



An Empirical Study on the Difficulties and Determinants of Oral Presentation Skills in Higher Education Institutions

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ARTICLE INFO	ABSTRACT
<p>Keywords: Oral Presentation Skills, Higher Education Students, Female Students, Pishin, Balochistan, Preparation Strategies</p> <p>Corresponding Author: Naseebullah, Lecturer, University College Zhob, BUITEMS, Email: Naseeb.ullah2@buitms.edu.pk</p>	<p>This study explored the factors affecting oral presentation skills among higher-level female students in Pishin City, Balochistan, with a particular focus on identifying challenges and suggesting improvement strategies. The research recognized that oral presentations are crucial for enhancing communication, confidence, and critical thinking among students. However, many learners struggle with anxiety, lack of preparation, linguistic barriers, and insufficient background knowledge, which collectively affect their performance. Guided by these concerns, the study aimed to determine the factors influencing oral presentation skills, identify difficulties encountered by students, and propose effective solutions for improvement.</p> <p>Moreover, quantitative, descriptive research design was used, and data were collected through a survey questionnaire distributed to 60 students from three institutions: the University of Balochistan Sub-Campus Pishin, Sardar Bahadur Khan Women's University Sub-Campus Pishin, and Government Girls Degree College Pishin. The study employed a five-point Likert scale to measure variables related to background knowledge, psychological, linguistic, and preparation factors. We applied multiple regression technique for estimation of our results. The reliability of the instrument was confirmed through Cronbach's Alpha ($\alpha = .859$), indicating strong internal consistency.</p> <p>Furthermore, the findings revealed that, although background knowledge, linguistic, and psychological factors (motivation and anxiety) influence performance, they did not have a statistically significant effect on students' oral presentation skills ($p > 0.05$). However, preparation emerged as the strongest predictor, with a beta value of .350, indicating that planning, organizing ideas, practicing, and using visual aids substantially improve students' presentation</p>

	<p>outcomes. The descriptive results further showed that 33.3% of students struggled to understand assigned topics, while 40% faced difficulties with pronunciation. Some students reported anxiety when addressing the audience or responding to questions, but most denied lacking confidence. The study concluded that preparation is the most critical factor influencing students' oral presentation skills, while linguistic, psychological, and background factors are less impactful. It recommended enhancing students' exposure to practice opportunities, integrating oral communication training into the curriculum, and developing confidence-building strategies. Ultimately, fostering a motivating learning environment and focusing on preparation can significantly strengthen students' ability to deliver effective and confident oral presentations at the higher education level.</p>
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1. INTRODUCTION

Study Background

Education is on the rise. There is no end. Education is everything that progresses, education never ends. John Dewey (1978). "Education is the cultivation of smart, hopeful and dignified learning and change made with the belief that we should all have the opportunity to participate in life. Education is the process of educating everyone. Achieve your goal by making the most of all your abilities as a member of society."

Presentations are defined as short talks on a particular topic to provide information and improve speaking skills to a group of listeners. Oral presentation is a type of verbal communication, and it is the method which is used to express and deliver different thoughts and concepts, information and certain messages. A presentation is a communication tool that can be applied to different speaking situations, such as speaking to a group and summarizing a team. Sources of information include preparing presentations, preparing content, writing presentations, making methodological decisions, working with visual aids, event management, neuroscience, and questions. Levin and Tapping (2006) stated that, oral presentation is a planned and applied communication which is not copied from other sources, but given to the listeners by the one who is presenting. Jogin (2007) adds that we can overview an oral presentation via three angles: first one is an oral presentation is the transfer of thoughts of low interest from one passive listener to another, secondly an oral presentation is the presentation of material that students want to study. to provide their own meaning from other people's ideas; finally, it is presented as a position to encourage and defend the public. Oral presentations are the preparation and presentation of a speech on a particular topic in a clear, concise and logical manner.

Presentations play a role in acquiring students' knowledge and are often a method of general assessment. Presentation skills assist in cultivating and developing inventive ideas whenever students create interesting and creative slides to illustrate their point. Using presenters creates lots of engaging conversations, and creating such aids can help build students' confidence. Oral presentation to students has many benefits, including linking the opening between how to study the language and how to use the language, combining the all four natural language abilities, gathering information, asking questions, organizing and helping students. This includes teamwork, developing teamwork, and helping students. Enable independent learners. Verbal

skills are important in today's world because they are the one of the most important component that contributes to the accomplishment in individual life, livelihood and relations. It is very important as it helps the students to develop their language and communication skills along with their research and critical thinking skills. According to some studies, oral presentations allow teachers to identify students' learning abilities, practice language, give students a vast concept of the topic of presentation, and facilitate collaborative learning. Students are offered free technology to demonstrate. Critical learning. (Al-Issa & Al-Qubtan, 2010 Munby, 2011).

There are number of factors that greatly affect students' oral presentation skills: For example, most students do not have basic knowledge. Fundamental knowledge usually refers to the specific type of knowledge that students need to know about the topic they are presenting. But in many cases, students do not even have full knowledge of the subject of their presentation. Additionally, recent research has shown that anxiety is the most difficult obstacle student's face during their oral presentations. (Nuh, Abdulkerim, Taki: 2015). Yanin (2011) stated that, most of the students or students are worried about attending the lesson. In addition, motivation is also a primary factor affecting students 'oral presentation skills. Mortauga (2004) emphasized that motivation is important to develop presentation skills. Students should be encouraged to make presentations not just to pass the test, but to improve their oral communication with others.

In addition, in words of Zappa-Holman (2007), language issues were accepted as the utmost effective factor throughout an oral presentation. Juhana (2012) documented that, language problems in oral presentation are due to poor vocabulary, lack of understanding of grammar, and distortion. In addition to the above factors, another problem student face when creating oral presentations is vocabulary. Richard and Renandia (2002) argued that "the most important component of language skills is vocabulary, as it provides a great foundation for helping students speak, listen, read and write". Another factor that affects students' oral presentation skills is pronunciation because most students do not have speaking skills. They often ignore the dots or look wrong. On the other hand, students also faced difficulties in providing materials and ideas. For most lessons, there is usually more than enough material to prepare for the presentation, but most students do not know how to present the topic without the teacher's help and guidance.

If we talk about practice, it also affects the student's oral presentation skills. Therefore, exercise is a person's way of completing it. It helps students to have a comprehensive knowledge of the material and gives confidence in their presentations without delay. In nut shell, teachers play an important role in actively engaging students in their presentations. Teachers need to really motivate their students and help their students, especially students who feel nervous and embarrassed while giving oral presentations.

An oral presentation is part of higher education or university courses. However, giving a presentation, can be a daunting task for many students. For most students, giving a good presentation is a challenge. Although some students spend a lot of time and effort for their oral presentations, they do not get the desired results. They have many ideas, but they do not know how to grab the attention of the audience in the classroom. Other students go through this process faster, and their speaking skills do not improve significantly as a result. Giving a proper oral presentation is a huge challenge for most students, as they face some difficulties when giving a high-level oral presentation. This includes the problem of forming appropriate sentences with correct grammar and using appropriate vocabulary during presentation. The students should think about grammar rules. Another difficulty that students face during the presentation is that they do not know or are not familiar with the presented topic. If we talk about the audience area,

it is difficult to attract the attention of the audience. The audience may get tired and deviate from the show. Beside this the other difficulty student face during presentation is speaking normally in front of the class. If the presenter speaks too fast, the listener may not understand well.

Research Objectives

To determine the factors affecting the oral presentation skills of students at higher level in Pishin city.

To identify the difficulties that students face in their oral presentation at higher level in Pishin city.

To recommend strategies for the improvement of student's oral presentation skills at higher level in Pishin city.

Research Questions

What are factors affecting the oral presentation skills of students at higher level in Pishin city?

What are the difficulties that students face in their oral presentation at higher level in Pishin city?

What are the strategies for the improvement of student's oral presentation skills at higher level in Pishin city?

Statement of Problem

Higher Education commission (HEC) has been trying to work hard in order to improve the quality of higher education in Pakistan in today's competitive and tough educational environment. The directorate of quality assurance, which is overseen by the higher education council, inspects all academic programs at higher education institutions for this purpose. (Zia Batool and Qureshi Hussein, 2004). However, simply knowing academic subjects is insufficient. It's also important to understand the abilities that go into developing great communication skills. Moreover, teachers in Pakistan don't mainly focus on students' communication skills in order to develop their language proficiency. Students at higher levels encounter numerous challenges and issues in their presentations. The current study tends to identify the factors affecting oral presentation skills of students at higher level in Pishin city.

Rationale of Study

Different studies were conducted regarding the factors affecting oral presentation skills of English Major students at Hanoi University of Industry by Nhung Nguyen in (2008) and Quaid-e-Azam University of Engineering Science and Technology, Nawabshah, Pakistan (Inayatullah kakepoto et al. 2012). All these studies revealed that oral presentation skills are necessary for higher level students. This study has not done in Balochistan so in the presence of these studies, the present study is conducted to highlight the factors that affect the oral presentation skills of students and to suggest ways for the promotion and development of oral presentation skills at higher level in Pishin city.

Scope of the study

This study emphasizes on factors affecting oral presentation skills of students at higher level in Pishin city. The results of this study can be beneficial both in theoretical and in practical aspects. Aspects of theoretical interest will provide and generate valuable information and recommendations for new researchers. For its practical importance, it can work for developing suggestions and methods for students and teachers to develop and improve their presentation skills.

Delimitation of the Study

The study was conducted and data was collected only from Pishin city due to limited resources and institutes available. So due to lack of resources and shortage of time only 3

institutions (University of Balochistan Sub Campus Pishin, Government Girls Degree College Pishin, Sardar Bahadur Khan Women's University Sub-Campus Pishin) was considered for conducting research and collecting the data. Furthermore, the data was only limited to Social Science departments, Arts and Humanities due to accessibility and time constraints. In addition, the data was collected only from female students.

Operational Definitions

Oral presentation: Oral presentation is one of the most effective type of verbal communication. An oral presentation is an organized and practiced speech that is used to convey information, ideas, opinions and messages to the listeners instead of being learnt or read from pages.

Student: A person who gets enrolled in any educational institute (college and university) for gaining knowledge.

Higher level: Higher level refers to the level of education that comprises of undergraduate studies that is typically provided in colleges and universities.

Presentation Skills: Skill is an art or the ability to do an action that has been learned. Presentation skills includes the ability to speak proficiently, have a grasp on content, abilities that allow a person to: engage with the audience; clearly deliver messages.

2. LITERATURE REVIEW

Oral Presentation

Oral presentation, according to Baker (2000), is similar to a formal discussion, with group speaking as a natural activity. Usually, people spend so much time part of their time talking to others, yet giving an oral presentation, which is essentially a formal chat, is a challenging undertaking for them. Speaking language includes oral presentation. The goal of this exercise is to improve communication. It is intended to educate or persuade. Oral presentations take place in an organizational context with time constraints. Melion and Thompson (1980) stated that, supervised and planned oral presentations offer opportunity to learner with an environment that promotes learning and provide them with vigorous capabilities that will help ESL (English as a second language) or EFL (English as a foreign language) students in their all academic subjects and consequently in their livelihoods and careers. Furthermore, Chivers and Shoolbred (2007), argued that making presentations is a very effective learning opportunity. The presenters give their audience the option to ask questions about anything that is unclear to them at the end of their oral presentation. To finish their work, the speakers respond. An oral presentation, with reference to Mandal (2000), is a speech delivered in an industrial level technical, professional, or scientific setting. The audience will almost certainly be more skillful than at a conventional speech event.

Importance of Oral presentation skills

Oral presentation skills and abilities are vital for educational achievement and jobs since they inspire learners to participate in debates and extended thinking. (Morley, 2006). Learners can use oral presenting skills to completely engage in their studies, show their own skills and abilities to get in touch and communicate with eachothers, and gain competence in a field relevant to their future careers. They exhibit the utmost effective ways for getting students' attention, encouraging curiosity, and posing difficulties (Hutchinson and Waters, 1987).

At the university level, teaching the principles and rules of oral presentations is particularly necessary curriculum element, with the goal of making individuals well interacting professional information to other experts and non-experts (Zivkovic & Stojkovic, 2011). Students can learn not only from their own and other students' studies, but from observing the merits and faults of other speakers in order to improve their speaking and presentation skills

(Girard & Trapp, 2011). Another advantages of students' oral presentations, according to Girard & Trapp (2011), include enhanced class engagement and involvement, an increase in learning, new views not addressed before, and improved communication as well as presentation abilities.

The utmost crucial purpose of communicative linguistic teaching is being able to communicate. It involves being able to strive and perform efficiently in actual world (Hedge, 2000). Students need many chances and occasions to practice and learn language with scenarios which will allow them to express their requirements, thoughts, and views. Students must be proficient in their presentation and speaking skills in order to perform effectively in the specialized situation as a result of globalization (Zivkovic & Stojkovic, 2011). Generally, strong oral communication skills are necessary for corporate achievement and development (Murphy and Hildebrand, 1997).

King, (2002) stated that, oral presentations provide an opportunity to practice real- life communication and leadership skills.

- Linking the gap between linguistic study and linguistic usage.
 - Naturally enhancing the four skills of language.
 - Supporting students in gathering, investigating, establishing, and building information.
 - Enhancing group work and helping students in becoming lively and independent learners
- are just a few of the benefits of planning oral presentations activities for students.

Another utmost significant benefits of using presentations in the classroom is its characteristic of being student-centered. As soon as students are invited to do an oral presentation, this is one of the infrequent instances in the linguistic classroom where learners have a full grasp over both the material and the classroom drift (Apple & Kikuchi, 2007). Students can engage in realistic language activities by giving oral presentations. This is significant because poor preparation for autonomy includes speaking exercises that have no link to real-life language use. (Thornbury, 2005). Presentations have also been found to increase students' talents in ways that can help them find better jobs in the future (Zivkovic, 2014).

Many employers today seek people who can deliver proper presentations, and the abilities that learners develop when delivering presentation in English can be transferred to their Mother tongue language. (Pittenger, 2004). In words of (King, 2002), presentations can help people improve their communication and leadership skills. Carroll (2005) suggested that, presentation should include aspects that may be evaluated, such as information demonstrated, logical appeal, objection handling, questions posed, improvisation demonstrated, and conclusion. Carroll (2006) advocated for a comprehensive approach to grading a student's presentation content and delivery. Teachers can promote both critical thinking and oral communication abilities by organizing debates. (Kennedy 2007). Bukowski (2010) discovered that, training students in skills is critical for making oral presentations based on original research tasks for students taking an English for Academic Purposes (EAP) course, and that after preparing, pupils demonstrated a gain in the effective use of research-based skills as well as a substantial development in their ability to deliver their results in English.

Presentation skills, by (Girard and Trapp 2011), aid in increased class participation and involvement, enhance students learning, new viewpoints not usually covered, and improved presentation skills and communication. The ultimate objective of a well- balanced presentation, in reference to (Zivkovic and Stojkovic 2013), is to better communicate professional knowledge to other experts as well as non-specialists. (Morita and Kobayashi 2008), pointed out that, there has been a recent surge in interest in studying university students' academic literacy growth through oral activities. Oral presentations are a common aspect of post-secondary education in

many regions of the world today. Oral presentation is a regular, highly routinized aspect of classroom life in higher education settings, (Morita, 2000).

It's also common knowledge that business courses have been emphasizing oral tasks like oral presentations. Despite the prevalence of oral activities in universities, there has been relatively little research on oral presentations in English language classrooms (Morita, 2000; Otsoshi & Heffernan, 2008). Zivkovic (2014), argued that, excellent oral presentations serve two purposes: first, they enable students to perform well in their future professional environments, and second, they prepare them for their future academic careers. Kaltenbach and Soetikno (2016) suggested that numerous variables contribute to the development of an effective presentation, including becoming focused, clear, and visual with the content, as well as giving variation, relevance, and emotion in the delivery. Students assessed the importance of planning and presenting oral presentations for achieving successful speaking skills for future, according to Imam and Alalyani (2017).

Students build abilities that equip them to deal with events and issues they may face in the job through collaboration with their peers, according to the study. Miskam, Aminabibi, and Saidalvi (2019) investigated the efficacy of using Flipgrid, an online video-mediated communication platform, to teach engineering students oral presenting abilities. Students can use this tool to record and practice oral presenting abilities while also receiving immediate feedback. Flipgrid helped students develop oral presentation skills, according to the findings. (Girard et al., 2011) discussed about oral presentations for students in classroom resulted their class interaction activities, increased their motivation towards learning and also enhanced students speaking skills.

Factors affecting oral presentation skills

Background knowledge

Oral presentation is hard due to the following reasons. As, the problem with creating a presentation lies in the lack of basic information. It is a broad term used to describe a variety of information.

Talking about background knowledge Hovane (2009) states that students' knowledge prior to learning a new material affects how they perceive new information. While giving presentations is a well-known method of teaching English for a Purpose (ESP) in this college, it is new to many students in high school who have no prior experience about how to make presentations by themselves. The students' have no background and prior information about how to speak in front of audience also discourage students to involve in such activities. Additionally, Dornyei and Kormos (2000) address the challenges of encouraging students to express their ideas and understand what is being said despite their limited language skills. Jordan (1997) concluded that English speaking problems or disabilities are influenced by the mother tongue, the absence of an environment conducive to speaking English at home and school, and family background. Harmer (1991) argued that, there are several reasons why students use their mother language in speaking lessons. The first reason is that teachers try to use their own language when they ask their students to talk about a topic that they do not fully understand. The second reason is that using the mother tongue is very natural for students. If a teacher does not encourage their students to speak English, students will obviously use their mother tongue to describe and discuss things with each other.

Bachman and Palmer (1996) stated that some test tasks may be simpler for those who are familiar with the situation and extra problematic for those who do not. In short, basic knowledge refers to everything the student recognizes and can have a profound impact on the way the

student defines and presents during the presentation. Effective presentation is a presentation when the students have a good and excellent understanding of the prior knowledge

Psychological Factors

Another factor that affects student's oral presentation skills includes psychological factors which comprise of motivation and nervousness (anxiety).

Anxiety

One of the key factor that affect student's oral presentation skill is anxiety. The very primary feature of verbal anxiety includes communication or speaking anxiety, which can be well-defined as the extent or the degree to which an individual or student feels panic or nervousness related with an actual or expected relationship someone else or people (McCroskey, 1977). Study has constantly exposed that the factor which can inhibit the production and success of English Language (EFL) learners is anxiety (Al- Nouh; Abdul-Kareem & Taqi, 2014). Secondly, listeners and teachers are the key reason students are reluctant to deliver their presentations in front of them (e.g., bad reviews, tough queries, insults, etc.). Wolfe, 2008. Chuang (2010) further explored the sources of anxiety by examining the sources of anxiety in English speaking and the conditions that cause anxiety. The outcomes show that students are often anxious when they are asked to present their presentation in English.

In addition, students are anxious of attaining low grades and they are afraid that being spoken to by their peers they will be embarrassed when speaking in front of the class, as the instructor will notice their faults in English or they thought their friends would laugh on him. Oral assessment studies have sometimes drawn attention to the potential role of anxiety prevention in influencing student performance (Joughin, 2007). In addition, the classroom environment affects students' oral presentation performance.

Finally, the deficiency of presentation skills has a major role in how student feel anxiety (for example, research, planning, organization, implementation and presentation) (Leichsenring, 2010). But students cannot skip oral presentation assignments because they do not have relevant skills or interests. If they can get rid of their psychological problems, they can give good presentation.

Motivation

Another primary factors among the factors affecting the presentation of the students is motivation. Mourtaga (2004) points out that the motivation to effectively present oral presentations is very important. Students should be encouraged to do presentations using English not only for passing the exam but also for oral communication with others. Yusof (2010) also stated that students' communication skills are established by their ability to make a strong and influential oral presentation towards targeted listeners or classmates, so in this way, the staff members, and thus to react and express information. Gratitude, satisfaction or critical questions. In fact, motivation is an important force that determines whether the student is fully engaged with a task, how much potency is spent on that task and how much time it saves (Littlewood, 1984). The teacher offers students to choose topics that they have background knowledge, connected with their real-life relationships, and topics related to the language level they want to speak.

The purpose of this step is to increase students' interest and facilitate their presentation. (Mezrigui, 2011). Students can perform best when they are happy and motivated. Alternatively, there are some causes due to which pupils get discouraged to give an oral presentation. Nearly, students fear that their partners and classmates as well as their teachers will criticize their ability to speak English, and this embarrasses them. Therefore, they lose their confidence to be active

and feel not involved in carrying out oral presentation activities. The second cause is that students are not fascinated with English lessons. Therefore, they are not encouraged in participation in any modern activity such as oral presentations (Mezrigui, 2011). Instead, the more the classroom have high number of students, the less is the opportunity provided to the learners to practice their communication and speaking skills and vice versa. (Mezrigui, 2011). Due to huge classroom strength, teachers cannot give full individual attention to each student in case of giving direction or instruction. Communication skills can only be improved if students are encouraged and given the facility to show their characteristics and communicate with other in their circle. (Thornbury, 2005).

Linguistic factors

Zappa-Hollman (2007) proposed that, the greatest factor during oral presentations was seen as language problems. A research study by Jauhana (2012) demonstrated that linguistic issues like as having no proper words, poor concept of grammar structure and rules, and errors in pronunciation are barriers to students' oral presentations.

Grammar

In words of James (2005), the study of structure of any language and how different words are mixed together to form expressive and meaningful sentences is called grammar. Beside this, Tanveer (2007) points out, some features of English syntax that appears difficult for English (ESL/EFL). However, students often face problems in grammatical patterns. They usually use to made errors verb to subject arrangements, tenses, themes, pronouns, interpretations, and simple structures of sentence. Students have knowledge about the exact use of tenses in their speaking, but whenever they use it in a presentation, they get nervous and make mistakes. Secondly, it can also be very boring to learn the rules because not everyone likes to learn the rules. Remembering rules is not as good as than enforcing them. The reason is that the student's first or native language and second languages do not have the similar syntax and the alike grammar. So when the students do not have sufficient grammatical familiarity and do not know the principles and certain rules of the grammar, it will cause misunderstandings in the listeners as it will have difficulty in using the appropriate sentences. Native speakers, on the other hand, say they know the language no matter what they want. If they face trouble in expressing themselves, they prefer other ways to express themselves. They may make some grammatical errors, and such faults do not alter the meaning of the certain sentences and concepts that they are trying to express and do not cause severe complications for the audience. However, the mistakes that are made by non-local speakers includes in changing the sense of the words they want to speak and can be problematic while understanding (Mahripah, 2014).

Vocabulary

Vocabulary is an essential part of linguistic skills and offers a great foundation for students to listen, write, speak and read according to (Richard and Renandya, 2002). Wilkins (1972) expressed that without rules, little can be said, while nothing can be conveyed without words. In fact, students have a hard time in selecting the exact words for a particular situation. Students cannot express their thoughts due to lack of vocabulary. They have no idea of how to use words correctly in their presentations. This revenue that pupils are little much fascinated in English reading resources, avoid lively those activities which involves listening, and are less involved in language development (Wilkins, 1972). In addition, due to the deficiency of vocabulary, the same words and phrases are continuously utilized by students in various context. As the words used affect the meaning of the presentation, the audience will have a hard time understanding and getting the meanings the students communicate. Without having a command

on vocabulary, there would be less occasions for students to use their environment to learn their language, such as radio listening, listening to local speakers, use of target language in diverse frameworks, reading or watching TV, which can be difficult, mainly in oral presentations students ever feel hurdles to present what is going on in their minds. Additionally, Tokoz (2014) determined that the core difficulty of students not being able to speak English stemmed from the fear of lack of words that students could not express in their own choices, and they stopped speaking. Likewise, Schwertley (2012) stated that picking the accurate words is a significant phase of presentation. Choosing the right words will be difficult due to the lack of words.

Miles (2009) stated that, inappropriate words not only prevent speech, but also prevent others from being understood, which leads to the deterioration of relationships. So by the points discussed above, it looks equitable to assume that having a good grasp on vocabulary has a vital character in the students' oral presentation. The higher the vocabulary of the speakers, the better the speech.

Pronunciation

Pronunciation is also one of the main factors students face when creating oral presentations. This is an important component for students who want to be able to speak fluently and accurately. Grussendorf (2007) states that vocalization or pronunciation is related with production of those sounds which we usually use to generate any kind of meaning. This is of central importance because successors are a part of all production or communication skills (Hismanoğlu, 2006). In words of (Horwitz et al., 1986), students may be very anxious and think that they cannot pronounce the word correctly or make a good presentation. In addition, it is especially aimed at students whose English is not sufficient during English classes and who are expected to speak the target language (Khairy & Noor Allah, 2010). Moreover, English Foreign Language (EFL) students are reluctant to speak some words because they cannot pronounce them, which is a shame for them. Hammouda (2013) found that 71.70% of students had speech problems in one of his study on the students of Saudi in their willingness to express.

In fact, most of the time the articulation of certain words of English usually do not resembles with their spelling. Some kind of words that are spelled alike are occasionally produced another way because of their context for example the following tenses and phonemes. This may result in causing many difficulties for non-local English speakers that is why such speakers face trouble in forming such words of English. They even are unfamiliar with that by which method words are distributed into various sounds and by which method the sentences are made. In specific, if sometimes the presenter mispronounces specific words, as a result the audience will not understand the exact sense, content and information of whatever they are hearing. This impairs the listener's ability to hear and diminish speech success. In a nut shell, students must be trained to practice and practice pronunciation frequently as it will help them develop their oral presentation and communication skills which will assist them to convey their message clearly to the listeners.

Preparation

The biggest problem with making a presentation is that most of the students don't spend a lot of time preparing it. To make sure your presentation looks good, there is a need to introduce a few elementary things.

Content and ideas

Learners also faced worries in providing materials and concepts. As for most course content, there is often vast amount of material that can be prepared in time for presentation. Rivers (1968) states that it becomes hurdle for students to give a subject to a teacher because

they do not know the subject sufficiently. Consequently, this circumstance often led the students towards confusion because they need to identify how to make an organized presentation on a particular topic (Zain El-Din & Salam, 2012). Nguyen (2016) also found that a presenter's lack of knowledge of the topic he or she is presenting will make the audience feel unhappy because only those people know or want to know who they are. who knows. An effective and successful presenter in this field will usually have a vast knowledge and experience of the subject they will be communicating with. On the other hand, being communicating involve conveying opinions and ideas to the audience (Abdul Aziz Youssef, 2003). Ideas (involves definition, expansion, as well as concentration) are a crucial element of any text, article topic, and main topic, as well as any details that complement and enhance the topic. Those learning English as their foreign or second language moreover have difficulty in figuring out and thinking about how to communicate with others (Clifford, 1987). Students have difficulty in forming their own ideas in the presentation. In fact, students cannot express their ideas when they have to embody them. Formulating ideas is a problem many students face when creating their presentations. Also, most students don't make any framework or outline when they are going to planning a presentation, so in this regard their ideas that support their sentences and their main as well as key points and concepts are not straightforward and relevant regarding their topic. We conclude that the presenter must has sufficient knowledge of the topic, fully understands the information, and develops supplementary information, as innovative information and ideas aimed at further elaboration before discussion that will led their presentations more persuasive and effective.

Visual aids

Currently, present prevalence of technical gadgets is great and useful for learning a language which is computer based. It is used to improve reading along with learning within classrooms and to assist pupils with their linguistic skills (Wang & Cheng, 2011). Mostly, the utilization of audiovisual aids is a great way to help make a presentation more active, creative and engaging. This could be an area where pupils must devote plenty of time for preparing or activating an investment. There exists a variety of visual aids. This includes whiteboards, flipcharts, charts, OHPs (Over Head Projectors), PowerPoint, charts, videos and more. Visual aids are considered to be the most crucial element of an oral presentations just because they assist the presenter and the viewer's equally during the time of presentation, which led to better understanding of the content. It decreases stress, beside this it creates the presentation attractive and successful (Lambert, 2008).

It was argued by Emden and Baker (2004) that, the presenter can use auxiliary resources such as projector, transparencies (slides), blackboards, photograph and videos. The first impression is usually what appear on the screen that audience hear. Furthermore, providing real materials, photographs, drawings, models and figures will make the listener more believable and comfortable and they can understand easily. Yet, learners encounter difficulty while utilizing the visual tools like PowerPoint. A PowerPoint is the best tool when dealing with oral presentations in the classroom. Several people disremember that this PowerPoint tool is only a computer-based software that aids in learning a language and its communication comes by the side of presenter, who needs to make most of slides and audience to get the meaning across, not the slides. (Johnson, 2012). Indeed, some creative learners creatively use the slides of PowerPoint to create their targeted presentations more energetic, effective, good looking plus engaging, meanwhile some students have overloaded and roughly designed slides that looks poor. Most people give summaries rather than present and explain arguments (Grussendorf, 2007) or else focuses on small material instead of the main themes and provide additional of the time allotted. (Oliver &

Kowalczyk, 2013). Similarly, the main problem with presenting any presentation technically is the overcrowding of prepared slides.

Adding a lot of material on every slide often distract the observer's attention and let them boredom as well as they will not recall all the information displayed. Reading garbled text and using multiple bullet points restrict them from delivering their ideas in a coordinated manner or communicating effectively and confidently with focused groups. (Artyushina et al., 2010). In addition, such performances make the audience nervous and tired (Anderson & Williams, 2012). In short, it is important to spend a lot of time on visual aids to give the best. Students should be trained in how to use and control audio-visual equipment before presenting to avoid any kind of disturbance and accidents at the time of presenting.

Practice

One of the crucial and active investment that the learners must focus on is to practice alot. Nguyen (2016) argued that frequent repetition will aid and benefit the pupils in gaining more confidence during presentation and it is also an influencing factor affecting the oral presentation skills of students at higher level. Likewise, it is considered as one of the prominent factor by the help of which one will be successful in his/her presentation. (Nguyen, 2016). In fact, one of the key reason while presenting an oral presentation as a reason for concern about language is having no proper practice before delivering presentation. In fact, student enrolled in engineering were totally not known of the ability to make oral presentations; they did not use appropriate presentation skills while making oral presentations. This may be the reason that the students' have no proper practice (Abel & Abdel-Rahman, 2010). Rehearsal or practice is a vital part of the speaker's ability to correct the errors and have a complete command on the material in the presentation. More and more a speaker practices, the better his chances of memorizing, correcting mistakes and training his voice.

Pupils must write down important ideas on the page, observe and look themselves in front of a skilled and expert one or a mirror, or he/she can also keep the record of his/her presentation to hear and improve all those parts that needs to be polished and further improved. But to be most effective and successful, the best way the speaker need is to practice, consult, and learn from experience in the presence of several friends, family members or other skilled ones. As you practice, remember that your speech is calm and natural, create an effective voice and raise the voice of the listener. Also, the speaker should use a lot of body language and make the use of clear and smooth facial expressions and must keep a good eye contact will grab the audience attentions.

Teacher's role

Finally, the researcher examines what instructors could do to help students organize oral presentations in the classroom successfully. Teachers must need to be supporters and motivators particularly for students who do not accept or who may not be comfortable in the environment that is collaborative, feel embarrassed and unrelaxed. Because oral presentation is considered as student-centered activity, the teachers have to pay careful and thoughtful attention while planning the lesson the instructional approaches effectively. It is necessary that students identify the structure of the oral presentation before they start working on their presentation.

Therefore, teachers need to understand that the certain features and aspects of oral presentation might be unknown to most of students inside the classroom and should provide satisfactory support to aid students to understand their presentation needs. This means providing sample examples and templates that helps students in identifying each stage during the presentation. Such as providing students' presentations, for example the teacher's or other

students' presentations, can assist them present the types they expect (Hovane, 2009). In addition, teachers should act as tutors to assist their students in English about possible available materials such as newspapers, magazines and websites when students are going to present their presentation materials.

One of the main benefits of offering an English learning support model is that it allows educators to integrate and combine different communication methods to provide context for conversation participants. It allows teachers to present language phenomena in their own social and cultural settings, to get away from unfamiliar situations and facilitate students' understanding. (Donato and McCormick, 1994). Conversely, learners must be skilled at all the necessary and required skills related to making presentations. Course section should be clearly devoted to teaching and give opportunity to students to practice presentation and language skills for their oral presentations. This includes things like when and how to make an eye contact, the sense of organizing a premeditation, effectively communicating with intended audiences, the proper use of body language and being aware of how to manage the time, and the ability of how to create an effective and creative PowerPoint presentation (Otoshi & Heffernen, 2008).

As most of the times the students are unfamiliar with these skills, so all of these areas should be carefully presented, and students should be given sufficient and enough support to be successful in research and planning in each area. Also, teaching and practicing these particular minor skills is predominantly important to encourage the students, as many students rely on that the chief purpose of oral communication classes is to improve their oral presentation skills. (Miles, 2009). It is vital for an oral presentation class teacher to take the time to assist students with the mini and mega skills that are required to deliver oral presentations. If this does not happen, students might lose their self-confidence to being able to present themselves and feel that teachers are throwing them overboard in their struggle for survival (King, 2002).

Finally, the instructor's role in helping students in creating presentations is crucial for the learners to decrease obstacles to fruitful presentations. In addition to this, students will have command and will become master in other skills that are related and complementary, in case of developing oral presentation skills.

Difficulties face by students in their oral presentation

However, understanding the importance and benefits of oral presentation does not automatically solve the problem of oral presentation, except for the impact of difficulties on oral presentation. Students still have some difficulty in giving oral presentations. The following debate will share some of the difficulties of delivering an oral presentation based on several studies.

Difficulty of forming a good grammar in presentation

Thornbury and Slade (2007) suggested that one of the problems with student oral presentation is the manual transition from Language 1 to Language 2. Learning and speaking a foreign language such as English is one of the skills students must learn in order to communicate well with others. Good grammar is an essential skill that plays an important role in facilitating students' presentation. Good grammar helps students to express themselves well when speaking. According to Mc Donough and Shaw (2002), in most cases, speaking during a presentation is a skill often based on student choice. This means that people are more likely to measure our speaking ability through our presentation skills than other activities.

So, it would be another problem for the students to make a good sentence with the correct grammar/words as the students has to think twice about the grammar rules. Rajoo (2010) stated

that grammar also plays an important role in constructing the sentences. This is because sometimes students make sentences without thinking about grammar.

Difficult to understand the assigned topic

Tuan and Mai (2012) reported that it is difficult for students to give teacher material that students do not understand, and as a result, students are confused because they do not have enough knowledge or not familiar about the topic. Furthermore, they don't know which area of the topic should be put on the slides. Most students are aware of their content, but it can be difficult for them to create their own slides. It's important that student don't overwhelm their audience with too much content and stick to a timeline. Changing views on engaging slides can be difficult, but summarizing your views is important. Students also find it difficult to organize presentations on the topic. Students should be familiar with the organization of the presentation on the presented topic (Gibson, 2014).

Problem in keeping the audience attention during presentation

Khoury (2015) argued that one of the problems of students that how to keep audience interested in presentation. In other words, grab the attention of the audience when the student gives an oral presentation. The presenter may not try to get the attention of all students and may just focus on reading the slides, this is a big factor in influencing the presentation. Suzanne Gilman (2012) suggested that you start your presentation off on a bright, exciting start. Tell your audience your clear message that you will tell them something they don't already know and keep them interested in your presentation. Promise to solve your problem.

Pace problem in speaking

Speech speed has also become one of the trials students face in during presentation. There was a study that looked specifically at student problems. Raju (2010) stated that most of the students are very fast. As a result, the audience did not understand well. They speak fast because of the stress and they want to finish the presentation as soon as possible. Within this they tend to skip the word even the sentences. The problem of speaking at this speed, which is either too fast or too slow, interrupts communication.

Audience Anxiety

For most people, the most challenging aspect of giving an oral presentation is dealing with their fear. They are nervous during their oral presentations, and their performance suffered as a result. The psychological features are the primary components that influence the presentation skills of students and prevents pupils from giving excellent presentations is nervousness. In other words, the anxiety of audience causes fear, tension, and confusion in front of an audience (Buss, cited in McCroskey, 2010). Other researchers found the same results on anxiety during oral presentations (Chen, 2009; Kakepoto, Habil Omar & Said, 2012; Mahfoodh, 2014).

One likely cause of their anxiety is their fear of unfavorable judgement; they are excessively worried about being judged despondently or hostilely by others (Carleton et al., 2006) They may have though that the audience imagines their presentation to be flawlessly given and that they would be ridiculed at if they commit error and mistakes during their presentation in the presence audiences in class which is why they are nervous. The student's anxiety of being the centre of devotion, and aslo audience features such as size, prestige, resemblance, and formality, make pupils uneasy when speaking orally (The University of Southern Mississippi, 2014).

Presentation skills

Lack of presentation skills is also another difficulty and reason that effects student's oral presentation at higher level. In a study related to describing the difficulties that are faced by

students in their presentation, Leichsenring (2010) reported that English students at the Japanese Institute wanted to speak English better and reduce language anxiety during oral presentation. They were nervous about committing errors that results in the content being saved. She also acknowledged the difficulties of presenting the presentation in English and pointed out the difficulties in planning and preparing the presentation. Similarly, poor delivery skills lead to poor delivery and performance. For example, Chuang (2011) tried to measure university students' uncritical perceptions of English about oral language activities in which verbal suggestions play an important role. Students reported a lack of priority while reading from other sources before delivering presentation, no proper guideline and instructions as well as feedback from their instructors, unable to select appropriate and easy topics for themselves, weak vocabulary, and poor skills to present.

To better understand students' capabilities in oral presentation, their current abilities and skills should be polished and renewed and then match with how they perform actually. For example, Alwi and Sidhu (2013) conducted to compare the students of Malaysian faculty degree assessments of their levels of proficiency with how they actually perform in their oral presentations. The results show that students feel better than those assigned by the board of examination. Yet, real performances revealed flaws in communication and language skills during oral presentation.

Language Problem

The students' second challenge in their oral presentations is their language usage. When it came to presenting, the majority of students admitted to making grammatical errors and feeling unable to employ acceptable terminology and sentence structure. In their interviews, two pupils stated that they were unable to communicate in English as fluently as they could in their native languages. Students with language and verbal difficulties, like having no proper grasp on vocabulary, exact sentence structures fluency, and oral speaking and communication skills were also limited in their ability to express and deliver more multifaceted concepts and thoughts while delivering and presenting their academic oral presentations, according to El Enein (2011), Mahfoodh (2014), and Nguyen Thi Van (2010). As a result, when students were compelled to present their presentation in English, the students felt extremely nervous, and their performance suffered as a result. This is referred to as "oral communication apprehension" (McCroskey, 1977).

Pronunciation Problem

The student's difficulty of how to present their presentation with good speaking skills and clear articulation also contributes to oral communication comprehension (it includes the proper pronunciation of sentence structure, sounding, stress and certain words). Four students reported they have trouble pronouncing words throughout the interview. Nguyen Thi Van (2010) documented that, incorrect articulation makes this harder for the learners to understand their presentations.

The effect of the kids' non- English mother tongue is most likely to blame for their difficulties pronouncing English terms. The way in which the learners sound out from the learner's native language is changed into the subsequent language and is probable to generate foreign pronunciations, according to Avery and Ehrlich (as stated in Gilakjani & Ahmadi, 2011). As a result, non-native speakers' mispronunciations certain words that indicate reflect the intonations, sounds, accent, and grammar of their native tongue.

3. RESEARCH METHODOLOGY

Introduction

This section of the study consists of different techniques and procedures for collecting data. This chapter focused on research design, conceptual framework, targeted population, sample and sampling techniques as well as research instrument and procedures for collecting data.

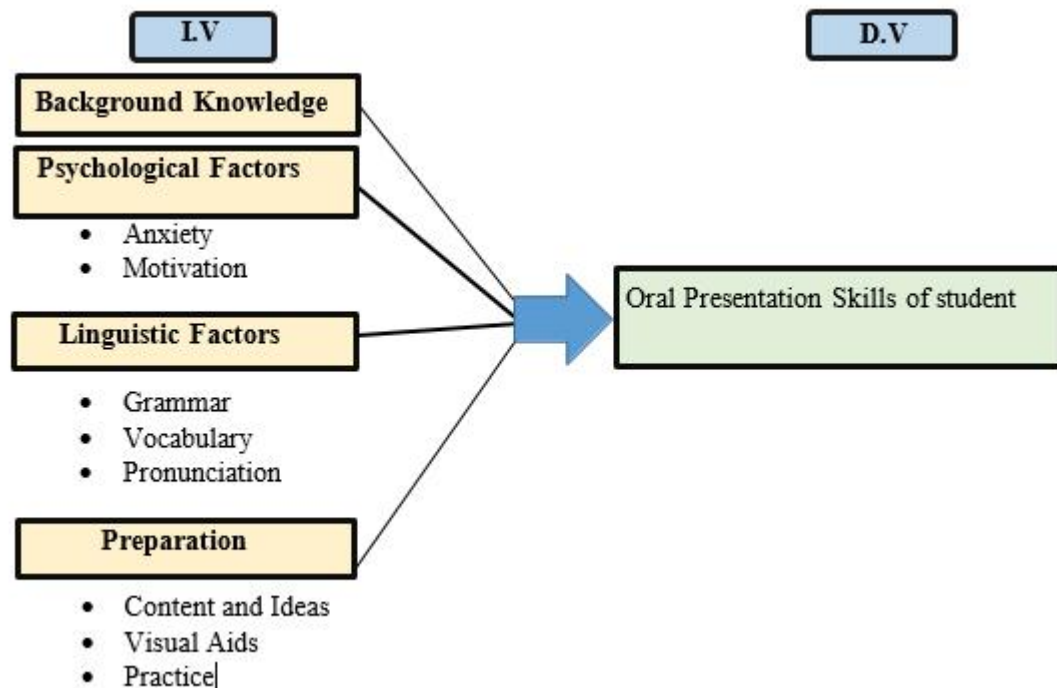
Research Design

The current study was conducted to identify the factors affecting student's oral presentation skills. So, for this purpose, the research study was descriptive (quantitative) in nature, with the help of survey method via questionnaire.

Conceptual Framework

Independent Variable = Factors affecting

Dependent Variable = Oral Presentation Skills of Students



Researcher developed conceptual framework

Population

The present study was conducted in Pishin city. The students of higher level from Sardar Bahadur Khan Women's University sub-campus Pishin, University of Baluchistan Campus Pishin and Government Girls Degree College Pishin were the population of the present study.

Sample and Sampling Techniques

The sample of 60 respondents (students) of higher level from Sardar Bahadur Khan Women's University sub-campus Pishin, University of Baluchistan Campus Pishin and Government Girls Degree College Pishin who has completed at least one semester were selected through simple random sampling technique.

Table 3.1

S.no	Institutions	Departments	Semesters	Sample (Students)	Techniques
1	Sardar Bahadur Khan Women's University sub-campus Pishin	English Education	2 nd and 4 th 2 nd and 4 th	20	Simple Random Sampling Technique
2	University of Baluchistan Campus Pishin	English Education	3 rd and 5 th 2 nd and 4 th	20	
3	Government Girls Degree College Pishin	Urdu Pashto	2 nd and 4 th 2 nd and 4 th	20	

Research Instrument

As the current study was descriptive in nature, therefore a survey questionnaire was used to collect the data, from the students of higher level. The questionnaires were developed by the researcher using five-point Likert scale on the basis of objectives, related studies and under the guidance of supervisor. The survey questionnaire consisted of 2 sections. Section 1 focused on demographic information of the respondents such as name, semester, department and institutions while section 2 deal with questions related to research objectives. The 5-point Likert scale ranging from 1- 5 was used to measure the items with following quantifications:

1 Strongly Agree 2 Agree 3 Neutral 4 Disagree 5 Strongly Disagree

To get information and data for objective "To recommend strategies for the improvement of student's oral presentation skills" open-ended questions were made to take recommendations for section 3.

Pilot Testing

Instrument Validity

Pilot study was conducted by the researcher before final study to check the validity of the instrument. To conduct pilot study 15 respondents were selected from 3 institutions. The selected respondents were not the part of actual study. The questionnaire was distributed among them and modification was made according to problems faced by the respondents. The questionnaire was validated from supervisor and the research instrument as also sent to research expert.

Instrument Reliability

The reliability of the questionnaire was checked via SPSS through Cronbach's Alpha. The reliability result obtained was .859. As the Cronbach alpha of 0.6 and above is good.

Table 3.2

Reliability Statistics	
Cronbach's Alpha	N of Items
.859	23

Data Collection Procedure

In order to get the data of the current study from the respondents first the researcher constructed consent form in order to get permission from higher authorities of institute then the researcher collected data with the help of above-mentioned instrument, the investigator visited the sample institutes of Sardar Bahadur Khan Women's University sub-campus Pishin, Government Girls Degree College Pishin personally and distributed the questionnaires to the sample students. However, questionnaires were sent to the sample institute University of Balochistan sub campus Pishin. The respondents were clearly directed and instructed about the pattern of filling the questionnaire. Therefore, the response of the respondents was 100%.

Analysis of the data

The collected data from the respondents was analyzed with the help of SPSS software (Statistical Packages for Social Science) version 25. Following data analysis techniques were applied on the data to calculate the results:

Multiple regression was applied to determine the factors affecting the oral presentation skills of students at higher level in Pishin city.

Descriptive analysis (frequency and percentage) was applied to identify the difficulties that students face in their oral presentation at higher level in Pishin city.

Responses of 3rd objective "To recommend the strategies for improving oral presentation skills of students" were used for recommendation purpose.

4. DATA ANALYSIS

Introduction

This area of the research consisted of the examination, analysis and evaluation of the data. So, the collected data from the respondents was analyzed with the help of SPSS software (Statistical Packages for Social Science) version 25. Following data analysis techniques were applied on the data to calculate the results:

Multiple regression was applied to determine the factors affecting the oral presentation skills of students at higher level in Pishin city.

Descriptive analysis (frequency and percentage) was applied to identify the difficulties that students face in their oral presentation at higher level in Pishin city.

Responses of 3rd objective "To recommend the strategies for improving oral presentation skills of students" were used for recommendation purpose.

Table 4.1 Model Summary

Model	R	R Square	Std. Error of the Estimate
1	.252 ^a	.064	3.035

a. Predictors: (Constant), Background Knowledge, Psychological, Linguistic, Preparation

The model summary table explains the complete fit and suitability of the model. The table 4.1 depicts that the model has significant relationship between the criterion and predictors variables. The R square is .064 which depicts that around 64% is the co-efficient of determination. This shows the variance in the DV (Presentation Skills) explained by the IVs. The results of the table show that four predictors (Background knowledge, Psychological, linguistic, Preparation) revealed 64% of total variance.

Table 4.2. ANOVA

Model	Sum of Squares	df	Sig.
Regression	34.483	4	.450 ^b

Residual	506.500	55		
Total	540.983	59		

Table 4.2 indicated that the model was not a significant predictor of presentation skills as $f = 0.936$ and $p = 0.450$ which is $> .005$ therefore it is concluded that predictors (Background knowledge, Psychological, linguistic, and Preparation) do not have a significant impact on DV (presentation skills).

Table 4.3. Coefficients

Model	Beta	t-stats	Sig
(Constant)	10.025	6.852	.000
Background Knowledge	-.178	-.870	.388
Psychological	-.351	-1.412	.164
linguistics	.079	.317	.753
Preparation	.350	1.424	.160

a. Dependent Variable: Presentation Skills

The table 4.3 indicate that the best predictor value is determined by the greatest Beta value. In the above table the Beta value for background knowledge = $-.178$, for psychological Beta = $-.351$, for linguistic = $.079$ and for preparation = $.350$. In this table the preparation has the highest Beta Value Beta = $.350$. In this table the preparation is the highest predictor. There for it is concluded that preparation is the best predictor that affect the oral presentation skills of students at higher level.

Table 4.4. I prefer to form a good grammar in my speaking rather than memorizing sentences as it is.

Frequency		Percent
Strongly Agree	13	21.7
Agree	24	40.0
Neutral	12	20.0
Disagree	7	11.7
Strongly Disagree	4	6.7
Total	60	100.0

Table 4.4 displays a sample of $n=60$ who were the participants of the study. Respondents with strongly agree are 21.7% with 13 samples, agree respondents are 24 out of 60 comprising of 40.0%. However, respondents with neutral are 20.0% out of 12 samples. Meanwhile disagree respondents are 7 with about 11.7%. Respondents with strongly disagree are 4 representing 6.7%.

Figure 4.4

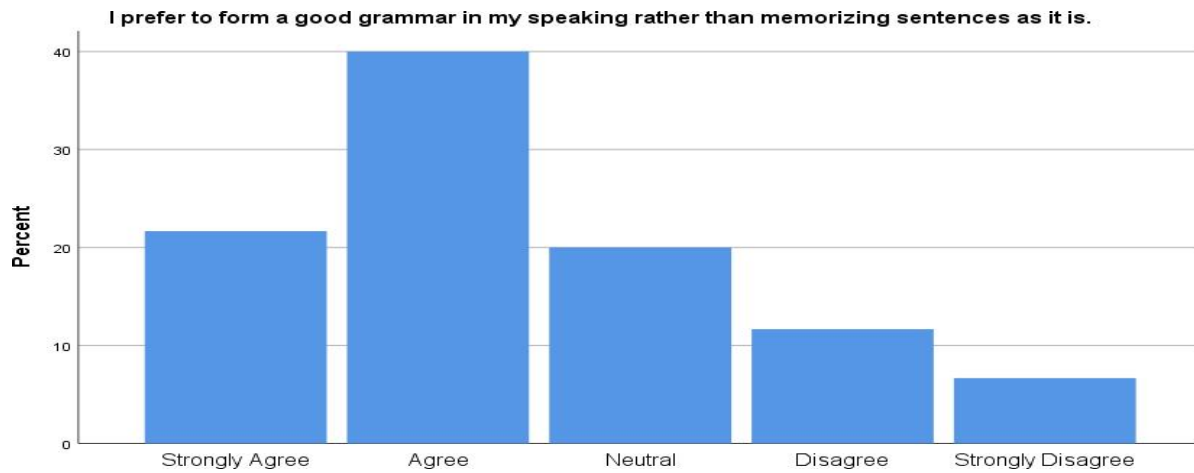


Table 4.5. I can't organize my idea in proper sentences because of lack of awareness of grammatical rules.

	Frequency	Percent
Strongly Agree	15	25.0
Agree	13	21.7
Neutral	11	18.3
Disagree	15	25.0
Strongly Disagree	6	10.0
Total	60	100.0

Table 4.5 represents a sample of n=60 who participated in this study. Respondents with strongly agree are 15 samples with 25.0% whereas respondents with agree are 13 samples with 21.7%. Moreover, neutral respondents comprise of 11 samples with 18.3%, disagree respondents comprise of 15 samples with about 25%. Beside this, respondents with strongly disagree are in the range of 6 samples having 10%.

Figure 4.5

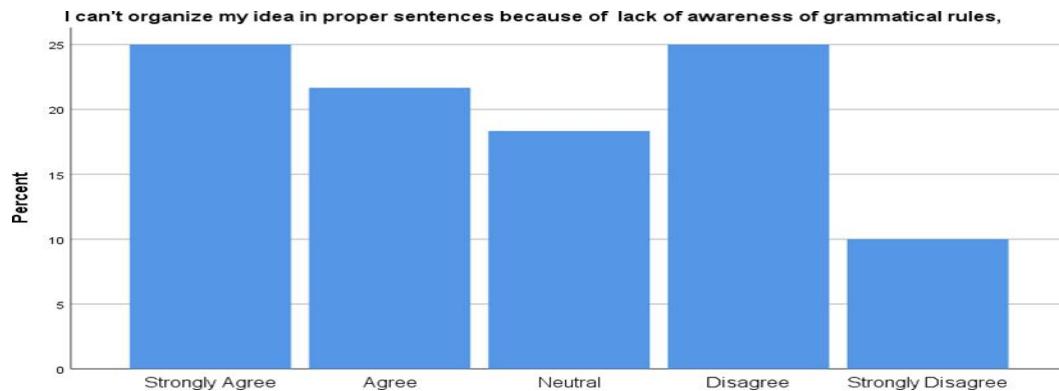


Table 4.6. I usually do not understand the assigned topic due to which I get confused in oral presentation.

	Frequency	Percent
Strongly Agree	2	3.3
Agree	20	33.3
Neutral	9	15.0
Disagree	19	31.7
Strongly Disagree	10	16.7
Total	60	100.0

Table 4.6 represent a sample of n=60 respondents who participated in this study. Respondents with strongly agree is 3.3% with sample of 2, agree respondents are 33.3% with sample of 20, neutral respondents are 15.0% with sample of 9, disagree respondents are 31.7% with sample of 19, strongly respondents are 16.7% with sample of 10. The table shows that 33.3% respondents usually do not understand the assigned topic due to which they get confused in oral presentation.

Figure 4.6

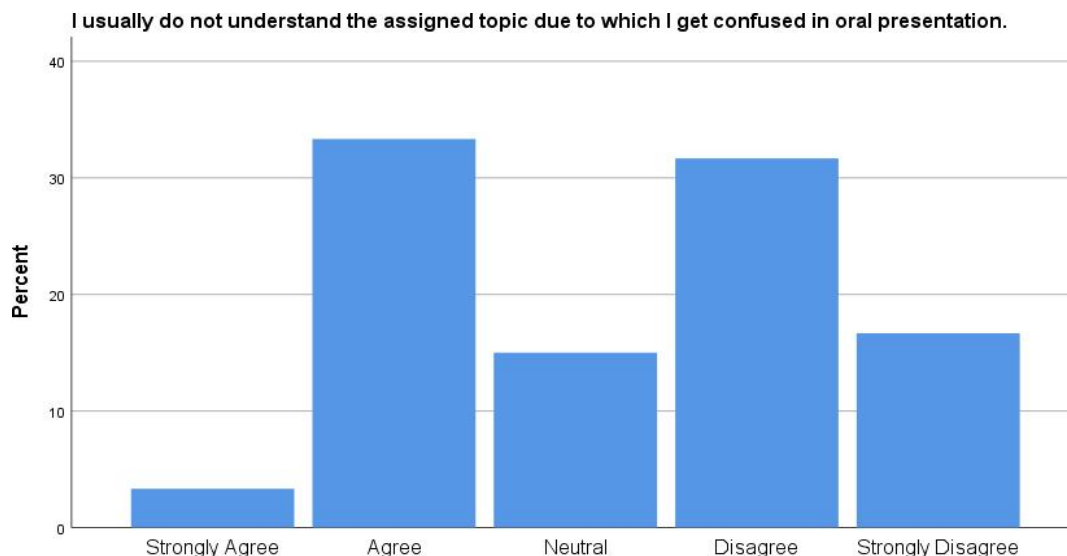


Table 4.7. I face difficulty to convey my thoughts to the audience due to lack of confidence.

	Frequency	Percent
Strongly Agree	2	3.3
Agree	6	10.0
Neutral	9	15.0
Disagree	27	45.0

Strongly Disagree	16	26.7
Total	60	100.0

Table 4.7 represents a sample of n=60 respondents who participated in this study. Respondents with strongly agree is 3.3% with sample of 2, agree respondents are 10.0% with sample of 6, neutral respondents are 15.0% with sample of 9, disagree respondents are 45.0% with sample of 27, strongly respondents are 26.7% with sample of 16. The table shows that 45% respondents do not face difficulty to convey their thoughts to audience due to lack of confidence.

Figure 4.7

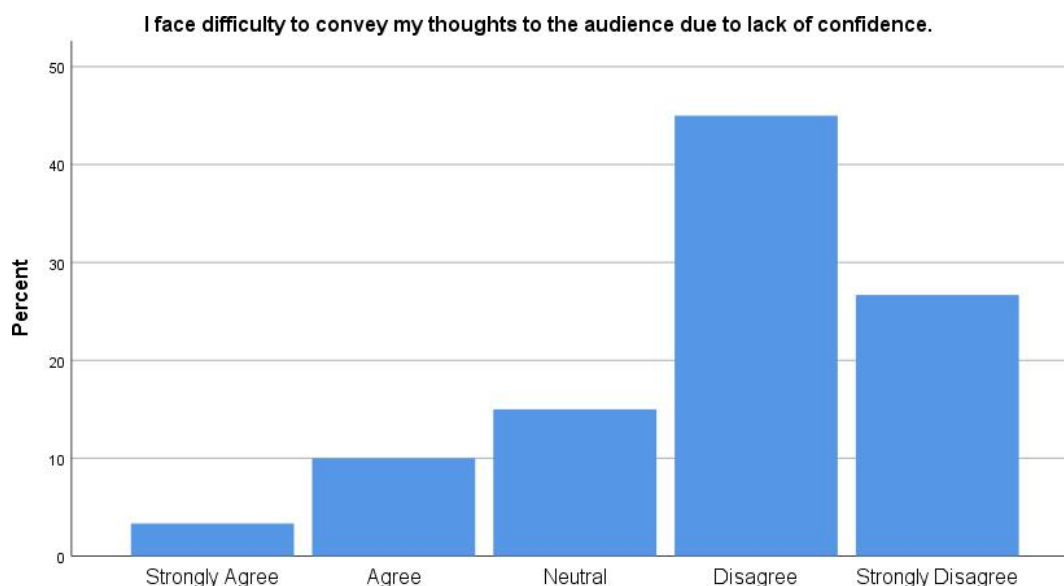


Table 4.8. I am afraid that audience will ask questions for me that is why I cannot keep eye contact with them.

	Frequency	Percent
Strongly Agree	6	10.0
Agree	8	13.3
Neutral	13	21.7
Disagree	20	33.3
Strongly Disagree	13	21.7
Total	60	100.0

Table 4.8 represents a sample of n=60 who were the total participants of study. Respondents with strongly agree are 10.0% with sample of 6, agree respondents are 31.3% with sample of 8, whereas neutral respondents are 21.7% with sample of 13, disagree respondents are 33.3% with sample of 20, while strongly disagree respondents are 21.7% with sample of 13.

Figure 4.8

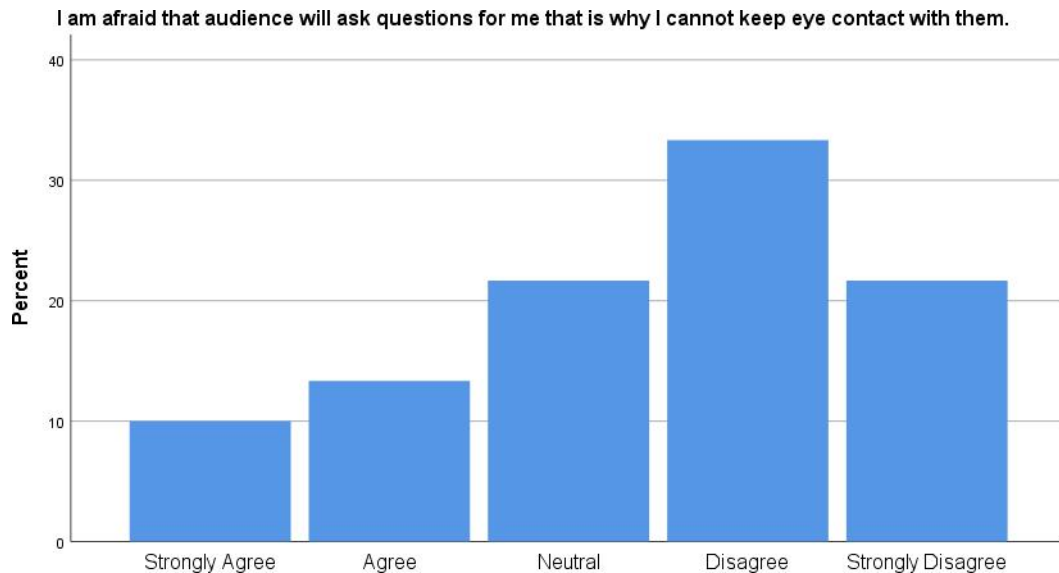


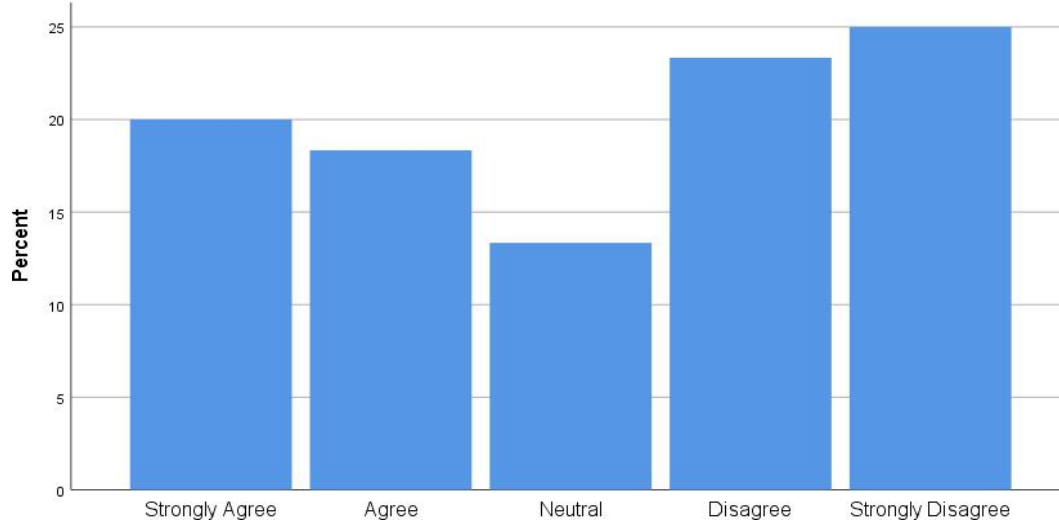
Table 4.9. I speak fastly in front of class due to fear that's why I skip most words even sentences too.

	Frequency	Percent
Strongly Agree	12	20.0
Agree	11	18.3
Neutral	8	13.3
Disagree	14	23.3
Strongly Disagree	15	25.
Total	60	100.0

Table 4.9 displays a sample of n=60 who were the participants of the study. Respondents with strongly agree are 20.0% with 12 samples, agree respondents are 11 out of 60 comprising of 18.3%. However, respondents with neutral are 13.3% out of 8 samples. Meanwhile disagree respondents are 14 with about 23.3% respondents with strongly disagree are 15 representing 25%.

Figure 4.9

Table 4.10. I usually deliver my presentation without concentrating too much on I speak fastly in front of class due to fear that's why I skip most words even sentences too



planning.

	Frequency	Percent
Strongly Agree	6	10.0
Agree	9	15.0
Neutral	14	23.3
Disagree	22	36.7
Strongly Disagree	9	15.0
Total	60	100.0

Table 4.10 represents a sample of n=60 who were the total participants of study. Respondents with strongly agree are 10.0% with sample of 6, agree respondents are 15.0% with sample of 9, whereas neutral respondents are 23.3% with sample of 14, disagree respondents are 36.7% with sample of 22, while strongly disagree respondents are 15.0% with sample of 9.

Figure 4.10

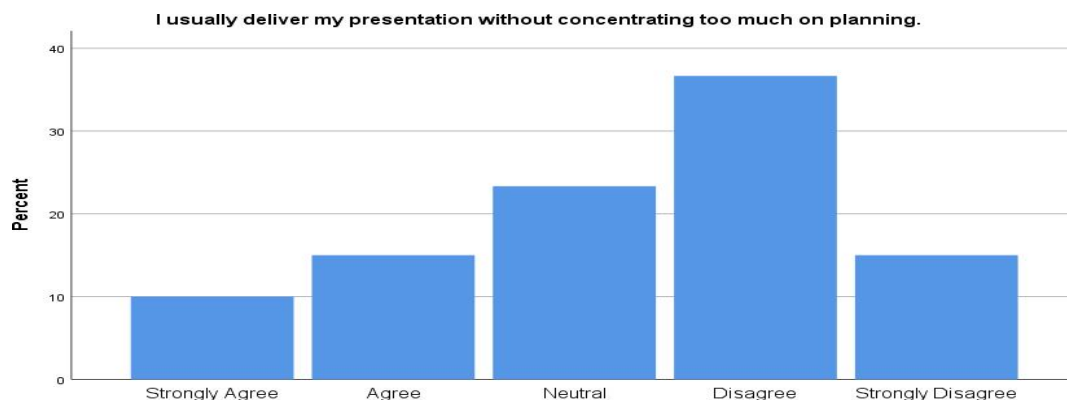


Table 4.11. I feel difficulty while pronouncing many of consonant sounds inaccurately.

	Frequency	Percent
Strongly Agree	4	6.0
Agree	24	40.0
Neutral	13	21.7
Disagree	13	21.7
Strongly Disagree	6	10.0
Total	60	100.0

Table 4.11 represents a sample of n=60 who were the total participants of study. Respondents with strongly agree are 6.0% with sample of 4, agree respondents are 40.0% with sample of 24, whereas neutral respondents are 21.7% with sample of 13, disagree respondents are 21.7% with sample of 13, while strongly disagree respondents are 10% with sample of 6.

Figure 4.11

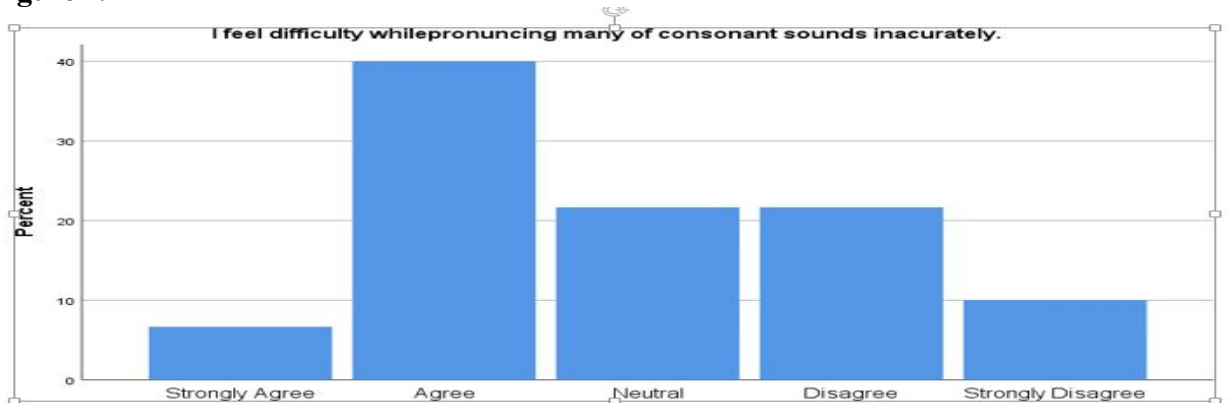
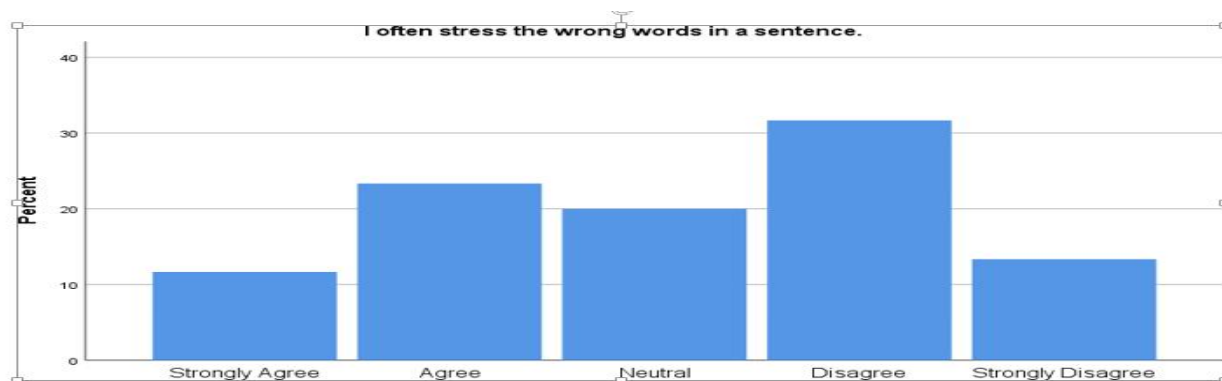


Table 4.12. I often stress the wrong words in a sentence.

	Frequency	Percent
Strongly Agree	7	11.7
Agree	14	23.3
Neutral	12	20.0
Disagree	19	31.7
Strongly Disagree	8	13.3
Total	60	100.0

Table 4.12 represents a sample of n=60 who were the total participants of study. Respondents with strongly agree are 11.7% with sample of 7, agree respondents are 23.3% with sample of 14, whereas neutral respondents are also 20% with sample of 12, disagree respondents are 31.7% with sample of 19, while strongly disagree respondents are 13.3% with sample of 8. This table shows that most of students do not stress wrong words in sentences while presenting.

Figure 4.12



Suggestions for improving oral presentation skills at higher level

Majority of the students suggested that for improving oral presentation skills and for effective delivery of presentation, practice is vital and efficient as practice makes an individual perfect all the way. Beside this most of student views that having a good command and grasp on vocabulary is also one of the best ways to improve oral presentation skills because most of the time students do have a collection of information but they are unable to present their thoughts verbally due to lack of vocabulary.

Furthermore, some students proposed that proper planning before delivering oral presentation is quite necessary and helpful for effective presentation. Moreover, some students were in favor of having a strong background knowledge about the assigned topic as having an appropriate background knowledge about the assigned topic will also led the presenter to deliver quality presentation.

In addition to this, some students recommended that students must be motivated for presenting. They must be encouraged by their teachers and should not be let them feel embarrassed during their presentation. Beside this, some students recommended that proper pronunciation of certain words is also necessary, students must focus on improving their pronunciations as well as they must learn grammatical rules and must implement in their speaking during their presentation.

Suggestion for overcoming difficulties that students face in their oral presentation

Students recommended that proper pronunciation of certain words is also necessary, students must focus on improving their pronunciations as well as they must learn grammatical rules and must implement in their speaking during their presentation. Meanwhile, some students suggested that effective presentation skills are necessary for successful presentation. An increase in self-confidence was also suggested by the students. Beside this, many student's views that during an oral presentation one should keep his/her speaking rate normal not fast that intended audience do not understand what you are actually speaking. Students also suggested that keeping an eye contact will also have led to have a good presentation as it is one quite efficient way to make your audience engaged and overcome the difficulty of nervousness.

5. FINDINGS AND RECOMMENDATIONS

Findings

The multiple regression was applied to determine the factors affecting the oral presentation skills of students at higher level in Pishin city. The regression results illustrate that IV (Background knowledge, psychological factors, linguistic factors and preparation) have impact on DV (presentation skills). The results indicated that there is no significant impact of IV on DV as the value of $P > .005$. Results revealed that IV (Background knowledge, Psychological, Linguistic and Preparation) have no significant influence on DV (presentation skills because $P = .450$ meanwhile the best predictor value is identified by the highest beta value $= .350$ which proves that preparation is the factor which highly

affect the oral presentation skills of students therefore its concluded that preparation is the best predictor for presentation skills.

The descriptive statistics (frequency and percentage) were applied to identify the difficulties that students face in their oral presentation at higher level in Pishin city. It was revealed from the findings that the student face difficulties in their oral presentation. The percentage show that respondents do not understand the assigned topic due to which they get confused in their oral presentation as 33.3% shows agreement to this, 40% respondents agreed that they feel difficulty while pronouncing many of consonant sounds accurately. Furthermore 23.3% respondents show agreement that they often stress the wrong words in sentence. Meanwhile, the highest 33.3% respondents show disagreement that they do not afraid from the question of audience they keep good eye contact with students. The highest-level students also believed that they do not face difficulty to convey their thoughts to the audience due to lack of confidence as 45% respondents shows disagreement to the statement that they face difficulty to convey their thoughts to the audience due to lack of confidence.

For suggestions, the open-ended questions were asked from respondents to have more detailed information. The results revealed that majority of the students suggested that to improve the oral presentation skills practice is very necessary and efficient as practice makes individual prefect all the way. Many of the respondents suggested that proper planning, good command on vocabulary and motivation are the best ways to improve the oral presentation skills at higher level.

Discussion

The main purpose of this study is to examine the factors that affect the oral presentation skills of students at higher level in Pishin city. All the necessary information that was collected by the researcher from the respondents with the help of research instrument (questionnaire) was analyzed. The collected and analyzed data showed that there are some factors that affect their oral presentation and difficulties that most of the students face during their oral presentation at higher level.

Multiple regression was applied to determine the factors that affect the oral presentation skills of students at higher level in Pishin city. The results revealed that there is no significant effect of IV (Background knowledge, Linguistic and Psychological Factor) on DV (Presentation skills). The study results show that background knowledge has no significant impact on the oral presentation skills of students at higher level in Pishin city. This result is in contrast to the findings confirmed by Bachmann (2012), Palmer (1996) and Hovane (2009). Furthermore, the psychological factors which comprise of motivation and anxiety were also seemed insignifant in the results as these factors also do not affect the oral presentation skills of students at higher level at all. These findings are in opposite to the discoveries of Al- Nough; Abdul-Kareem & Taqi (2014) and Mezrigui (2011) demonstrated in the review of literature. Meanwhile, there was also no significant of linguistic factors on the oral presentation skills of students at higher level in Pishin city.

The finding of this study is different with the characteristics in the results of Johanna (2012). However, it was determined that preparation is one of the most influencing factors among the other factors that affect the oral presentation skills of students at higher level student's which comprised of content and ideas, visual aids and practice. Prior to the presentation, practicing frequently helped students become more confident and provided them with more opportunity to memorize and hone their speaking voices. Additionally, these students stated in the majority of their questionnaire that preparation had a significant impact on the success of their presentation. This was in agreement with Lambert's (2008) and Quang's assertions (2016).

For identifying the difficulties that students face in their oral presentation at higher level in Pishin city, descriptive statistics (percentage and frequency). Most of students show agreement that they face difficulty in understanding the assigned topic. This was in agreement with the findings of

Tuan and Mai (2012). However, majority of the students exclaimed that they feel difficulty while pronouncing many of the consonant sound accurately. The results of this study are in line with the findings of Nguyen Thi Van (2010). Meanwhile, higher number of students stated that they do not get afraid from the questions being asked by the audience. These results are in contrast with the findings of McCroskey (2010).

Recommendations

The researcher suggested the following recommendations:

The pupils must put in additional practice and come up with solutions for their oral presenting issues. So that they can enhance their oral presentation skills.

It is crucial for students to establish good speaking habits through practice if they want to become great presenters. By properly planning and practicing, students can improve their public speaking abilities and gain the confidence they need to deliver an effective presentation.

Different tasks that emphasize both verbal and nonverbal communication should be given to pupils by their teachers. In order to increase their students' language proficiency, particularly in the areas of pronunciation, stress, and intonation, teachers may advise their students to listen to audio recordings and pay attention to the pauses, emphasis, and rise and fall of the speaker's voice.

It is suggested that the use of visual aids must be kept necessary during an oral presentation, as the use of such aids helps to engage students during presentation and make presentation more effective.

It is recommended that teacher should motivate and encourage both types of students whether they are good presenters or whether those who are actually trying. Sometimes, all it takes is a simple nod to accomplish this during a student presentation.

A helpful learning environment should be fostered by teachers, who should also be contacted by students if they have any issues, such as difficulty pronouncing words or organizing their thoughts.

For improving vocabulary, it is suggested that students should focus more on recognizing and learning new words they go through, this can be done by the use of different sources such as informative books, magazines, keeping pocket dictionaries etc.

Teachers should foster a positive learning environment and encourage students to get in touch with them if they have any issues, such as difficulty pronouncing words or organizing their thoughts.

Self-confidence is key to success, so students are advised that they should keep on boosting their self-confidence, make the use of body language and implement their presentation skills for delivering any effective presentation.

Conclusion

The findings of the following study illustrate that preparation is the best predictor which highly influence the oral presentation skills of students. The results of the study claimed that preparation is the factor which highly affects the oral presentation skills of students at higher level in Pishin city. Meanwhile the results show that there is no significant effect of other factors such as linguistics factors, psychological factors and background knowledge because results revealed no significant effect of these factors on the presentation skills of students.

In addition, the results also revealed that there are some difficulties that students face in their oral presentation at higher level in Pishin city. The results of the study demonstrated that students face difficulty in understanding background knowledge during their oral presentation as a result they get confused. Beside this, respondents responded that they often stress the wrong words in the sentence during their oral presentation. Meanwhile, majority of the respondents were disagreeing that that do not get afraid from the questions being asked by the audience. They were able to have a good eye contact with their audience. Furthermore, majority of the students believed that they do not face difficulty in conveying their thoughts to the audience due to lack of confidence.

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