Indonesian EFL Students' Attitude toward Oral Presentations

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Abstract

The present study aims at investigating Indonesian EFL students' attitudes toward oral-presentations in the local context. The design of the study was qualitative descriptive research. The participants were twenty-one English major students in semester 5. The data collection technique was open-ended questionnaires. Data analysis was conducted by content analysis. The findings revealed that the EFL students' view toward oral presentations were twofold, on one side they found it challenging, however, on the other side, they also found it useful to develop their skills. The challenges were some psychological issues and insufficient presentation skills during oral presentations. The benefits were that the EFL students thought that their L2 and academic skills were gradually improved through oral presentations. Furthermore, the findings recommend that future researchers may address how to solve the problems and how to maximize the opportunities that were offered by oral presentations.

Keywords: *oral presentations, learner-centered approach, speaking skills.*

Introduction

Student oral presentation method is commonly used in the higher education institution around the globe (Tsang, 2020; Zirkovic, 2014). Oral presentations require students whether individually or collaboratively to present and discuss a topic to the peer audience. By this means, the students are expected to be able to develop more skills during the learning session than being lectured. Some researchers have conducted many studies regarding this to see the results. For example, Sundrajun and Kiely (2010) conducted a study to assess the use of oral academic presentation in the classroom discussion. They found it was used to fulfill some purposes. One of them is that oral presentations develop student's ability to collaborate with others (Nguyen, 2013; Kobayashi, 2003). In many of the practices, oral presentations were specifically aimed to nurture the EFL students' public speaking skills (Nguyen, 2015; King, 2002). Through oral presentations the lecturers provide learning opportunities on how to practice and develop the target language skills as well as to build effective communication skills (Mabuan, 2017). Oral presentation

is used as an assessment form. For example, as the final exam of finishing one's academic degree, the students must be able to present and defend their theses before the exam committee board (Turner, Roberts, Heal, & Wright, 2013). In addition, ability to deliver ideas in oral presentations will benefit the students for future employment as a part of their public speaking skills (Al-Nouh, Abdul-Kareem, & Taqi, 2015). It is a common practice today that work-reports are delivered orally to accompany its written report form. Oral presentation skill is a part in modern businesses (Yu & Chadman, 2009).

However, despite some amazing benefits, the EFL researchers also have identified that oral presentations are not easily implemented in EFL setting. It brings some psychological problems and language challenges to majority of the EFL students still have problems to read and speak in the target language (Loubazid, 2012). The reading materials which are printed in the target language is not easy to understand (i.e., Muhassin, Annisa, & Hidayati, 2021; Mbato, 2019). Many EFL students could not present their ideas clearly and effectively during oral presentations (Fitriani, 2019; Panggabean & Wardhono, 2017). They feel insecure to show up with their limited English proficiency (Kheryadi & Hilmiyati, 2021). They do not know how to organize their presentation nicely (Chou, 2011; King, 2002). When the references which are printed in the target language is too difficult to understand, they do not know to solve it well (Chou, 2011; King, 2002).

Some studies reported some key problems of oral presentations to the students. A previous research by Mak (2019) reported that the EFL students do not have sufficient basic communication skills (i.e. the ability to speak clearly) and the advanced skills for intellectual exchange and the construction of new knowledge (e.g. skill in expressing their personal voice). In addition, Yang (2010) finds that limited command in L2 carries the most problems to oral presentations activity. As well, Harun et al. (2016) reported that oral presentation is a difficult learning activity for the first year university students in EFL settings due to the students' limited skills of delivering presentation. Therefore, many of the EFL students feel reluctant when the mode of learning is oral presentations.

In Indonesia, the implementation of oral presentation in the EFL setting is widely used as well. However, investigations on the implementation of oral presentations is still limited both from quantitative and qualitative approaches. Investigation on the EFL students' attitudes toward their experiences of using oral presentation is much less researched, whilst students' voices matter (i.e. Al Nouh et al., 2015; Gurbuz & Cabaroglu, 2021) in the assessment of teaching practices (Campbell & Li, 2008). Thus, to fill the gap, the present study investigates Indonesian EFL students' attitudes toward oral presentations, specifically, in light of the perceived challenges and strengths.

The first method of teaching was lecturing (see Dunkin, 1983). Lecturing has been used for decades until it was seen as no longer the only way of transferring knowledge in classrooms, as the first research about effectiveness of lecturing method appeared in 1923. Dunkin says that the lecturing method is more appealing on delivering a clarity of factual information; on the other side, it is less effective to develop cognitive learning and attitudes change, which can be achieved better through the discussion method.

As matter of fact, until today, the lecturing method is still widely used (see Horgan, 2003). The first reason is due to its low-cost operation. Second, as for some pedagogic purposes, the lecturing method in seen essential in the learning process because sometimes the students need some clear highlights about the basic concepts of course in order to become

independent learners and active participants in the discussion. Nowadays, lecturing can be made more interesting for the students, as some new innovation has been brought in, such as, to use a PPT or technology advancement and to include an interactive discussion (Nantz, & Lundgren, 1998).

Regardless many of the teachers enjoy lecturing method, the learning paradigm has shifted from the teacher-centered approach to the learner-centered approach. In other words, the students are required to play a more active role than ever. Some critics of the lecturing method say that after graduating the students will have to learn by themselves, thus the students should be trained how to study independently (Jackson & Prosser, 1989). Therefore, lecturing method is seen less relevant to achieve the goals.

Oral-presentation method in this paper refers to assignment of an individual or a group of students to teach the fellow students. Along the process, oral presentation requires that the students to use more skills simultaneously in order to successfully presenting a topic to the audience. In a review by Al-Issa & Al-Qubtan (2010), implementation of oral presentation can benefit EFL students. For example, oral presentation allows the students to (1) integrating different language skills in one assignment, such as, reading some text, writing a presentation material, speaking and listening to one another; (2) practicing speaking and communication strategies in a real-time with real needs of making the communication to others; (3) making decisions for what work best with their presentation; (4) preparing for real life roles, like making logic arguments, persuading audience into one's ideas; (5) acquiring knowledge and information through authentic English exposure, (6) promoting learner-centeredness, (7) expanding teacher's role; (8) learning how to use technology that accompany an effective presentation. The students can be assigned to work individually, in pairs, or in a group consists of several students depending on the aims the teachers want to achieve.

However, some issues emerge from the implementation of oral presentation in the EFL setting (Brooks & Wilson, 2014). First, the presentation is carried out uninterestingly thus the EFL student audience may find it unattractive method of learning. Second, the EFL students lack of the necessary skills to make a presentation, such as, language fluency and presentation skills. Third, the EFL students have some psychological problems due to their unpreparedness to use oral presentation.

EFL students' challenges to speak English have been investigated by numerous researchers. The researchers assume that understanding to the language learning challenges or anxiety improves our knowledge of SLA (Cutrone, 2009). Main theoriests who focus on the area, among others, are Horwitz, Horwitz and Cope with their theory so-called Foreign Language Anxiety (1986). In the theory, they proposed that students' negative emotion toward foreign language learning come from three sources, namely, (1) negative-evaluation-fear, (2) communication-fear and (3) test-fear. Negative-evaluation fear is a kind of fear that EFL students have in their mind that people will pass negative judgement over their English. It has been reported as the biggest fear that in EFL speaking performance (e.g. Zia & Sulan, 2015; Liu & Cheng, 2014; Cutrone, 2009). Communication-fear is a kind of fear whereas EFL students think they could not communicate well in the target language. Willingness to communicate in the target have been reported to link with the level of proficiency and anxiety (Cutrone, 2009; Aydin, 2008; Tumasang, 2021; Hanifa, 2018). Test-fear is a kind of fear that EFL students have

when they are taking language test whereas they get worried that they cannot do well in the test. Some research have reported that high level of test-fear may affect their performance during the test (Cakici, 2016; Tridinanti, 2018; Tumasang, 2021).

Brooks & Wilson (2014) conducted a literature review about benefits of oral presentation to EFL students' language proficiency. They conclude that at least there are five benefits of oral presentation reported, namely, implementing learner-centered approach, developing the four language skills, using real language exercises, the skills are benefitting students outside the classroom, improving motivation to learn more English. Many studies on EFL oral presentations show support to these conclusion (i.e., Tsang, 2022; Tóth 2019; Chou, 2011), even though the benefits are reported varied among the EFL students (i.e. Mazdayasna, 2012; Tuan & Neomy, 2007).

Some research have conducted some investigation on how the EFL students respond toward implementation of oral presentation. The information is considered crucial in the evaluation of the oral presentation practices (Campbell & Li, 2008). Even though the EFL students's perception may not indicate their actual gain in learning but it may explain about their learning engangement and motivation (Lin, 2016). In other words, we need to be well -informed about the dos and don'ts which could potentially be facilitatative and inhibiting in the EFL classrooms (Liang & Kelsen, 2018).

Al Nouh et al. (2015) conducted a large-scale research to find out the difficulties found by the EFL students in oral presentations. They used a questionnaires and interview to 500 EFL students in a higher education institution in Kuwait. The results yield that the students experience difficulties with oral presentation at a medium level. The students reported that they felt afraid of peer evaluation. They also experience some difficulties with the presentation skills, technology related devices, and duration of time to do presentation. Furthermore, the research conclude that the EFL students need some training on how to do the presentation well and how to deal with their psychological problems during oral presentation. They argue that oral presentation should be equipped in pre-service teacher education program. Some conversation skills courses are suggested to strengthen the EFL students language skills.

Methodology

The design of the research was qualitative descriptive approach. Qualitative descriptive is just like other qualitative research approaches but it is the least theoretical of all qualitative approaches as it does not produce any theories (Lambert & Lambert, 2012). The approach is relatively new and the researchers are divided as some controversies are going on. However, this approach is seen important in some field of study, such as medical and social sciences whose intention to describe phenomena instead of to explore them. In general, this approach does not violate general idea in qualitative research, thus it should be applicable in its unique context of study and should be treated equally as other qualitative research approaches (Lambert & Lambert, 2012).

The research was conducted at a public university in Indonesia. The participants were twenty-one English major preservice teachers in semester five. Their age ranged between 20-21 years old. All of them had been familiar with oral presentations as the learning activity. The researcher chose the participants from those students who had taken a lecture

taught by the researcher earlier, in consideration of doing so would facilitate the researcher's in writing the questions for research instrument.

The data of students' attitudes of oral presentations were collected through 15 set of open-ended questions. The questions were modified from oral presentation questionnaire by Al Nouh et al. (2015). The questions of recent study consisted of 6 sets of open-ended questions which elicited the impacts of oral presentations activity on the students' language skills and 9 sets of statements about the impacts of oral presentations activity on their psychological circumstances plus their respective description for selecting the chosen answers. In total, 310 sets answers were recorded as not all questions were answered. The questions were administered through google form.

Data obtained from the questionnaire were analyzed by using content analysis (Nunan and Bailey, 2009). The steps were as follows: (1) collecting 310 sets of answers by the respondents; (2) the data were categorized into respective themes which would provide answers to the research question, (4) generating findings, (5) discuss the findings by consulting the literature and previous studies.

Results and Discussion

Challenges of oral presentations

The findings of the study revealed that the participants faced some learning challenges as well as some learning opportunities following the implementation of oral presentations. Description of the findings from each category is presented as follows.

Psychological challenges

Some participants stated that they experienced some psychological challenges during oral presentations. As can be seen from the Figure 3.1, majority of the participants reported that they found themselves alerted about the audience's negative evaluation (90.5%), avoidance to take oral presentations (76%), stage fright (73%), lack of self-confidence (57%).

Figure 3.1.1 *Psychological challenges*
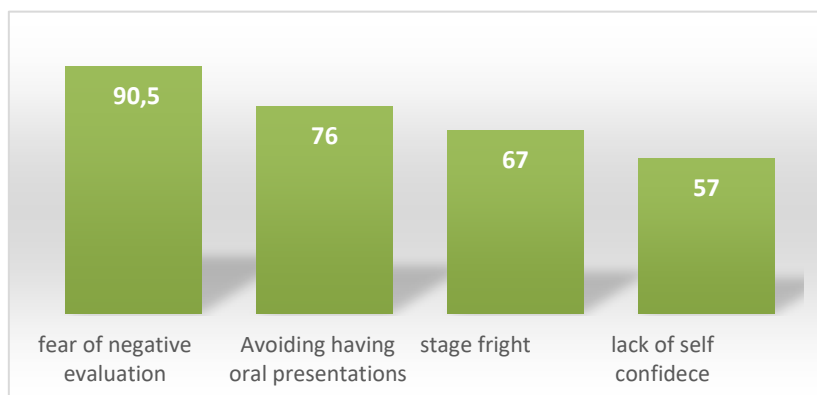
The participants revealed that even though they encountered oral presentations in the classes quite often, but they found that most of the time they had some worries about receiving negative evaluation from the audience. The participants mentioned that they would likely to show some weaknesses during oral presentations. Thus, when they

performed less satisfying, they thought that the audience would negatively judge them. The excerpts are given as follows.

"When I'm doing a mistake and the audience know about that."
"Because I often speak incoherently so I think they will think negatively of me."
"Yeah, sometimes I feel my presentation not always good and maybe some people think negatively about it".

The participants said that they could enjoy easy oral presentations. However, at times, they had to present difficult oral presentations which gave them some high cognitive tasks. Due to the difficulties, they wanted to avoid presenting oral presentations. The excerpts are presented below.

"Because there are times when presentation feels easy and sometimes feels difficult."
"Even if I always doing this activity, I feel medium pressure when speak in front of the audiences"
"...[S]ometimes doing oral presentations is tiring. We have to remember the text, using good pronunciation, etc. But actually I like oral presentations because I can improve my pronunciation skill"

When the participants were asked whether they experienced some stage-fright during oral presentations, most of them confirmed that they did. Some said that it was caused by a lack of experiences and some others said that it was a natural feeling as human beings. Their stage-fright rooted from multiple sources, as can be seen in the excepts below.

"Because I am not used to do oral presentations in public"
"It's just about humanity (to feel afraid) hehe."
"I afraid of making a mistake (in front of audience)"

Half of the participants said that they were unconfident of giving oral presentations because they saw themselves were lacking in delivering the presentation well. Some of the participants felt the negative feeling surrounded them throughout the presentations but some others could let go the feeling gradually and felt better by the end of the presentations. The excerpts are presented as follows.

"I'm a human. Sometimes I over think about my presentation because I still feel nervous when delivering presentation.
"Because I sometimes feel lacking and feel there is no improvement in myself
"Even though I panicked at the beginning, but after finishing the presentation it made me realize that I can do it and it boosted my confidence"
"When I feel my presentation (is) not (going) well"

Presentation skills challenges

The next problem that the participants had in the oral presentations is that they seemed to have presentation skills limitation. The data in figure 2 shows that the participants' inadequate presentation skills (52.4%) and or difficulty to explain the material well (90.5%). inadequate presentation skills could be followed by their limited English proficiency to comprehend and or to explain the materials well.

Figure 3.1.2 *Presentation skills challenges*
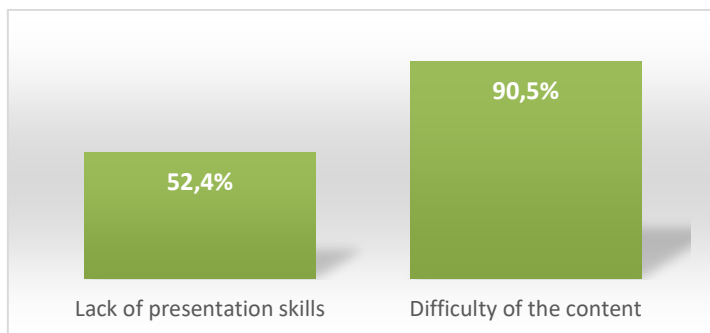
In Figure 3.1.2, we see that the half of the participants felt that they did not possess adequate knowledge and skills to do a presentation in English well (52.4%). For example, first, they revealed that they were not sure how to a make a good presentation since they did not study how to present a presentation ideally. Second, they just relied on previous experiences of oral presentations in class. In the presentation skills, there specific vocabulary which can be prepared but their English command for that particular context was not sufficient. They might know what to say but they did not find the right expression to deliver it. They knew their presentation was not clear as the audience could not understand their messages. They also realized their weaknesses from comparing their presentations with others'. In the excerpt below, the participants informed us about why they said they lacked of presentation skills.

> "Because I sometimes forget what good oral presentations looks like because people have different opinions (of what make a good presentation)."
> "Sometimes I don't know how to deliver a good presentation by using appropriate English because I always use informal English."
> "Because after the presentation, if there is an audience who doesn't understand what we are saying, we can learn more about how to convey something correctly so that listeners can understand."
> "I felt I am lacking when I saw others could do the presentation more attractively"

On top, the main problem that the participants had was that they had difficulty to understand the material which was printed in English (90.5%). Most of the time the participants revealed that they did a presentation without understanding fully what the material is about. Some participants claimed that they could barely understand the material. Thus, when they had to deliver a material in which they had little understanding of it, they knew that their performance would be poor. The excerpts of participants' answers are presented as follows.

> "I will be nervous when I present something that I have lack knowledge and understanding with the topic"
> "There are some topics that are difficult to understand in my opinion if I don't understand a difficult topic, it makes me blank and I don't know what to say to improvise"
> "Sometimes there are some materials that are difficult to understand and present, so that makes me less confident"
> "Because when I don't master the presentation topic then my presentation will be bad."
> "When the material difficult to understand (it) make(s) our performance low."

Opportunities found in oral presentations

Improving the language skills

The findings generated from the data collection revealed that the participants also regarded oral presentations had lent some real-time practice to develop their linguistic skills in term of grammar (95% agree), new vocabulary (100% agree), pronunciation (100% agree), communication skills (90%), presentation skills (100% agree), and communication strategies (90% agree). It seems that the participants consider oral presentations could act as a perfect opportunity to speaking practice. Participants answers can be seen in figure 3.1.3 as follows.

Figure 3.1.3 *Improving the language skills*
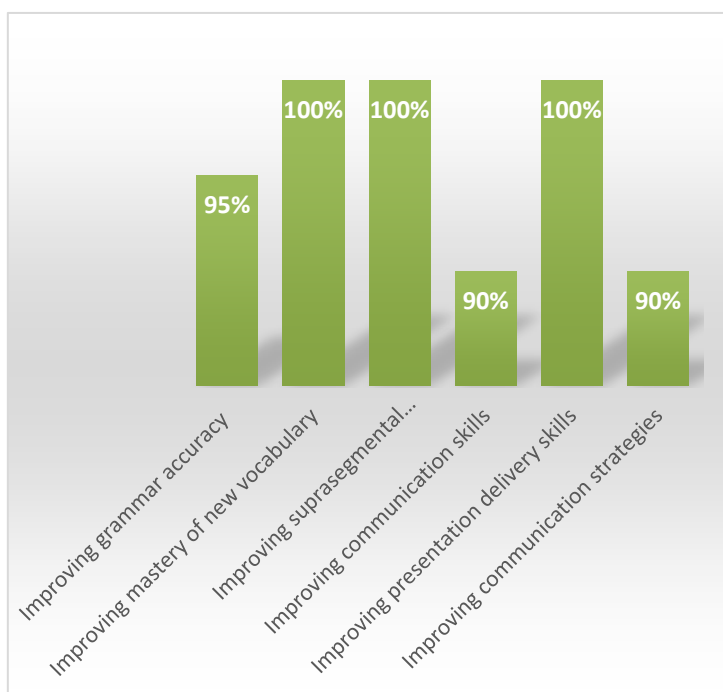
The participants revealed that oral presentations had been thought as a platform to show off ones' English competence in front of the audience. The participants seemed to value grammar accuracy in speaking. The excerpts are given below.

"Indirectly, (in doing oral presentations) we learn how and when to use grammatical rules."

"... Because I tend to pay attention to arrange a good sentence grammatically while doing oral presentations. In my opinion, by using correct sentence orally will make people understand what I mean easier."

"...[O]ral presentations can make me understand better about tenses and sentence structure, and can increase my ability in English language."

"Yes, because oral presentations make me try not to make mistakes in front of many people so I learn how to use correct grammatical system of English language so that they understand the material I convey."

In addition, other participants held some opinion that oral presentations help them to practice more aspects of language skills, not grammar alone. The obvious one was that they had developed new vocabulary from reading in preparation of oral presentations. The excerpts are as follows.

> "... Because when we do oral presentations it makes us more learn about vocab, how to use a correct grammar and if we do oral presentations, we more have a lot of opportunities to improve our English languange."
>
> "Yes, really. Because, I will find unfamiliar word in bahasa that I don't know the English. Then, I must find out the English words. This will add my new vocabulary mastery."
>
> "Yes, because with oral presentations we look for material by reading so of course we will find a lot of new English vocabulary."

The next aspect that was improved through oral presentation activities was the English pronunciation. They had a lot of opportunities to pay attention to segmental and suprasegmental features of their speech which made them more conscious of how to use them in real-time communication. The participants reported in the excerpts as follows.

> "Because when I did oral presentations I need to use correct stress and intonation in my sentences, since it help audience to understand what I talk."
>
> "We learn how to use the good pronunciation by using stress, intonation. But if we feel nervous, sometimes we forget to do it."
>
> "...[U]sing suprasegmental features such as tone, stress, intonation, etc. can help liven up the atmosphere during a presentation and listeners don't get bored and can still focus on listening."

Another reported opportunity of oral presentations by the participants was that it gave them chance to exercise their communication skills. The participants learnt that in order to make an effective delivery of presentation then they would have to express their ideas clearly, such as, by considering the appropriateness of delivery means and the level of difficulty of the topic thus their presentation would likely fit in their audience. The excerpts from the participants' answer are in the following.

> "We know how to fits the materials that are discussing and does not go off topic."
>
> "In preparation I mix the material according to the context and target of my presentation, so that the presentation is effective."

In relation to improving presentation delivery skills, the participants felt that oral presentations had contributed some useful hands-on practice, as extracted in the following excerpts.

> "Oral presentations make me consider how to start, develop, and close the presentation with a right way."
>
> "With oral presentations, we can immediately practice it well and can immediately evaluate our presentation."
>
> "In oral presentations I learn how to start and close the presentation. By doing it continuously, I will be good at doing it."

Similarly, the participants perceived that oral presentations improved their communication strategies. The excerpts are as follows.

> "Oral presentations can make me understand about the verbal and non-verbal strategies to compensate my English limitation.
>
> "Because oral presentations help me use verbal and non-verbal strategies to compensate for my limited English, and it makes my oral presentations easier."
>
> "Yes, oral presentations allow me to use nonverbal strategies such as eye contact, facial expressions, gestures, postures, and body language in order the listeners can understand the meaning of what I am trying to explain."

Developing academic skills

Oral presentations were acknowledged to contribute to developing the participants' academic skills. Majority of the participants felt that oral presentations helped them to

improve their reasoning skills (74%) and their technical of skills of delivering a presentation (76%). The participants' answers can be seen in figure 3.1.4 as follows.

Figure 3.1.4 *Developing the academic skills*
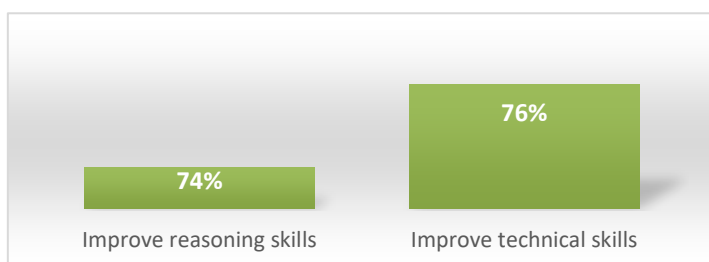
The participants reported that oral presentations developed their reasoning skills whereas they had to take all necessary means required to present the material well to the audience. For example, they had to prepare themselves in advance, not only to explain the material but also to take some questions from the audience later on regarding what had been said. They had to find ways to simplify the difficult matter so that it can be easily grasped by the audience. When some good discussions took place, the participants felt that they understood the topic better as well as they knew how to explain it to others.

> "Because with oral presentations, we must understand the topic we want to convey. we have to read a lot about the material so that it makes us understand more.
> "When presenters deliver material well, it sometimes makes me more accepting of the learning material than other learning methods."
> "Sometimes I think and consider that I understand well about learning material after did the oral presentations."
> "Because you can ask if you don't know during the presentation"

The participants revealed that delivering oral presentations for multiple times had improved their technical skills of delivering a presentation. They said that they learnt from previous meetings to improve their confidence in delivering a presentation over time. The excerpt can be found below.

> "Because I learn from previous meetings."
> "I often think that I have good confidence to deliver a speech in the future because of my practice today."
> "Because the more often I do oral presentations, the more confident I am."
> "Practice makes perfect. I feel that because I feel more confident after doing much presentation."
> "The input given by the lecturer is very useful for students in developing their oral presentations."

Based on the findings the participants saw that oral presentations have some challenges as well as some opportunities for them. The challenges were indicated by some struggles that the participants had, namely, psychological and presentation skills problems. The psychological problems were fear of the audience's negative evaluation (90.5%), avoidance to take oral presentations (76%), stage fright (73%), lack of self-confidence (57%). Those problems are problems that are frequently encountered in the L2 speaking performance. The EFL students were reported to experience similar problems, in term of speaking. On the other hand, the presentation skills problems were indicated by participants' inadequate presentation skills (52.4%) and or difficulty to explain the material well (90.5%). On the other hand, opportunities to improve the language skills were also identified, namely, opportunities to practice grammar (95%), new vocabulary

(100%), pronunciation (100%), communication skills (90%), presentation skills (100%), and communication strategies (90%).

Findings of the present study seem to corroborate the findings from previous studies. For example, the EFL students often deliver a presentation without comprehending fully what they are explaining to the audience thus they feel reluctant to answer to questions (Alwi & Sidhu, 2013). The EFL students find difficulty to read materials printed in English (Miles, 2014). These problems are exactly echoed in the findings of the present study as the reasons that were given by the participants why they wanted to avoid oral presentations. Previous study reveal that feeling nervous to speak in front of public are normally found among lower-level proficiency students, which probably has some relation to personality traits, whereas extroverted are more willing to take risks like making mistakes in their speech than introverted (Barketi, 2019).

EFL students' lack of self-confidence during oral presentation could be rooted from multiple sources (Waluyo & Rofiah, 2021; Salim, 2015). Previous the findings mentioned that lack of confidence can be caused by anxiety, lack of presentation skills, lack of language command (King, 2002) as reported by the research participants. Studies on students' anxiety during oral performance inform us that feeling stressful during oral presentation day happen to majority of students whether they are speaking in L1 (i.e., Mertz & Wolf, 2015). The EFL student may experience anxiety higher in EFL setting (Woodrow, 2006). Furthermore, lack of self-confidence may influence the students' overall academic performance.

Feeling afraid of negative evaluation is also reported in by previous researchers as problem which is feared by the EFL students in oral presentation (i.e. Aliyu et al., 2019). Previous studies reported that psychological issues during speaking performance were reported to be among the biggest issues (Said & Weda, 2018) which cause the EFL students unable to carry themselves well (i.e. Choi et al., 2019, Arifin, 2017, Hue, 2010, Hadi, et, al, 2020). To overcome psychological challenges, some previous studies suggest the teachers to do intervention to help the students out of their anxiety (Ayuningtyas, 2020). For example, the teachers may ask the students to produce some examples of oral performance before the actual performance (i.e. Kruger, 2013, Bartholomay, 2015, Donovan, 2016) from which the students can assess and reflect what to improve.

In term of presentation skills, the findings indicate that the participants lack of presentation skills. The result is in line with previous studies which reported that EFL students focus less on developing presentation skills and direct their focus more on linguistic accuracy (Miler, 2014, Brooks & Wilson, 2014). As they notice that they have less presentation skills, they feel incompetent to deliver oral presentation (Brooks & Wilson, 2014). Presentation skills are life-long skills which are important in employment thus it should not be avoided (Levrai & Bolster, 2015, Kim, 2020). On the other hand, students' difficulty to comprehend texts and to explain the materials to the audience can be improved through using multiple sources and following academic writing format (Levrai & Bolster, 2015).

Opportunities of oral presentation to develop language and academic skills have agreed with the findings of previous studies as well (i.e. Brooks & Wilson, 2014, Wilson & Brooks, 2014, Girard et al., 2011, Miles, 2009, Zirkovic, 2014, Al-Issa & Al-Qubtan, 2014). In particular, oral presentations are regarded as opportunities to make interactive,

dynamic, reflective, and independent learning and critical thinking in the classroom (Al-Issa & Al-Qubtan, 2014, Al Nouh et al, 2015). Oral presentations are argued to fulfill some learner-centered purposes, namely (1) the academic presentation provides important transferable communication skills, (2) presentations based on research allow students to make their own discoveries and learn independently, (3) how much and how well students know the subject matter can be identified in academic presentations' (Levrai & Bolster, 2015).

Previous studies have reported that oral presentations can improve EFL students' grammar, new vocabulary, organization skills as well as their communication skills over time (i.e., Brooks & Wilson, 2014; Levrai & Bolster, 2015; Al Nouh et al, 2015; Miles, 2014; Girard et al., 2011). Some studies also argue that some pronunciation practice are taking place during oral presentations where the students will produce clear speech and messages to the audience (i.e., Busa, 2010; Levis & Grant, 2003; Pardo, 2004; Yamkate & Intratat, 2012).

Oral presentation is argued to improve students' communication skills, presentation skills, as well as communication strategies support (Chou, 2011). Chou found that through oral presentations, the students practice how to present, describe, and argue their ideas or propositions to the audience. Furthermore, in the session of question and answer, they could hone their ability to improvise and respond to different questions instantaneously.

The researchers reported that there are discrepancies between students' attitudes and their actual skills (Alwi & Sidhu, 2013, Miles, 2014). It may apply to this study that the majority EFL students had some big problems with oral presentation, even though the same majority students also acknowledge that oral presentation help them to improve their language and academic skills. However, the findings are in line with previous findings by Al Nouh et al. (2015) whereas the participants experienced medium level of difficulty but still enjoyed the benefits of oral presentation. It seems that even though oral presentations are not easy to do but the EFL students can see that they are fruitful.

Conclusion

The EFL students perceived that the implementation of oral presentation offered some problems and opportunities to their language learning development. The problems reported mostly related to some psychological and presentation problems. The psychological problems centered on the participants' avoidance of oral presentations (76%), feeling "stage fright" (73%), lack of self-confidence (57%) and almost all of them were afraid of audience's negative evaluation (90.5%). In addition, the participants felt that they did not possess adequate skills to do presentation well yet (54%), and a low performance was caused by the difficulty to understand the content (90.5%). On the other hand, oral presentations also offer some learning opportunities. Almost all of the participants regarded that oral presentations develop linguistic skills in term of grammar (95%), new vocabulary (100%), pronunciation (100%), communication skills (90%), presentation skills (100%), and communication strategies (90% agree). As well, delivering oral presentations were regarded as one of the best means of learning the material (74%) and it improves their presentation skills over time (76%). It seems that even though oral presentations carried some problems to the students, but in the course of time, the students could evaluate that oral presentation were important in their academic experiences.

Furthermore, the paper has acknowledged some weaknesses. First, the design of the study is descriptive qualitative as which means it does not explore the phenomena under study yet. Thus future study is advised to take a deeper investigation to explain the phenomena to get a more thorough understanding. Second, the instrument collected limited information via open–ended questionnaire, then future researchers are advised to include interview and observation to get primer data.

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