

## INVESTIGATING THE RELATIONSHIP BETWEEN UNDERGRADUATES' ATTITUDE AND THEIR ORAL PERFORMANCE SCORES IN ENGLISH ORAL PRESENTATION IN ACADEMIC CONTEXT

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### ABSTRACT

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The Objective of this present study was to identify the undergraduate students' attitude in delivering oral presentation in English. It was also to point out the extent of the relationship between undergraduates' attitude and their oral performance scores in English oral presentation. A questionnaire was administered to 242 undergraduate students (aged 17-25). Descriptive analysis and Person product-moment correlation test were employed in the present study. The results of this study revealed that students have a slightly positive attitude pertaining to oral presentation in English and there was no significant correlation between undergraduates' attitude and their oral performance scores in English oral presentation.

## INTRODUCTION

[3] investigated the effects of attitude towards speaking English and performing English oral communication by Vietnamese students. They posited that speaking English is entirely related to students' attitudes. The researchers found that students who hold positive attitude towards speaking English significantly reported higher frequency and variety of strategy use than those who hold negative attitudes in speaking English. The researchers also pointed that students who hold negative attitudes towards speaking English are to have low levels of oral proficiency. They may dislike speaking as it is stated by the researchers "They may not like to speak the language because they lack self-confidence on their conversational ability". [3] indicated one of the most important reasons for possessing negative attitudes, in another word, oral proficiency could be one of the main reasons that play a very important role for students to have negative or positive attitude pertaining to speaking English. [3] shed some light on the students' attitudes pertaining speaking English with regards to their language proficiency. The significance of this study is that the students' attitude is entirely determined by their oral proficiency of English language.

A study about Turkish students' attitudes towards English language and its use in Turkish context has been carried out by [6]. This research examines the relationship between the language use and language attitudes towards the English language in Turkey. The method of inquiry used by the researcher, a questionnaire that was administered to 190 students of a primary school in Adana, Turkey. The findings revealed that students have mildly positive attitudes towards the use of English in Turkey. Concerning the attitudes towards speaking English in Turkey, the Turkish students are aware and conscious of the importance of the level of oral proficiency of English language helpful to understand cultures of others and they tend to have more accurate and fluent English speaking skills. However, they are not very tolerant to people of Turkey speaking English language among themselves.

[8] found out that a Kazakhstani group of students have negative experiences with speaking activities in foreign language class. The research addresses the idea of identifying foreign language speaking anxiety and the major outcomes of speaking anxiety reported by students. The students

indicated that they had a great number of fears, worry in class that is to say, an increase of anxiety. In addition to that [8] reported that being called out to the board is the most provoked to anxiety, unpredictable order would arouse high anxiety level to students.

[1] identified in her research paper how English communication skills are taught from a student perspective in higher education institutions and Oman's schools. The researcher used written protocols as qualitative approach from 58 respondents. This research embarks on an investigation and examines students' definitions of communication skills, viewpoints about the communication skills' importance, and how students are taught in schools and institutions of higher education. The results of this study revealed that communication skills are not effectively addressed in Omani educational schools. Students learned them only from many various ways like personal interactions with friends and family members in and outside school. In addition to that, most of the students were very poor at communication skills and anxious to communicate in English. [1] recommended teachers to deal with communication skills explicitly inside the classroom.

## METHODOLOGY

### INSTRUMENT

The instrument employed in this research is a quantitative method. The quantitative method in this study deals with a questionnaire. The questionnaire was adapted from both Attitude/Motivation Test Battery (MBTA) of [5] and Personal Report of Communication Apprehension (PRCA-24) of [7]. The questionnaire composes of fifteen items dealing with undergraduates' attitudes in delivering English oral presentation.

### POPULATION AND SAMPLING

The overall population of the present study is the international and local undergraduates who take English for professional communication. To determine the sample for this study, Krejcie and

Morgan's table was used suggesting that 234 undergraduates were selected randomly as the sample of this research from 636 undergraduates who registered in English for Professional Communication (UHL2432) in Semester I 2015/2016. To determine the sample for this study, Krejcie and Morgan's table was used suggesting that 234 undergraduates were selected randomly as the sample of this research from 636 undergraduates who registered in English for Professional Communication (UHL2432) in Semester I 2015/2016.

## **RESEARCH PROCEEDING**

In collecting data for the study, the questionnaire was administered by the researcher. The researcher began collecting the quantitative data of the study at the end of the first semester one 2015. He distributed the questionnaire to the students inside the English for Professional Communication classes. The respondents took 20 minutes approximately to respond on the questionnaire. The collection of the quantitative data of this study lasted one week. Also, the researcher approached respective lecturers of English for Professional Communication to get the undergraduate students' scores of oral performance in English for Professional Communication 2015/2016. The overall number of the undergraduate students is obtained from the Centre for Modern Languages and Human Sciences (CMLHS) of Universiti Malaysia Pahang (UMP). The undergraduates undergo various programmes at UMP. The participants are male and female students, studying in engineering faculties of UMP. Their ages ranged between 17 up to 26 years old.

### **Data Analysis**

The data of the questionnaire was analyzed using the Statistical Package for Social Science (SPSS) version 20. [2] posited that quantitative methods highlight the objective measurements as well as numerical analysis of data that is collected through questionnaires or polls. The prime focus of quantitative present study is to gather numerical data and also generalize it across a group of people. Descriptive statistics as well as correlation were run to describe the computed

data which were collected from the questionnaire. The first statistical instrument was run to analyse the first question. The second instrument was employed so as to investigate the relationship between the students' attitude with the undergraduates' scores of oral performance in delivering English oral presentation in classroom.

## **FINDINGS AND DISCUSSION**

The undergraduate students were asked to identify their attitude towards delivering English oral presentation. The finding demonstrates that the mean and standard deviation for each item of the questionnaire. The questionnaire data pointed out that eleven items out of fifteen items of the questionnaire scored a mean score above three ( $M > 3.00$ ). That is to say, three items scored the highest mean scores in the questionnaire. These are, item two, item 4 and item 5 with the mean scores of ( $M=4.08, SD= .84$ ), ( $M=4.02, SD= .73$ ) and ( $M=4.08, SD= .82$ ) respectively. It indicates also that undergraduate students have strong willingness and tendency towards performing English oral presentation. Furthermore, eight of these items namely items (six, eight, nine, ten, eleven, twelve, fourteen and fifteen) scored between ( $M= 3.00 - 4.00$ ). Only four items in the questionnaire (one, three, seven and thirteen) scored less than three ( $M < 3.00$ ).

The purpose is to identify the undergraduate students' attitude in delivering oral presentation in English. Based on the findings above, it suggested that undergraduate students possess a positive attitude towards English oral presentation in classroom. The total mean ( $M=3.27$ ) of descriptive analysis demonstrates that all the respondents obtained slightly positive attitude in delivering English oral presentation in classroom.

### **PEARSON'S CORRELATION BETWEEN UNDERGRADUATES' ATTITUDE AND THEIR SCORES OF ORAL PERFORMANCE IN ENGLISH ORAL PRESENTATION**

The relationship between the undergraduates' attitudes and their oral performance scores in English oral presentation was examined. The finding was analyzed employing Pearson's product-moment correlation. The result

represents the findings of the Pearson correlation between variables. The variables were analyzed based on [4] guidelines. The result of Pearson product-moment correlation reveals that the bivariate Pearson correlation between variables is not significant at the level,  $\alpha = 0.01$ . The correlation coefficient was employed to examine the range of relationship between variables. The correlation coefficient was found to range ( $r = .046$ ,  $p > .01$ ), which means that no significant correlation between variables was found. I.e. there is a weak positive correlation between the undergraduate students' attitudes and their oral performance scores in delivering English oral presentation

## CONCLUSION

This current study concludes that the undergraduates possess a positive attitude pertaining to their delivering oral presentation in English. Furthermore, students' attitude does not have an influence on students' oral performance due to their very weak correlation between the students' attitude and their oral performance in English oral presentation.

Based on these results, the English instructors should generate a conducive class atmosphere to enhance oral presentation delivery and also to promote positive attitude in presenting orally. Educators should also motivate and encourage the undergraduates during the first meetings by encouraging them to speak in English, reminding them frequently of the significant of mastering English oral presentation in classroom; to attain their personal goals such as to be professional presenters in engineering fields. The administrators should introduce the presentation skills programmes to the undergraduates particularly, the new ones so as to develop positive attitude, to increase their self-esteems and change their perceptions towards oral presentation delivery. This is because to the fact that some of the participants are not conscious of the purpose of delivering English oral presentation.

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