018). Thanks to making meaningful oral messages for communication, speaking develops linguistic

understanding (Shaw & McDonough, 1993). Impressively, students who are good at speaking English have a better opportunity of receiving a better education, obtaining excellent occupations, and advancing in their careers (Westrup & Baker, 2003).

In short, speaking is the capacity to transmit opinions using verbal and nonverbal signals in order to share knowledge and thinking. Improving students' speaking provides numerous benefits, but it is challenging since speaking comprises several components.

### *Speaking difficulties*

When learning a language, particularly English, students confront several challenges that have a detrimental impact on their speaking (Fraoui, 2016).

Psychological factors can be considered the first problem. According to Amoah and Yeboah (2021), typical psychological factors influencing students' speaking performance are anxiety, fear of making mistakes, and lack of confidence. Scovel (1978) defined anxiety as a fearful mood that affects one's behavior. Arnold and Brown (1999) added that anxiety might be the most widespread emotional component impeding learning. Anxious learners struggle to demonstrate their language ability, and language anxiety may limit progress in language acquisition (Horwitz, 2001). Tok (2009) shared the belief that one of the most significant obstructions to learners' speaking is anxiety throughout the English speaking process. Speaking anxiety is a significant challenge for students learning English since it leads to failure when they are unable to express their thinking (Fraoui, 2016; Pabro-Maquidato, 2021). Besides, students in the research of Al Hosni (2014), Leong and Ahmadi (2017), and Pham et al. (2022) shared that they avoid speaking English because they do not want to make mistakes in front of the class. While discussing the elements that impede students' speaking, lack of confidence must be emphasized. Self-confidence equips learners with the incentive and energy to study positively and achieve more success (Xiaolu, 2006). According to Ni (2012), English learners who lack confidence are frightened to utilize the language, resulting in poor speaking performance.

The next problem is the lack of motivation. Zua (2008) stated that students lacking motivation will fail to acquire a language. Littlewood (2007) discovered that motivation is one of the most significant characteristics that aids learners in enhancing their performance in the target language since learners with high motivation outperform learners with low motivation in speaking. Students who lack the opportunity to practice tend not to use English for speaking (Al Hosni, 2014). More importantly, students will not practice English if teachers do not provide a conducive environment and push them to do so in class (Bowman, 1989). In particular, students prefer using their mother tongue in class because they feel it is easier (Westrup & Baker, 2003). This problem will hinder students from developing their speaking skills.

Besides, Leong and Ahmadi (2017) agreed with Ur (1999) that students' ability to enhance their speaking is hampered since they lack ideas. Rivers (2018) argued that students occasionally emphasize that they have no thoughts to share about an unfamiliar topic. Westrup and Baker (2003) added that it is extremely difficult for students to present their thoughts about a new

topic in a foreign language by the time professors inquire because they lack sufficient understanding, and do not know how to use proper vocabulary and grammar. Hence, they are unable to express exactly what they desire as well as create or join in conversations in the target language effectively.

Last but not least, language area accuracy is necessary for students' speaking competency (Islam, Ahmad, & Islam, 2022; Lindholm-Leary, Borsato, Genesee, Saunders, & Christian, 2006). Grammar, pronunciation, and vocabulary are examples of language areas (Amoah & Yeboah, 2021). According to Burnkart (1998), in order to be a master of speaking, language learners must first utilize the proper words in the right order with the perfect pronunciation. Al-Lawatiyah (1995) claimed that if a language aspect, such as vocabulary, grammar, or pronunciation, is weak, students' speaking will not progress.

To sum up, students have problems when expressing their thoughts and holding conversations in English. In addition, in cultivating speaking, students must overcome various obstacles such as anxiety, fear of making mistakes, lack of confidence, lack of motivation, lack of ideas to speak, and lack of knowledge about language areas.

### *Oral presentation*

Many researchers have investigated the definitions of 'oral presentation'. The oral presentation is an activity in which the speaker expresses his or her point of view on a certain issue in front of the audience (Laili, 2015). In the same way, Barker (2006) described an oral presentation as speaking in front of a group, similar to a formal discussion. According to Al-Nouh et al. (2015), an oral presentation is a brief discussion of a given subject presented to the public to impart information or encourage discussion. Mallette and Berger (2011) assumed in their study that oral presentations are the most well-known way of providing information and are typically conducted using computers and projectors.

In this study, the oral presentation is the process in which presenters use visual and audio media to demonstrate their views and ideas to provide the public with knowledge or material through communication.

### *Using oral presentations in an English classroom*

According to Fraioui (2016), using oral presentations in English classes is a student-centered strategy to increase students' speaking proficiency in their target language. Indeed, Wangsen (2019) presented that an oral presentation in the classroom is a teaching strategy in which students communicate essential information or a subject to their peers. Nunan et al. (1992) underlined that providing students with as many chances to practice speaking the intended language in relevant contexts and circumstances as possible in English classes is necessary. Nadia (2013) stated that, among the assignments given to students by teachers, oral presentations take up a significant amount of time in which students must actively speak, whether it is an individual or group oral presentation.

Generally, oral presentations are used in English classes as a technique to encourage communication and develop students' speaking.

### *The positive effects of oral presentations on speaking*

According to Fraioui (2016), the oral presentation technique is extremely significant in English classes. It can be claimed that this technique is now being used by an increasing number of teachers to help students actively use or practice their language skills. As a consequence, students' speaking benefits greatly from oral presentations.

To begin, Parnis et al.(2020) said that oral presentations can help students overcome their anxiety about public speaking. In fact, the research of Budinski (2005) pointed out that each time a student delivers a presentation in front of many people, his anxiety diminishes slightly, and eventually disappears. According to King (2002), in order to support students to effectively cope with their speaking fear while delivering an oral presentation, teachers might also highlight that being concerned is normal and that most students would feel terrified and apprehensive when presenting their presentations.

Furthermore, by listening to criticism on their presentation and seeing other people's presentations, students may identify and improve problems they make when speaking (Girard, Pinar, & Trapp, 2011). Then, students can overcome the fear of making mistakes thanks to conducting oral presentations (Dehbi, 2019).

Brooks and Wilson (2014) believed that one of the primary advantages of using presentations in the classroom is that they are student-centered. Indeed, an assignment that puts students into the center will make them more confident. Fraioui (2016) and Ati and Parmawati (2022) came up with the same statement that oral presentations increase students' confidence. According to Riadil (2020), oral presentations will boost students' confidence in responding to questions, discussing ideas, and presenting in class.

Giving the students motivation to speak in English is one advantage of giving oral presentations (Girard et al., 2011). The oral presentation is seen as a motivating activity that assists students in communicating (Fraoui, 2016). This researcher also mentioned that oral presentations provide an environment in which students are encouraged to speak the target language appropriately and efficiently. In addition, an oral presentation will give them a chance to use the language for their negotiations and discussions as much as possible (Le, 2021).

Oral presentations might be utilized as a way of encouraging students to gather information and ideations to speak and prepare carefully for their performances. In order to give a well-organized presentation, students are expected to investigate a topic and look for specific material or data in English. Therefore, oral presentations can increase students' understanding (Al-Issa & Al-Qubtan, 2010). Carroll (2006) pointed out that when delivering a presentation, a student is able to demonstrate the knowledge and logic of concepts, improvise, and answer questions. As a consequence, the presenter must not only have the ideations to speak but also grasp them well and know how to express them so that the listeners understand what he is presenting (Fraoui, 2016). Students are more willing to speak after having careful preparation.

Because they have practiced making oral presentations, students may openly communicate their views and thoughts (Fraoui, 2016). In the same view, Putri et al. (2019) concluded that oral



presentations require students to discuss with their peers in order to get important information to present, as well as ask and answer questions about the topics presented. As a result of this, students are encouraged to express themselves and participate in conversations in the target language.

When giving an oral presentation, students can practice using both nonverbal and verbal language, and adjusting their tone of voice (Fraoui, 2016; Le, 2021). Similarly, Riadil (2020) claimed that the participation of students in oral presentations influences several areas of language development such as grammar, vocabulary, and pronunciation. Chikh and Dich (2015) emphasized that students will focus on improving their pronunciation, grammar, vocabulary, and word choice since they do not want to make mistakes while presenting.

Murphy (1992) discovered that oral presentations might enhance students' oral fluency in the target language. Furthermore, the findings of Ati and Parmawati (2022) showed that students recognize their true speaking abilities during the presenting process.

In general, using oral presentations in English class can help students overcome speaking difficulties and enhance their speaking performance. In particular, oral presentations reduce students' speaking anxiety, fear of making mistakes, lack of motivation, lack of confidence, lack of ideas to speak, and lack of knowledge about language areas. Moreover, students can improve their speaking mistakes, non-verbal language, and speaking fluency. Oral presentations also assist students in preparing to speak, increasing their capacity to express themselves and hold conversations in the target language, and evaluating their English speaking abilities.

### *Related studies*

In this part, fifteen studies investigating students' speaking difficulties and their attitudes toward utilizing oral presentations to overcome speaking difficulties in English classrooms will be reconsidered.

Gan (2013) conducted the study "Understanding English Speaking Difficulties: An Investigation of Two Chinese Populations" to assess the English-speaking challenges faced by two Chinese populations: one group of university students from mainland China (MC) and one group of university students from Hong Kong (HK). Assistance was provided by 143 sophomores from a major teacher training institution in Hong Kong and 147 sophomores from a major teacher training university in China. The researcher employed a questionnaire to obtain the data, which included common challenges such as anxiousness, lack of confidence, lack of vocabulary, lack of ideas, difficulty expressing thoughts, and difficulty speaking fluently. The researchers propose oral presentations as a strategy to assist students in overcoming problems.

The study of Al Hosni (2014), "Speaking Difficulties Faced by Young EFL Learners," aims to determine the speaking challenges encountered by fifth graders in Oman's basic education institutions, and the major reasons leading to the occurrence of these difficulties. The researcher collected data through observations, interviews, and curriculum analysis. Four instructors who teach English in grade five and three fifth-grade classrooms from one school in Oman participated. The findings validated students' speaking challenges, such as lack of language

areas, anxiety, lack of enthusiasm, and lack of time to practice.

Amoah and Yeboah (2021) carried out the study “The Speaking Difficulties of Chinese EFL Learners and Their Motivation Towards Speaking the English Language” with the desire to critically examine the aspects that impact the speaking performances of Chinese EFL Learners, determine their motivational levels, and research approaches to increase EFL competence. The researchers worked with 75 students to complete questionnaires, and then ten of them were interviewed. The findings revealed that students’ speaking performances were hampered by barriers such as anxiousness, lack of motivation, lack of confidence, lack of ideas, and lack of vocabulary. Based on their findings, the researchers recommend that students use oral presentations to help them overcome obstacles.

Nadia (2013) initiated the research “The Use of Students’ Oral Presentations in Enhancing Speaking Skill in the English Language Classrooms” to investigate the function of students’ oral presentations in enhancing speaking skills. Five lecturers and 40 sophomores from Biskra University’s English department participated. The researcher used the best of the questionnaire for the students and the interviews with the instructors to produce the results, which included students’ speaking challenges such as anxiety, lack of vocabulary, pronunciation, and self-confidence. Based on the findings, instructors and students both felt that oral presentations enhance mentioned speaking issues.

“The Impact of Oral Presentations on Developing EFL Students’ Communicative Competence: Case of Second Year LMD Students at the University of Tlemcen,” written by Chikh and Dich (2015), was an investigation of the impact of utilizing oral presentations to increase the communicative capacity of EFL students with the help of 30 second-year LMD EFL students at Tlemcen University and five instructors of Oral Expression (COE) from the Department of English at the University of Tlemcen. A questionnaire was distributed to students, and an interview was conducted with the professors. According to the findings, students have positive opinions regarding the benefits of giving an oral presentation as part of their learning activities. They learned a lot of things from oral presentations, including vocabulary, grammar, and proper word pronunciation. Students were able to openly express themselves and engage in conversations.

“Improving Students’ Speaking Skill Through Oral Presentation Technique of the Tenth Grade Students at Man Trenggalek” of Laili (2015) researched how the Oral Presentation technique may improve students’ public speaking skills at MAN Trenggalek using an observation sheet and a test for 35 students in Matematika dan Ilmu Alam (MIA-5) during the academic year 2014/2015. It was discovered that presentations helped boost students’ self-confidence when speaking in front of their classmates. Students might also express themselves and improve their vocabulary and pronunciation.

In the article named “Improving Students’ Speaking Proficiency in EFL Classes Through Oral Presentation Technique a Case Study of Second Year LMD Students’ at Mohamed Kheider University of Biskra,” Fraioui (2016) employed a questionnaire and an observation to collect data from 60 second-year English students at Biskra University to show that oral presentation



is one of the successful approaches used to improve students' speaking skills. The study discovered that the primary causes of speaking difficulties were psychological variables such as anxiety, lack of confidence, and lack of motivation. In addition, students struggled with the lack of vocabulary, grammatical errors, and pronunciation. Impressively, the data also revealed that students supported using oral presentations and believed that they could freely express their thoughts after giving presentations.

Afrida (2017) presented "The Use of Oral Presentation in English Speaking Class (A Case Study at Department of English Education of UIN AR-Raniry)" in order to determine whether the usage of oral presentations in English speaking classes promotes a better learning environment. The data for the article was gathered through observation and interviews. Thirty English majors who were in the third semester participated. The study found that oral presentations helped students convey their views, boost their self-confidence, and develop their vocabulary and pronunciation. Oral presentations were claimed to stimulate students to speak English and should be used in class.

To ascertain the students' perceptions about the usage of oral presentations as the final task in the English for Engineering class at Politeknik Negeri Ujung Pandang, Sahriana (2018) wrote the essay "Improving Students' English Ability Through Oral Presentation Task: The Students' Perception" with the support of 20 students from the Mechanical Engineering Department of Engineering class at Politeknik Negeri Ujung Pandang using a questionnaire and an interview. Finally, the study discovered that students agreed that making oral presentations is a unique technique to enhance all English fundamental abilities, including speaking. Particularly, they were able to develop their speaking skills, expand their vocabulary, and increase self-confidence via presenting.

Putri et al (2019) wrote the paper "Improving the Students' Speaking Ability Through Oral Presentation" to increase students' speaking ability by utilizing oral presentation strategies for Year-11 students at SMAN 6 Pontianak. This study involved 33 Year-11 MIPA 4 students from SMAN 6 Pontianak. To acquire data, the researcher relied on students' performance tests, observation checklists, and field notes. The data revealed that students responded positively to using oral presentation to develop their speaking skills. They believed that oral presentations boosted their speaking confidence and encouraged them to share their opinions.

In the article "The Role of Oral Presentations in Reducing EFL Learner's Speech Anxiety the Case Study of Second Year EFL Students at Mohamed Kheider University of Biskra," Dehbi (2019) researched the significance of utilizing oral presentations to alleviate speech anxiety with the help of five professors of Oral Expression and 40 second-year English students at Biskra University's English department. The questionnaires were created to collect data. The results suggested that students experienced speaking issues such as anxiousness, lack of ideas and confidence, and fear of making mistakes. Meanwhile, reducing anxiety, and increasing self-confidence and motivation to speak English were highlighted as benefits of oral presentations.

Through the research "The impact of oral presentations on Al-Aqsa University EFL students' speaking performance, speaking anxiety, and achievement in ELT Methodology 1," Hammad

(2020) planned to investigate the usefulness of oral presentations in enhancing Al-Aqsa University EFL students' performance in speaking and ELT Methodology 1 (English Language Teaching) course and lowering their degree of speaking anxiety. In this study, 60 Palestinian EFL female students took part. To gather data, the researcher used a standardized speaking test, an achievement test, an open-ended questionnaire, and a speaking anxiety questionnaire. Finally, the researcher stated that oral presentations motivate students to speak English and lessen speaking fear.

Riadil (2020) has introduced his paper named "Does Oral Presentation Affect the Development of the Students' Ability to Speak in EFL Classroom?" to examine the influence of oral presentations on the growth of the student's capacity to speak English and know the students' challenges in making the oral presentations in EFL courses for higher education. This study used the questionnaire as a method to get the opinions of 25 students from Tidar University's English Department. The findings pointed out that oral presentations impacted the development of the grammatical system, vocabulary, pronunciation, the ability to respond correctly to different situations, the way to express an idea, the way to make conversation, and the way to utilize verbal and nonverbal language. Overall, oral presentations positively influence students' speaking ability.

"EFL Students' Perceptions of Oral Presentations: Implications for Motivation, Language Ability and Speech Anxiety" was carried out by Gurbuz and Cabaroglu (2021) to evaluate preparatory class students' perspectives of oral presentations and their functions in EFL learning and teaching in term of language competence, speech anxiety, and language learning motivation. The data was collected using pre-and post-student surveys, semi-structured interviews, self-reflection forms, and peer-evaluation forms with the assistance of 29 adult EFL students to obtain the results, which included reducing anxiety, reducing lack of motivation, and increasing confidence, as well as improving vocabulary, grammar, pronunciation, ideas to speak, and speech fluency.

Ati and Parmawati (2022) published the research called "The Use of Oral Presentation in Teaching English to Improve Students Speaking Skills." The research was undertaken in order to investigate the oral presentations given by 25 third graders in order for students to enhance their speaking skills. The data from this investigation, which was compiled through observation and field notes, demonstrated that students were able to boost their vocabulary and motivation, as well as recognize their true English speaking skills.

### *Research gaps*

Overall, the mentioned studies emphasize the necessity to make better speaking by using oral presentations. Many researchers agreed that there were difficulties that affected students' speaking including psychological factors and the lack of knowledge about language areas (Al Hosni, 2014; Amoah & Yeboah, 2021; Dehbi, 2019; Fraioui, 2016; Gan, 2013; Nadia, 2013). Besides, twelve previous studies share similarities in the advantages of oral presentations on students' speaking (Afrida, 2017; Ati & Parmawati, 2022; Chikh & Dich, 2015; Dehbi, 2019; Fraioui, 2016; Gurbuz & Cabaroglu, 2021; Hammad, 2020; Laili, 2015; Nadia, 2013; Putri et

al., 2019; Riadil, 2020; Sahriana, 2018). Specifically, students in these articles thought that they had opportunities to speak English, enhance their confidence, and increase their understanding of language areas. Most of the studies above focused on high school students, sophomores, or English majors, while the participants in this study are freshmen who are non-English majors. Besides, despite the similar aims among this research and the related studies, this study investigates students' speaking difficulties and their attitudes toward utilizing oral presentations to overcome speaking difficulties in English classrooms in a totally different area, particularly at Tra Vinh University.

### *Research Questions*

This research is being conducted to address the following questions:

1. What are TVU non-English majors' speaking difficulties?
2. What are TVU non-English majors' attitudes toward the positive effects of utilizing oral presentations on overcoming their speaking difficulties in English classrooms?

## **Methods**

### *Pedagogical Setting & Participants*

The participants of this study were 68 first-year students from two different classes of the School of Education, and one class of the School of Engineering and Technology at Tra Vinh University. These students were chosen because they have studied English with the same teacher. In terms of speaking difficulties, all the students in this research showed that they have faced problems when speaking through evaluating that their speaking is not good. In particular, 34 students (50%) believed their level of English-speaking skills is average, 27 freshmen (39.7%) thought it is poor, and seven students (10.3%) picked the rank of very poor. Besides, almost all the participants expressed that they have experience doing oral presentations during their school terms. In reality, 11 students (16.2%) often participate in oral classroom presentations, 35 students (51.5%) sometimes make the oral presentation, and 22 students (32.4%) rarely do presentations. Hence, their speaking difficulties and their attitudes toward the positive effects of utilizing oral presentations on overcoming their speaking difficulties in English classrooms are trustworthy.

### *Design of the Study*

This research is carried out in order to determine TVU non-English majors' speaking difficulties and their attitudes toward the positive effects of utilizing oral presentations on overcoming their speaking difficulties in English classrooms. Therefore, two questionnaires were selected to collect the data.

According to Nunan et al. (1992, p. 231), "A questionnaire is an instrument for the collection of data, usually in a written form consisting of open and/or closed questions and other probes requiring a response from the subject." Therefore, the questionnaire is used in this research as a convenient instrument to gather quantitative data. In fact, participants are able to show their

choices thanks to an agreement 5-scale Likert consisting of Strongly disagree, Disagree, Neutral, Agree, and Strongly agree (Hasan & Hasan, 2019). Moreover, these researchers also pointed out that analyzing the survey data from the questionnaire is also easy and quick. Additionally, the questionnaire maintains the confidentiality of the informants, which increases data reliability (Mohammed, 2014).

These questionnaires were designed based on the studies of Gan (2013), Chikh and Dich (2015), Fraioui (2016), as well as Dehbi (2019). Importantly, these questionnaires were drawn up in both English and Vietnamese because the participants of this research were freshmen whose majors are not English.

The first questionnaire is aimed to determine students' speaking difficulties. There are two main parts to this questionnaire. The first section requires students to self-assess their speaking ability. The second section is about students' speaking difficulties. This part contains 15 items with an agreement 5-scale Likert.

The second questionnaire is carried out to survey students' attitudes toward the positive effects of utilizing oral presentations on overcoming their speaking difficulties in English classrooms. This questionnaire is divided into three main parts. The first section is about the frequency of using oral presentations. The second section asks students to show their attitudes toward the positive effects of utilizing oral presentations on overcoming their speaking difficulties in English classrooms. This section comprises 15 items with a 5-point Likert scale agreement. In the last part, students have to choose whether oral presentations should be used in class to overcome their speaking difficulties.

#### *Data collection & analysis*

The collecting data period through the first questionnaire began on July 7<sup>th</sup> and lasted until July 10<sup>th</sup>, 2022. Then, the participants had to conduct their oral presentations. After making the oral presentations, students were asked to answer the second questionnaire on July 14<sup>th</sup> and 15<sup>th</sup>, 2022. The questionnaires were sent to participants through a social networking site named Google Forms since students could respond fast and conveniently. Besides, this online data gathering method made sure that students answered all the questions. Before responding to the questions, participants were clearly informed that their answers would be treated confidentially and all information would be used only for the research aims. Then, students were encouraged to show their thinking freely because their honest responses were very essential. Furthermore, they could ask to explain carefully the questions they did not understand.

After assembling the information, Microsoft Excel and the software called Statistical Package for the Social Sciences (SPSS) were used to analyze the quantitative data of the questionnaires. As a result of the analysis process, descriptive statistics and mean were shown clearly.

## Results/Findings and discussion

**Table 1.** Reliability statistics of the questionnaire

Cronbach's Alpha	N of Items
.93	30

As a consequence, the reliability of all items reached  $\alpha = .93$  of Cronbach's Alpha which is highly reliable.

### *TVU non-English majors' speaking difficulties*

**Table 2.** TVU non-English majors' speaking difficulties

	M	SD
1. I lack the motivation to speak English in and out of class.	3.43	1.00
2. I resist opportunities to speak English in and out of class because I don't want to speak in English.	3.72	1.08
3. I am anxious when speaking English.	4.04	.89
4. I keep silent in class because of lacking the confidence in speaking English.	3.68	1.01
5. I lack the confidence to speak English in front of the whole class.	3.97	.96
6. I make a lot of mistakes when speaking English.	4.25	.80
7. I avoid using difficult words and structures when speaking English because I don't want to make mistakes.	4.25	.97
8. I find it difficult when I have to speak without preparation during English lessons.	4.41	.78
9. I lack ideas to say when speaking English in or out of class.	4.13	.94
10. I struggle to express my thinking effectively in English.	4.43	.82
11. I feel difficulty speaking English fluently.	4.29	.96
12. I get stuck with GRAMMAR when speaking English.	4.29	.83
13. I get stuck with VOCABULARY when speaking English.	4.35	.77
14. I encounter PRONUNCIATION problems when speaking English.	4.35	.86
15. I struggle to form or participate in an English conversation.	4.41	.80
Overall	4.13	.69

Table 2 shows the overall mean score of fifteen items in terms of TVU non-English majors' speaking difficulties (items from the first questionnaire) was evidently close to level 4 (agree) in the 5-scale Likert ( $M=4.13$ ,  $SD=.69$ ). It could be assumed that most of the students agreed with the speaking difficulties mentioned in the questionnaire.

Responses on TVU non-English majors' speaking difficulties shift from  $M=3.43$  to  $M=4.43$ . From Table 2, it is undoubted that students struggle to express their thinking effectively in English. This item reaches the highest mean score with  $M=4.43$ ,  $SD=.82$ . Two elements with the same mean but distinct standard deviations are having difficulties when speaking in English without preparation and struggling to form or participate in an English conversation ( $M=4.41$ ,  $SD=.78$ , and  $M=4.41$ ,  $SD=.80$  respectively). Getting stuck with vocabulary and pronunciation when speaking English place the next positions in this rank ( $M=4.35$ ,  $SD=.77$ , and  $M=4.35$ ,  $SD=.86$  respectively). Besides, students also agree that they had trouble with grammar and

fluency when speaking English ( $M=4.29$ ,  $SD=.83$ , and  $M=4.29$ ,  $SD=.96$  respectively). Making mistakes and avoiding making mistakes achieved the mean score of 4.25 ( $SD=.80$ , and  $SD=.97$  respectively). Students fairly agree that they lack ideas to speak, feel anxious, and lack the confidence to speak in front of the class ( $M=4.13$ ,  $SD=.94$ ,  $M=4.04$ ,  $SD=.89$ , and  $M=3.97$ ,  $SD=.96$  respectively). The items with lower mean scores are those stating that students resist opportunities to speak English in and out of class because they don't want to speak in English and keep silent in class because of lacking the confidence in speaking English ( $M=3.72$ ,  $SD=1.08$ , and  $M=3.68$ ,  $SD=1.01$  respectively). Finally, lacking the motivation to speak English in and out of class is the least agreed item ( $M=3.43$ ,  $SD=1.00$ ).

*TVU non-English majors' attitudes toward the positive effects of utilizing oral presentations on overcoming their speaking difficulties in English classrooms*

**Table 3.** TVU non-English majors' attitudes toward the positive effects of utilizing oral presentations on overcoming their speaking difficulties in English classrooms

	M	SD
16. I realize oral presentations motivate me to speak English more.	4.29	.75
17. I believe that giving oral presentations assists me to build confidence when I speak English.	4.12	.80
18. I realize oral presentations push me to conquer my anxiety about speaking.	3.97	.93
19. I think oral presentations make me find out and improve my mistakes when speaking English.	4.13	.81
20. I think oral presentations make me overcome the fear of making mistakes when speaking English.	3.81	.98
21. Oral presentations allow me to prepare carefully for my speaking performances.	4.03	.86
22. I suppose that oral presentations allow me to obtain various ideas for my speaking performances.	4.25	.80
23. Thanks to oral presentations, I can express my thinking in English.	3.93	.82
24. After performing an oral presentation, I think I can speak English more fluently.	3.85	.89
25. I suppose oral presentations strengthen MY GRAMMAR.	3.96	.76
26. I suppose oral presentations strengthen MY VOCABULARY.	4.12	.72
27. I suppose oral presentations strengthen MY PRONUNCIATION.	4.18	.81
28. I think oral presentations improve MY BODY LANGUAGE when speaking.	4.16	.84
29. I feel that presenting oral presentations shows my true speaking ability.	4.16	.80
30. I believe oral presentations encourage me to form and participate in an English conversation effectively through discussions related to the presentations.	4.28	.86
Overall	4.08	.64

According to Table 3, students agreed that oral presentations help them to overcome their speaking difficulties in English classrooms ( $M=4.08$ ,  $SD=.64$ ).

The responses on the positive effects of utilizing oral presentations on overcoming speaking difficulties in English classrooms range from  $M=3.81$  to  $M=4.29$ . It can be seen by far in Table 3 that the greatest influence of oral presentations is motivating students to speak English more



( $M=4.29$ ,  $SD=.75$ ). The second and third positions are for helping students to form and participate in an English conversation effectively, and allowing students to obtain various ideas for speaking performances ( $M=4.28$ ,  $SD=.86$ , and  $M=4.25$ ,  $SD=.80$  respectively). Strengthening pronunciation and body language, showing students' true English speaking ability, making students find out and improve mistakes when speaking English, building confidence, and strengthening vocabulary are the impacts of oral presentations on students' speaking having lower mean scores ( $M=4.18$ ,  $SD=.81$ ,  $M=4.16$ ,  $SD=.84$ ,  $M=4.16$ ,  $SD=.80$ ,  $M=4.13$ ,  $SD=.81$ ,  $M=4.12$ ,  $SD=.80$ , and  $M=4.12$ ,  $SD=.72$  respectively). Nonetheless, students also agreed with the claims stating that oral presentations allow them to prepare carefully for their speaking performances, conquer anxiety about speaking, strengthen grammar, help to express thinking in English, and improve speaking fluency ( $M=4.03$ ,  $SD=.86$ ,  $M=3.97$ ,  $SD=.93$ ,  $M=3.96$ ,  $SD=.76$ ,  $M=3.93$ ,  $SD=.82$ , and  $M=3.85$ ,  $SD=.89$  respectively). The lowest mean score is on making students overcome the fear of making mistakes when speaking English ( $M=3.81$ ,  $SD=.98$ ).

At the end of the questionnaire, when asked whether oral presentations should be used in class to help them overcome speaking difficulties, 60 students (88.23%) chose 'Yes'.

## Discussion

### *TVU non-English majors' speaking difficulties*

Struggling to express thinking effectively in English was voted to be the most challenging speaking difficulty based on the findings of the first questionnaire in this study ( $M=4.43$ ,  $SD=.82$ ). Similarly, this difficulty was presented in the research of Gan (2013). The objective of speaking is to communicate ideas and thoughts, yet the participants in these studies believed that they could not articulate their thoughts in English. This is an extremely serious issue. When students are unable to explain themselves in English, they will feel bored, give up, and avoid using English. Hence, speaking in English becomes highly unpleasant and uncomfortable for them and will have a detrimental impact on students' English speaking. This problem may be the reason why all participants of this research rated their English speaking as average or below-average.

According to previous studies, problems related to psychology and knowledge about language areas get very high mean scores (Al Hosni, 2014; Amoah & Yeboah, 2021; Dehbi, 2019; Gan, 2013). In this study, although many students still chose 'Agree' or 'Strongly agree' with these items, the mean scores of these items are low in this finding's rank. It can be explained by the fact that freshmen at TVU are required to attend Soft skills sessions before beginning to learn courses in the curriculum. As a result, they are capable of overcoming psychological issues. Furthermore, the Vietnamese curriculum focuses on vocabulary and grammar while teaching and learning English. Because of this, the participants in this research did not believe that these elements were impediments to their English speaking.

It may be concluded that some TVU students have the knowledge and can overcome psychological challenges when speaking, but they are unable to properly convey their thoughts

due to their unfamiliarity with speaking in English and their lack of experience. However, a positive signal is that the least agreed-upon item is lacking the motivation to speak English in or out of class ( $M=3.43$ ,  $SD=1.00$ ). This finding contradicts the results of Al Hosni (2014) and Amoah and Yeboah (2021). It indicates that TVU English professors are attempting to motivate students to practice speaking English in order to enhance their speaking abilities.

#### *TVU non-English majors' attitudes toward the positive effects of utilizing oral presentations on overcoming their speaking difficulties in English classrooms*

The findings of the current study are consistent with those of six related studies (Afrida, 2017; Ati & Parmawati, 2022; Dehbi, 2019; Fraioui, 2016; Gurbuz & Cabaroglu, 2021; Hammad, 2020) about the increase in motivation to speak English when practicing oral presentations. In reality, oral presentations allow students to practice speaking English in front of audiences. Students must actively participate in oral presentations, whether they are individual or group presentations. Furthermore, students must devote significant time to the preparation and practice speaking before presenting. Following the presentation, students must ask and answer questions concerning the topic given, as well as give comments in English. Students are motivated to speak up more as a result of these activities.

The fear of making mistakes is also a barrier that prevents the development of students' speaking. However, the related studies seem to neglect the effect of oral presentations on this factor. Although this item reached the lowest mean score in this research ( $M=3.81$ ,  $SD=.98$ ), it can be claimed that oral presentations also more or less support students to improve this psychological problem.

Most relevant studies merely reveal that students have positive attitudes toward the benefits of utilizing oral presentations in class but do not investigate if students want to use oral presentations in class. Allowing students to comment on the necessity of oral presentations is critical because teachers may use this data to decide whether or not to employ this type of activity. "Do you think that oral presentations should be utilized to overcome your speaking difficulties in English classrooms?" obtained a favorable result in this investigation (88.23%). This result indicates that employing oral presentations in TVU English classrooms is effective, and this sort of activity should be used to develop students' speaking.

### **Conclusion**

This study aimed to determine TVU non-English majors' speaking difficulties and their attitudes toward the positive effects of using oral presentations on overcoming their speaking difficulties in English classrooms. This study used two questionnaires to collect the data. To sum up, the current research made several noteworthy contributions to utilizing oral presentations in the university environment. The results indicated that TVU first-year students whose majors are not English gave positive perceptions of the benefits of applying oral presentation to overcome their speaking difficulties. Regarding the first questionnaire's results, students found it difficult to express themselves effectively in English, to speak English without preparation, and to create or engage in an English discussion. Besides, they also showed that

psychological factors and the lack of knowledge about language areas affected their speaking negatively. In general, students agreed that oral presentations help students overcome these problems. Three obvious benefits of oral presentations were given the motivation to speak English, helping students to form and participate in an English conversation effectively, and allowing students to obtain various ideas for their speaking performances.

Although this study has pointed out some of the basic information, several shortcomings need to be noted regarding the present study. Firstly, only 68 freshmen were invited to participate in this survey. Because of this reason, the findings were not as diverse and detailed as expected. Secondly, this research does not provide a questionnaire or interview for the teachers, so it has not received perspectives from the teacher regarding the uses of this method. Finally, since the research was conducted in such a short period, it could not be done with the experimental methods to go deeper into many aspects of using oral presentations to find the other effects of this type of exercise.

In addition to the effects on students' speaking, oral presentations also affect their listening, reading, and writing. These aspects of language acquisition may provide researchers with a chance to investigate more valuable information. Investigating the teachers will also help future research become more visible. Moreover, research execution should be spread out over a longer time by using the experimental method. As a result, researchers will discover the specific effects of oral presentations in the classroom. Finally, intending to motivate students to do oral presentations, this study only reflects on the benefits of this type of exercise. Future research into the attitudes toward the challenges of using oral presentations in class is encouraged.

### Acknowledgments

I would like to express my gratitude to all who have helped and supported me during making this research process. My study would not have been completed without the support and cooperation of the sixty-eight freshmen. I convey my special thanks to each of them.

### References

- Afrida, T. (2017). *The use of oral presentation in English speaking class (A case study at the department of English education of UIN AR-Raniry)* (Doctoral dissertation). UIN Ar-Raniry Banda Aceh, Indonesia.
- Al Hosni, S. (2014). Speaking difficulties encountered by young EFL learners. *International Journal on Studies in English Language and Literature (IJSELL)*, 2(6), 22–30.
- Al-Issa, A. S., & Al-Qubtan, R. (2010). Taking the floor: Oral presentations in EFL classrooms. *Tesol Journal*, 1(2), 227–246. <https://doi.org/10.5054/tj.2010.220425>
- Al-Lawatiyah, M. T. (1995). *A diagnostic study of the difficulties encountered by Omani secondary school students in their oral production of English*. (Doctoral dissertation). Sultan Qaboos University, Oman.
- Al-Nouh, N. A., Abdul-Kareem, M. M., & Taqi, H. A. (2015). EFL college students' perceptions of the difficulties in oral presentation as a form of assessment. *International Journal of*

- Higher Education*, 4(1), 136–150. <http://dx.doi.org/10.5430/ijhe.v4n1p136>
- Amoah, S., & Yeboah, J. (2021). The speaking difficulties of Chinese EFL learners and their motivation towards speaking the English language. *Journal of Language and Linguistic Studies*, 17(1), 56–69. <https://doi.org/10.52462/jlls.4>
- Arnold, J., & Brown, H. D. (1999). A map of the terrain. *Affect in Language Learning*, 1–24.
- Ati, A., & Parmawati, A. (2022). The use of oral presentation in teaching english to improve students speaking skill. *PROJECT (Professional Journal of English Education)*, 5(2), 300–305.
- Barker, A. (2006). *Improve your communication skills*. India: Kogan Page Publishers.
- Bowman, B. (1989). *TEFL/TESL: Teaching English as a Foreign or Second Language. Manual M041*. Center for Applied Linguistics.
- Breen, M. H. (2001). Learner contributions to language learning: New directions in research. *Ilha Do Desterro A Journal of English Language, Literatures in English and Cultural Studies*, (41), 267–268.
- Brooks, G., & Wilson, J. (2014). Using oral presentations to improve students' English language skills. *Kwansei Gakuin University Humanities Review*, 19(1), 199–212.
- Budinski, K. G. (2005). *Preparing and delivering technical presentations*. USA: ASTM International.
- Burnkart, G. (1998). *Spoken language: What is and how to teach it*. Center for Applied Linguistics.
- Carroll, C. (2006). Enhancing reflective learning through role-plays: The use of an effective sales presentation evaluation form in student role-plays. *Marketing Education Review*, 16(1), 9–13. <https://doi.org/10.1080/10528008.2006.11488931>
- Chaney, A. L., & Burk, T. L. (1998). *Teaching oral communication in grades K-8*. Boston: Allyn and Bacon.
- Chikh, M., & Dich, Y. (2015). *The Impact of oral presentations on developing EFL students' communicative competence: Case of second year LMD students at the university of Tlemcen* (Doctoral dissertation). University of Tlemcen, Algeria.
- Dehbi, L. (2019). *The role of oral presentations in reducing EFL learner's speech anxiety the case study of second year EFL students at Mohamed Kheider University of Biskra* (MA Thesis). Mohamed Kheider University of Biskra, Algeria.
- Flavell, J. H. (1987). Speculations about the nature and development of metacognition. *Metacognition, Motivation and Understanding*.
- Fraoui, R. (2016). *Improving students' speaking proficiency in EFL classes through oral presentation technique a case study of second year LMD students' at Mohamed Kheider University of Biskra* (PhD Thesis). Mohamed Kheider University of Biskra, Algeria.
- Gan, Z. (2013). Understanding English speaking difficulties: An investigation of two Chinese populations. *Journal of Multilingual and Multicultural Development*, 34(3), 231–248. <https://doi.org/10.1080/01434632.2013.768622>
- Girard, T., Pinar, M., & Trapp, P. (2011). An exploratory study of class presentations and peer evaluations: Do students perceive the benefits. *Academy of Educational Leadership*

- Journal*, 15(1), 77–94.
- Gurbuz, C., & Cabaroglu, N. (2021). EFL students' perceptions of oral presentations: Implications for motivation, language ability and speech anxiety. *Journal of Language and Linguistic Studies*, 17(1), 600–614. <https://doi.org/10.52462/jlls.41>
- Hadfield, J. (1990). A collection of games and activities for low to mid-intermediate students of English: Intermediate communication games. *Hong Kong: Thomus and Nelson and Sons*.
- Hammad, E. A. (2020). The impact of oral presentations on Al-Aqsa University EFL students' speaking performance, speaking anxiety and achievement in ELT Methodology 1. *Journal of Second and Multiple Language Acquisition*, 8(1), 1–27.
- Hasan, A. M., & Hasan, Z. F. (2019). Students' perception towards literature integration in the English language departments at Duhok and Zakho Universities. *Advances in Language and Literary Studies*, 10(4), 130. <https://doi.org/10.7575/aiac.all.v.10n.4p.130>
- Horwitz, E. K. (2001). Language anxiety and achievement. *Annual Review of Applied Linguistics*, 21, 112–126. <https://doi.org/10.1017/S0267190501000071>
- Horwitz, E. K. (2008). *Becoming a language teacher: A practical guide to second language learning and teaching*. Harlow: Pearson Education.
- Islam, W., Ahmad, S., & Islam, M. D. (2022). Investigating the Problems Faced by the University EFL Learners in Speaking English Language. *International Journal of TESOL & Education*, 2(2), 47–65. <https://doi.org/10.54855/ijte.22223>
- King, J. (2002). Preparing EFL learners for oral presentations. *Dong Hwa Journal of Humanistic Studies*, 4, 401–418.
- Laili, D. M. (2015). *Improving students' speaking skill through oral presentation technique of the tenth grade students at Man Trenggalek* (MA Thesis). State Islamic Institute of Tulungagung, Tulungagung.
- Le, H. V. T. (2021). *Using group oral presentations as a formative assessment in teaching English for Vietnamese EFL students*. 288–296. Atlantis Press.
- Leong, L. M., & Ahmadi, S. M. (2017). An analysis of factors influencing learners' English speaking skill. *International Journal of Research in English Education*, 34–41.
- Liando, N. V., Sahetapi, R. J., & Maru, M. G. (2018). English major students' perceptions towards watching English movies in listening and speaking skills development. *Advances in Social Sciences Research Journal*, 5(6), 1–16.
- Lindholm-Leary, K., Borsato, G., Genesee, F., Saunders, W. M., & Christian, D. (2006). *Educating English language learners: A synthesis of research evidence*. USA: Cambridge University Press.
- Littlewood, W. (2007). *Communicative language teaching*. UK: Cambridge University Press.
- Mallette, L. A., & Berger, C. (2011). *Writing for conferences: A handbook for graduate students and faculty: A handbook for graduate students and faculty*. USA: ABC-CLIO.
- McGroarty, M. (1996). Language attitudes, motivation and standards. In *Sociolinguistics and Language Teaching*. UK: Cambridge University Press.
- Mohammed, K. (2014). *Investigating EFL learners' attitudes towards literature teaching*

- methods: Case of 2nd year LMD students at the University of Tlemcen* (PhD Thesis). University of Tlemcen, Algeria.
- Murphy, J. M. (1992). Preparing ESL students for the basic speech course: Approach, design, and procedure. *English for Specific Purposes*, 11(1), 51–70. [https://doi.org/10.1016/0889-4906\(92\)90006-V](https://doi.org/10.1016/0889-4906(92)90006-V)
- Nadia, Z. (2013). *The use of students' oral presentations in enhancing speaking skill in the English language classrooms* (MA Thesis). Mohamed Kheider University of Biskra, Algeria.
- Ni, H. (2012). The effects of affective factors in SLA and pedagogical implications. *Theory & Practice in Language Studies*, 2(7), 1508–1513. <https://doi.org/10.4304/tpls.2.7.1508-1513>
- Nunan, D., David, N., & Swan, M. (1992). *Research methods in language learning*. USA: Cambridge University Press.
- Pabro-Maquidato, I. M. (2021). The experience of English speaking anxiety and coping strategies: A transcendental phenomenological study. *International Journal of TESOL & Education*, 1(2), 45–64. Retrieved from <https://i-jte.org/index.php/journal/article/view/32>
- Parmis, A. A., Pole, M. C. M., & Pinote, F. I. (2020). Students' oral presentation: Personality traits, difficulties, and speaking proficiency. *International Journal of Current Research*, 12(1), 9752–9756.
- Pham, M. T., Nguyen, D. N. Q., Nguyen, T. K. C., Nguyen, H. N. M., Hoang, T. A. T., & Pham, V. P. H. (2022). The Reality of English Presentation Skills of English-majored Students in Vietnam: A Case Study at Van Lang University. *International Journal of TESOL & Education*, 2(2), 27–46. <https://doi.org/10.54855/ijte.22222>
- Putri, A. F. D., Sudarsono, S., & Husin, S. (2019). Improving the students' speaking ability through oral presentation. *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa*, 8(3). <http://dx.doi.org/10.26418/jppk.v8i3.32318>
- Riadil, I. G. (2020). Does oral presentation affect the development of the students' ability to speak in EFL classroom? *Social Sciences, Humanities and Education Journal (SHE Journal)*, 1(2), 13–21.
- Rivers, W. M. (2018). *Teaching foreign language skills*. USA: University of Chicago Press.
- Sahriana, S. (2018). Improving students' English ability through oral presentation task: The students' perception. *GEN TEFL Journal*, 3(1), 43–49.
- Schommer, M., Crouse, A., & Rhodes, N. (1992). Epistemological beliefs and mathematical text comprehension: Believing it is simple does not make it so. *Journal of Educational Psychology*, 84(4), 435–443.
- Scovel, T. (1978). The effect of affect on foreign language learning: A review of the anxiety research. *Language Learning*, 28(1), 129–142. <https://doi.org/10.1111/j.1467-1770.1978.tb00309.x>
- Shaw, C., & McDonough, J. (1993). *Materials and methods in ELT: A teacher's guide*. Oxford: Blackwell Publishers.



- Thomas, L. F., & Harri-Augstein, E. S. (1983). *The evaluation of an intelligent learning system, learning-to-learn and the CAL-Skills Trainer* [Final Report]. Middx: Brunel University.
- Tok, H. (2009). EFL learners' communication obstacles. *Electronic Journal of Social Sciences*, 8(29), 84–100.
- Ur, P. (1999). *A course in language teaching*. UK: Cambridge University Press.
- Wangsen, W. (2019). *The study on English speaking difficulties in classroom presentation faced by Thai students at university of Muhammadiyah Malang* (Doctoral dissertation). University of Muhammadiyah Malang, Malang.
- Westrup, H., & Baker, J. (2003). *Essential speaking skills*. New York: Continuum.
- White, J. (2004). Speaking, listening, and learning materials. *Qualification and Curriculum Authority and the National Literacy Strategy Journal*. Retrieved from <http://www.literacytrust.org.uk/Pubs/white.html>
- Xiaolu, L. (2006). Confidence index and oral proficiency. *Celea Journal*, 29(4), 11–14.
- Zua, L. (2008). *Exploring the affective factors influencing teaching of spoken English*. Retrieved from <http://okarticle.com/html/Thesis/20080104/26.html>

### **Biodata**

Tuong Hoang Gia Bao is currently teaching English at Tra Vinh University and Victory English Center. He has been teaching English for four months, and the majority of his students are adults over the age of 18. He realized that his students frequently struggle to learn English as a second language at this age. As a result, he is very interested in researching the methods and techniques to assist his students learn English more easily.