



**A STUDY OF ORAL PRESENTATION DIFFICULTIES
FACED BY THAI OFFICERS AT A MULTINATIONAL
COMPANY**

BY

CHOMPUNUCH LA-ONGSRI

**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF ARTS IN ENGLISH LANGUAGE TEACHING
LANGUAGE INSTITUTE
THAMMASAT UNIVERSITY
ACADEMIC YEAR 2022**

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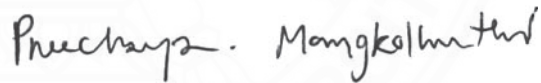
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A STUDY OF ORAL PRESENTATION DIFFICULTIES FACED BY THAI
OFFICERS AT A MULTINATIONAL COMPANY

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the degree of Master of Arts in English Language Teaching

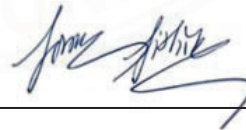
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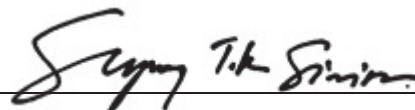
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Independent Study Title	A STUDY OF ORAL PRESENTATION DIFFICULTIES FACED BY THAI OFFICERS AT A MULTINATIONAL COMPANY
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Degree	Master of Arts
Major Field/Faculty/University	English Language Teaching Language Institute Thammasat University
Independent Study Advisor	Associate Professor Pragasit Sitthitikul, Ph.D.
Academic Year	2022

ABSTRACT

This study aimed to investigate the difficulties of oral presentation faced by Thai officers at a multinational company. This study was conducted to survey the significant difficulties of oral presentation, and the needs and suggestions to improve English oral presentation skills. This study conducted purposive sampling where questionnaires were used to collect the data from 40 participants who work at a Japanese multinational company from 3 departments (Designing, Sourcing, and Purchasing) and interviews were used to gain the in-depth information. The finding showed the trend of the respondents in all factors is moderate. The officers think oral presentation is difficult because they have low confidence. Moreover, they find it hard to find suitable words to express their meaning in terms of language skills. However, the officers rarely focus on grammar errors. They focused on the interpretation of meaning. In terms of audiences, they are frightened when a lot of people are watching them. In term of suggestions the officers suggested that the graduated students need further preparation in this working area, the officers suggested practicing basic communication and vocabulary by focusing on the target of communication and learning to prepare presentation material proficiently.

Keywords: oral presentation, multinational company, personal traits, language and presentation skills, audience.

ACKNOWLEDGEMENTS

I'd like to express my deep sincere gratitude to those people who supported and guided me from the beginning until the completion of this study.

Firstly, I'd like to express my special thanks of gratitude to my professor, Associate Professor Dr. Pragasit Sitthitikul, for his kind assistance, valuable suggestions, and encouragement. His support helped me to complete my study.

Secondly, I'm thankful for all the lecturers and staff members at the Language Institute, Thammasat University who have given me advice and comfort.

Thirdly, I'd like to thank the officers from Designing, Sourcing, and Purchasing at Sony Technology Thailand Co., Ltd who participated in this study.

Finally, I'd like to thank my family who continuously support and encourage me throughout my education.

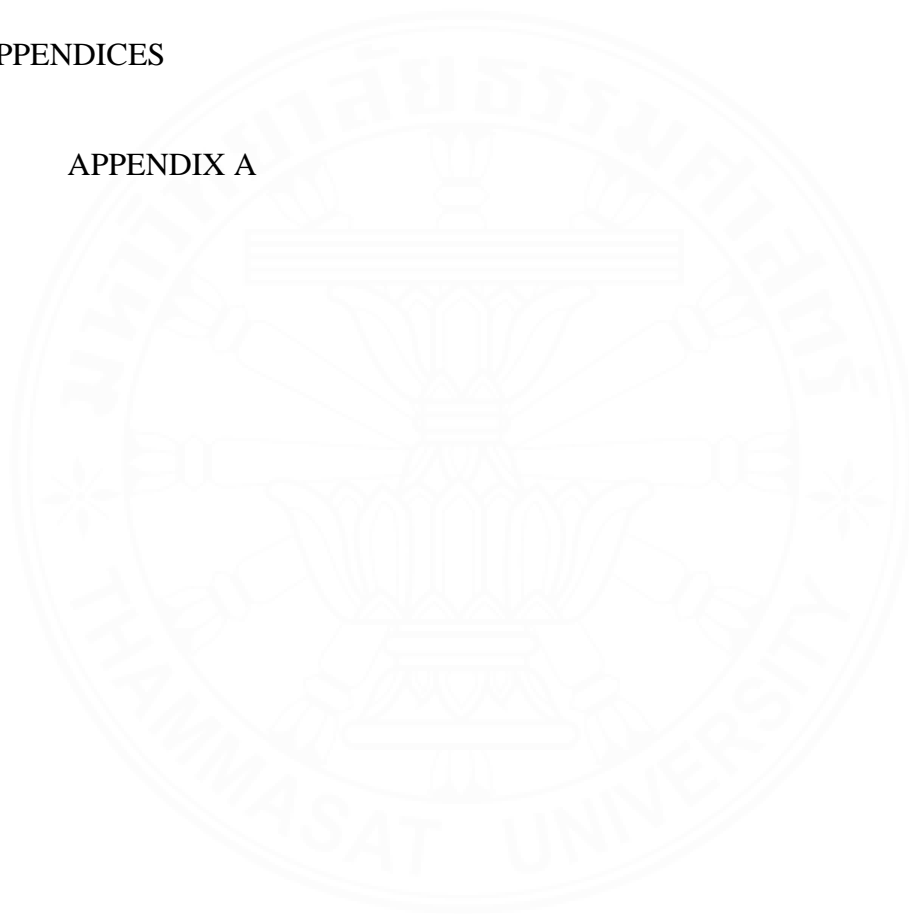
Chompunuch La-onsri

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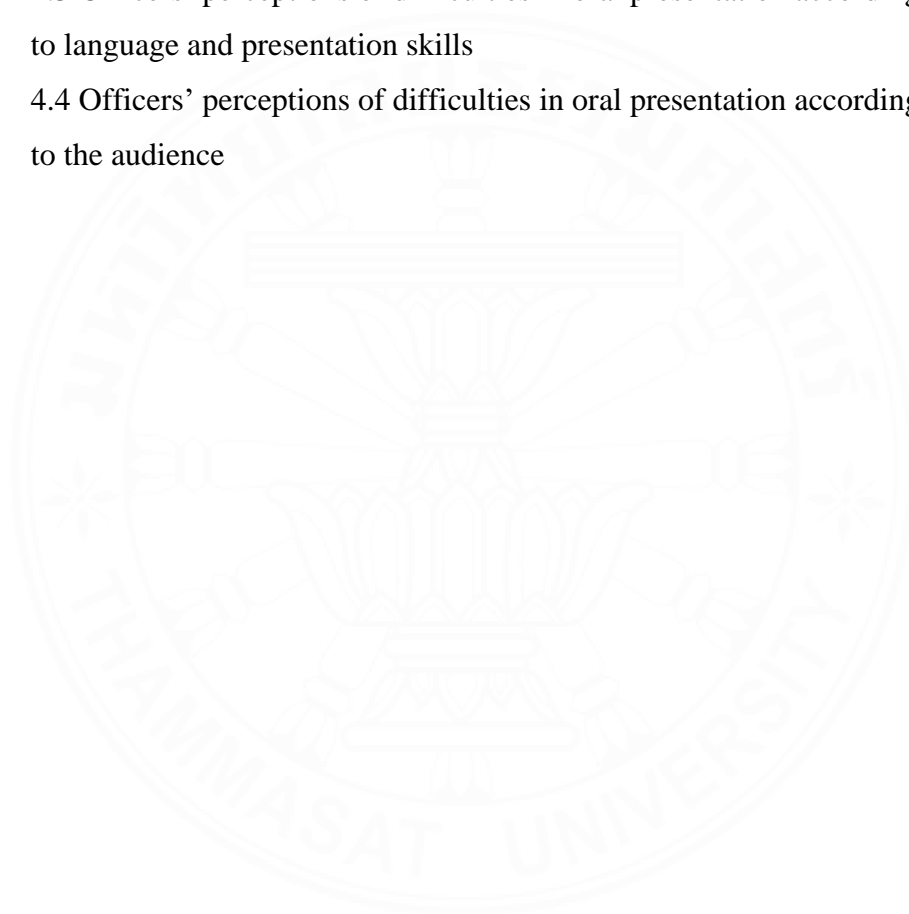
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CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Nowadays, there are many multinational companies' investments in Thailand. Thai people apply for jobs and must cooperate internationally with their stakeholders. Therefore, participants use English as a means of interaction, negotiation, and transaction execution when only one partner or none of the parties understand English well Wiriyaichitra, A. (2002). The role of English is important in the workplace. Moreover, communication skills also play a fundamental role in workplace situations. According to the result of the study of Moslehifar, M. A., & Ibrahim, N. A. (2012), oral communication skills are important skills in the workplace. According to Glenda (2002), both in social interactions and at work, oral communication is crucial and effective. However, many people are terrified of oral presentations in the workplace. They suffered from pre-presentation anxiety and didn't know which content should be presented or input in the slides, failed to engage with audiences, and also had poor body language. Moreover, they lose their place or forget the topic that they want to say next S. (2021). Therefore, oral presentations might be considered an essential skill for future careers and the graduates will become employees and apply for jobs in companies. In this level of education, teachers usually only provide the topics discussed and delivered in a presentation, Arifah M. & Dea Rizky R (2022). Thus, graduates must typically be able to provide an oral presentation in English to a large audience in the present day DuPre & Williams (2011); Heron (2019); Jackson (2014). According to Jackson, and Denise (2014), they mentioned that one of the most sought-after graduate employability abilities is oral communication, which dominates the assurance of learning standards. Therefore, oral presentations are becoming more important in business and one of the communicative competencies, especially in the working environment. Moreover, Thai people encounter difficulties in speaking skills. When Thai people respond to a basic conversation or speaking in English, they usually spend too much time considering the words to use, the grammar, and how their home tongue compares to the target language. Unnanantn and T. (2017). Language difficulties that students in English classes must

overcome include inadequate vocabulary, poor pronunciation, and a lack of understanding of grammatical structures, according to Juhana (2012) research.

Many previous studies investigated the challenges of oral presentations of students who major in English, For example, Hotel management at College and University El Enein , A. H. A. (2011), and Zulkurnain et al. (2014). Akindele and Trennepohl (2014) conducted some studies comparing student perceptions of oral presentations and written assignments less is understood, however, about the difficulties of oral presentations. of officers who work in a multinational company. Therefore, examining the difficulties officers at a large firm have while making oral presentations is the aim of the current study. The study's findings may be helpful to all educators, but especially those who are attempting to improve and assess officers' oral presentation abilities.

1.2 Research Objectives

The objectives of this study are the following:

- 1) To explore the challenges faced by Thai officers working in a multinational company when delivering oral presentations in English.
- 2) To find out suggestions to improve English oral presentation skills.

1.3 Research Questions

This study aims to answer the following research questions:

- 1) What are the significant difficulties using English for oral presentations of Thai officers at a multinational company?
- 2) What are the needs of officers to improve English oral presentation skills?

1.4 Definitions of Key Terms

Difficulties refer to officers' difficulties when dealing with oral presentation.

English oral presentation refers to the officers having to present their project or result in their working life in English.

Respondents refer to Sony Technology Thailand Co., Ltd officers.

Multinational company refers to Sony Technology Thailand Co., Ltd.

1.5 Scope of Research

This study is focusing on the survey of difficulties of English oral presentation used by Thai officer multinational companies to improve their English oral presentation skills.

1.6 Significance of the Study

This study aimed to survey the difficulties in oral presentation faced by officers in a multinational company. The findings from this study could provide information for improving the English oral presentation skills of officers and teachers who teach English oral presentations to students.

1.7 Organization of the Study

The contents of this study are divided into five chapters:

Chapter 1: The introduction of the background of the study, research questions, objectives of the study, definition of terms, scope of the study, significance of the study, and organization of the study.

Chapter 2: This chapter includes the literature review on difficulties in oral presentation.

Chapter 3: Methodology includes the research tools, the procedures, and data analysis.

Chapter 4: Results of the study are presented and interpreted based on the finding.

Chapter 5: This study ends with a conclusion, discussion, and recommendations.

CHAPTER 2

REVIEW OF LITERATURE

2.1 Oral Presentations

According to Sibanda and S. T. (2016), oral presentations are frequently required in many courses. The required oral presentation is short or long depending on the situation. Moreover, it can be carried out individually or in a group using slides or other visual aids. Ohio Wesleyan University, in “Guidelines for Oral Presentations” defined oral presentations as

“brief discussions of a focused topic delivered to a group of listeners to impart knowledge or to stimulate discussion. They are similar to short papers with an introduction, main body, and conclusion. The ability to give brief presentations is a learned skill and the one that is called on frequently in the workplace”.

Farabi (2017) mentioned that oral presentations represent an opportunity for enhancing leadership abilities and practical communication. Moreover, an oral presentation is another way to communicate information. If the presenters are well prepared, structured, and well organized, the presenters and learners will get benefits and enjoy an oral presentation.

Al-Issa and Al-qubtan (2010) mentioned oral presentations were divided into three types: controlled, guided, and free. Regarding controlled oral presentations, individuals with beginner to elementary language skills were typically involved. People with lower proficiency levels cannot be expected to deliver presentations in a foreign language for an extended duration. The presentation topic was set, assigned, and controlled by the instructor. In the part of guided oral presentation, the presenter was classified as having an intermediate or lower-intermediate English proficiency. The presenters can be guided in terms of a topic that is appropriate for their English proficiency. The presenters will be guided to use the appropriate level of grammar and lexical items. The listeners shouldn't be expected to continue talking without making language errors and allow the presenter to include some of their knowledge and give ideas about the topic, which encourages independent thinking. In the free type of oral presentation, presenters are anticipated to possess advanced to upper-intermediate

levels of expertise. The presenters can use complicated English and can demonstrate language skills. Moreover, they can handle most of the post-presentation. Tolley & Wood (2010:62) revealed the way to succeed in giving presentations include having a good point or a good jump start thorough planning and preparation. These are necessary for success and the presenters should start with a clear introduction and give the presentation structure to the audiences. Moreover, delivering a presentation with a clear structure to the audience focusses the attention of the audience on what the speaker is saying and is necessary for the speaker's performance. The presentation recaps at intervals what the speaker said. The technical terms should be explained to the audiences who might be unfamiliar. The presenters should make eye contact with the audience when presenting. The presenters should resist the need to be overly informal in order to cope with the pressure of the circumstance and the presenter concludes the material that was delivered by repeating the main points at the end of the presentation.

2.2 Causes of Oral Presentations Difficulties

Gallo (2014) mentioned that there are 10 difficulties when delivering the presentation content, the students committed the following mistakes: making reference to notes, avoiding eye contact, dropping one's voice, pacing, jiggling, and swaying, being unprepared, remaining still, reciting lists, and speaking for an excessive amount of time, failing to excite, and concluding with a lack of inspiration.

Various studies identified many causes of difficulties in oral presentations. Al Nouh et al. (2015), mentioned that different factors affect oral presentations such as personal traits, presentation skills, and audience. Rahmat et al. (2018) studied about the fear of oral presentations. They concluded the cause of fear in oral presentations came from the task at hand, the students themselves, and the classroom setting. Poor oral communication abilities, low self-confidence, tension and anxiousness, and a lack of desire are possible obstacles that prevent engineers from giving good oral presentations at work (Kakepoto et al., 2012).

2.2.1 Personal Traits

According to WHAI, K. G., and Lai Mei, L.E.O.N.G. (2015), some students find giving an oral presentation challenging due to their personal fears. Some other

studies mentioned that anxiety can cause difficulties in oral presentations. Some students find presenting an oral presentation difficult because of their own anxieties (Nascente, 2001). Moreover, Tiono (2004) believes that pupils' performance can be affected by their worry over speaking a given language. Many people face stress and nervousness during oral presentations (Lucas, 2001).

One factor related to the oral presentation performance is to make the speaker improve their English speaking and reduce their language anxiety. The speaker memorized the information because they were afraid of making mistakes. They mentioned worries about planning and preparing a presentation as well as about the difficulty of speaking in English (Leichsenring, 2010). Lacking practice in preparing for the oral presentation has been noted as a factor in language phobia during presentations.

2.2.2 Language and Presentation Skills

According to Kurakan (2021), some students struggle with oral presentations because they were worried about the inaccuracy of grammar, vocabulary, and pronunciation when using English for presentations. Kho et al. (2015) revealed that their students encountered difficulties in language usage such as they were unable to speak with the necessary vocabulary and grammar., and they made grammar faults. In addition, Bui et al. (2022) mentioned that one of the most important components of helping students master effective oral presenting is linguistic understanding. Learning vocabulary skills is one of the most important skills essential for oral presentations. Moreover, pronunciation is an important role in speaking. Celce-Murcia, Brinton, and Goodwin (1996) indicated that

“as part of successful communication, pronunciation teaching has become important”.

It is important for the presenters to have macro and micro skills in presentation. The macro and micro skills should be introduced for oral presentation by the instructor. If the instructors do not teach the presenters, they would lack confidence in their presentation skills and "will feel that the teacher has just dumped them into the sea to struggle for survival." (King, 2002, p. 406). Fromkin (2003) revealed the micro and macro components as fundamental to a speaker. Micro components were about

linguistic competence include morphology, syntax, semantics, lexical construction, phonetics and phonology, and syntax. Specifically, pragmatic and sociolinguistic competencies, as well as how the speaker's linguistic knowledge interacts with non-linguistic information, were included as macro aspects of performance competence.

2.2.3 The Audience

According to Rahmat et al. (2018), students have fear of the audience's size and makeup, or even the setting or timing of the presentation. The result from Razawi et al. (2019) shows that the behavior of audiences affects the oral presentation performance of presenters. Audiences play a significant factor in keeping the presenters inspired to speak and continue speaking. In addition, the result from Wolfe, A. (2008) demonstrated that the fear of public speaking in front of audiences was rated as the worst fear for many students.

In conclusion, it clearly appeared from the review of the above studies that oral presentation is an essential part of the communication process and there are different types of oral presentations. Moreover, there are many factors to oral presentation success including language ability and presentation skills, personality traits, preparation, and audience interest. Teachers will better understand officers' requirements and give them better opportunities to develop their abilities if they are aware of the challenges they encounter during oral presentations.

2.3 Relevant Studies

Some studies from Al-Nouh et al. (2015) were employed to explore EFL college students' perceptions. They found that most students perceived oral presentations to be challenging due to various factors such as nerves, lack of preparation time, language barriers and fear of making mistakes. Additionally, many students expressed concerns about their inability to express themselves fluently in English during oral presentations. However, despite these challenges, the majority believed that classroom oral assessments were valuable tools for developing communication skills and confidence levels in speaking English. Some even felt motivated by the challenge posed by presenting in front of their peers. Moreover, Al Harun et al. (2016) conducted the research with EFL learners who studied academic English courses. They explored those

specific difficulties in oral presentations by carefully examining the class presentation skills of students from a prominent university in Bangladesh. Getting in front of an audience and stating something in English is the most common challenge for incoming college students at presentation classes. The psychological state of some of them was mainly affected by the lack of experience and exposure. They were fearful in the first presentation. Tareen H. (2022) investigated the difficulties associated with oral presentations and methods for overcoming these difficulties. The results demonstrated that when making oral presentations, students had difficulties with speaking fluency, accuracy, and pronunciation. Additionally, many exhibited low self-confidence and felt threatened by the sizable throngs of onlookers. WHAI, K. G., & Lai Mei, L. E. O. N. G. (2015) revealed the difficulties in oral presentation encountered by students at a polytechnic in Sarawak, Malaysia. The industry feedback is that Malaysian graduate students didn't have good communication and presentation skills. The researchers conducted the study with engineering students. The difficulties of oral presentation could be caused by anxiety management. The results showed that the students coped with oral presentation difficulties such as preparation, organization, and delivery. Ferris, D. (1998) looked at how students thought academic oral/aural abilities were important as well as how they dealt with these restrictions on their own. According to the statistics, students frequently reported having trouble with oral presentations, class discussions, and taking notes, but very little trouble with small-group discussions and involvement in class. Moreover,

Milton, C., & Prabakaran, M. (2020) examined the difficulties when student nurses with poor English ability present clinical cases. The findings of the needs analysis were used to provide information on the linguistic abilities that needed to be prioritized while building English training modules for OCP and to provide information on the language problems encountered when presenting clinical situations in English.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Research Design

The mixed-methods strategy used in this study allowed for the collection of both quantitative and qualitative data. Questionnaires and interviews were used as the research instruments in this study. The result from the survey was shown in quantitative data. Moreover, the interview was used to extract more information from participants, the researcher asked them to share a story about a time when they gave an oral presentation.

3.2 Context

This study was conducted at a Japanese multinational company located in Chonburi province, Thailand. This company is an assembly factory. This company employs around 6,000 employees. This company was chosen because the officers use English as a corporate language between the Japanese and Thai people. In addition, the officers definitely use English for oral presentations to present to Japanese people such as updating weekly progress, sharing model progress, and KPI projects. The officers have meetings in which they need to communicate with suppliers such as Japanese, Chinese, and Malaysians. Moreover, the officers have daily English conversations with the Japanese. They are experienced in using English for oral presentations.

3.3 Participants

The participants of this study are officers who work at a multinational company. A total of 40 persons who have bachelor's degrees or higher were from the departments of Designing (DS), Purchasing (PUR), and Sourcing (SOR). All of the participants are Thai and have experience in English oral presentations at work. Their age range is between 22 – 45 years old. A total of 40 people was involved in the survey. The survey was conducted to get the overview information of difficulties faced by officers in terms of quantitative results. Participants have different ages and gender, and various working experiences. All of them experienced English oral presentations based on their field.

Data from the survey were gathered through purposeful sampling. Moreover, 10 persons who were involved in the survey were involved in the interview session for in-depth information and to clearly reveal the problems of English oral presentation. The interviewees were selected by convenience sampling

3.4 Research Instruments

3.4.1 Questionnaires

A 33-item questionnaires was used to collect the quantitative data. The questionnaires are a five-point Likert-type Scale (1=never, 2=rarely, 3=sometimes, 4=often, and 5=always) which is adapted from Al-Nouh et al. (2015) and Tareen & H. (2022). Some questions were tuned for the relevant context. It consists of four sections as below.

The first section describes the demographic information.

The second section consists of 13 items and aims to show the participants' personal traits.

The third section was set to find out about participants' presentation skills and consisted of 13 items.

The fourth section addresses the effect of the audience on participants' oral presentations and consists of 7 items.

3.4.2 Interviews

To elicit the challenges officers encounter during the oral presentation, the semi-structured interviews were designed. The interviews were used for getting the full range and depth of information and more understanding of the impression and experiences of 10 officers. The semi-structured interview consisted of a total of 9 items of open-ended questions that were used as the research instruments and were adapted from Al-Nouh et al. (2015) and Tareen & H. (2022). All the interviews were carried out in Thai for preventing misunderstanding during the interview process. At the end of the interview, the participants were asked about their needs and recommendations for improving the oral presentation skills of students who will become fresh graduates.

According to the questionnaires and interviews guides from Tareen, H. (2022), the questionnaires and interviews guides were given for the pilot study to establish the

validity. The specialists in each discipline were consulted by the researchers for advice and comments. Moreover, the researchers collected data individually from EFL learners through semi-structured interview perspectives to compile their experiences for the study. The coefficient alpha approach was applied to assess the reliability on the inside. The instrument's dependability was calculated at over 0.70, which is adequate.

3.5 Data Collection

This study employs a mixed-methods approach. Questionnaires were used to survey the oral presentation difficulties faced by Thai officers. The information from the survey was collected online by using Google Form. The participants took around 15-20 minutes to complete the survey. The online form was distributed to the officers of 3 departments and two weeks were spent gathering information from the survey.

In the interview session, the interviewers asked the 10 officers for the interview. All interviews were conducted for around 10-15 minutes. It was the onsite interview that took 3 weeks for collecting qualitative data in Thai.

3.6 Data Analysis

In terms of quantitative statistics, the result from the survey by questionnaires was computed based on descriptive statistics analysis. The information from the survey was calculated for statistical analysis by Microsoft Excel. The results were shown in percentage, mean, and average. The descriptive statistical analysis was used to better understand the survey respondent's scores. The findings were analyzed based on the five-point Likert scale ranging from 5 as 'Always' to 4 as 'Often', 3 as 'Sometimes', 2 as 'Rarely' and 1 as 'Never'. The following scale was employed to interpret the data and measure their frequency with each questionnaire item, adapted from Landell (1997).

Scales for Interpreting Quantitative Data from Questionnaires

Range of mean score	Frequency
1.00 – 2.33	Low
2.34 – 3.67	Moderate
3.68 – 5.00	High

The mean scores in the 1.00 – 2.33 range shows low levels of the frequency of

difficulties faced by Thai officers which meant that the officers hardly encountered the situations when giving oral presentation. The scores between 2.34 – 3.67 range reflected moderate frequency, meaning that participants moderately face the difficult situations in oral presentation. The 3.68 – 5.00 range indicated a high level which showed that the participants were frequently faced situations which affect the performance of oral presentation in English.

For the interview, content analysis was used to analyze the interview sessions in terms of qualitative data. The researchers transcribed data from Thai into English. The conversations were examined to repeat themes and categorized data.

3.7 Ethical Consideration

This study involved the multinational company in Chonburi and interaction with the participants. The researcher provided sufficient information and privacy to all participants. Moreover, they were requested to complete the consent form before the researcher started collecting data. The researcher collected the data from surveys and interviews. The result from the survey was only revealed for the conclusion in this study. For the interview, the audio record was used content analysis process.

CHAPTER 4

RESEARCH FINDINGS

This chapter contains the result of the study, the results were shown to address the two research questions. In term of quantitative data, there were 4 key sections to the findings. Part 1 general information, Part 2 oral presentation challenges based on personality factors, and Part 3 oral presentation challenges based on language and presenting abilities and Part 4 difficulties in oral presentation according to the audience. The results from quantitative analysis showed the overall officers' responses toward the difficulties in oral presentation in relation to personal traits, language and presentation skills and audience were moderate.

In terms of qualitative findings, this part illustrated the respondents' opinion drawn from the interviews. The results were divided into four parts, namely Part 1 Oral presentation experience, Part 2 Problem and obstacle, Part 3 Practice and improvement, and Part 4 Needs and suggestions.

4.1 Officer Respondents' General Information

The general information of the participants in this study consists of gender, age, department, working experience, and job level that indicated the study background and job of each person. Table 4.1 the respondents' personal information.

Table 4.1

Officer Respondents' General Information

Table Officer Respondents' General information	Number	Percentage
Gender		
Male	17	43%
Female	23	58%
Total	40	100%

Table 4.1*Officer Respondents' General Information (cont.)*

Table Officer Respondents' General Information		Number	Percentage
Age			
	20-25 years old	9	23%
	26-30 years old	11	28%
	31-35 years old	10	25%
	36-40 years old	8	20%
	Over 40 years old	2	5%
	Total	40	100%
Department			
	Design	17	43%
	Sourcing	13	33%
	Purchasing	10	25%
	Total	40	100%
Job level			
	I2	0	0%
	I3	19	48%
	I3A	18	45%
	I4	3	8%
	Total	40	100%
Working Experience			
	1-3 years	9	23%
	4-6 years	10	25%
	7-9 years	6	15%
	Over 10 years	15	38%
	Total	40	100%

As shown in Table 4.1, more than half of the respondents were female (23 respondents, 58%), and the other respondent 43% (17 respondents) were male. According to the age of respondents, 28% of the respondents (11 persons) are 26-30 years old, 25% of the respondents (10 persons) are 31-35 years old, and the last 20% of the respondents are 36-40 years old. Moreover, the majority of the respondents work in the department of design. (17 respondents, 43%). Most of the respondents have a job level of I3, 48% and I3A, 45% and I4, 8%. Regarding working experience, 38% (15 respondents) have work experiences of over 10 years, followed by officers who have working experiences of 4-6 years which is 25% (10 respondents), and the last is the officers who have working experiences 15% (6 respondents).

4.2 Officer Respondents' Oral Presentation Difficulties.

This part presents the officer respondents' difficulties. The results were summarized based on oral presentation difficulties from Personal Traits, Language and Oral presentation skills, and Audiences. Table 4.2, Table 4.3, and Table 4.4.

Table 4.2

Officers' Perceptions of Difficulties in Oral Presentation According to Personal Traits

Item	Social dimension	Mean	S.D.	Level
1	I don't like the idea of oral presentations.	3.10	0.744	Moderate
2	I like to do oral presentations with a group.	3.33	0.730	Moderate
3	I feel very anxious before an oral presentation in the meeting.	3.00	0.906	Moderate
4	I find an oral presentation in the meeting difficult because I have low self-confidence.	2.90	0.778	Moderate
5	I feel embarrassed when I do an oral presentation in English.	3.08	0.870	Moderate

Table 4.2

Officers' Perceptions of Difficulties in Oral Presentation According to Personal Traits (cont.)

Item	Social dimension	Mean	S.D.	Level
6	I'm worried because of my low English-speaking ability.	3.30	0.939	Moderate
7	I always avoid being assigned as a presenter.	2.55	1.131	Moderate
8	I bring notes with me during my oral presentation even if I am well prepared.	3.20	1.043	Moderate
9	I feel worried even if I have prepared well beforehand.	2.70	0.939	Moderate
10	When I start my oral presentation, I forget everything I wanted to say.	2.88	1.137	Moderate
11	I feel my colleagues speak English better than me.	3.55	0.876	Moderate
12	I hate oral presentations because of past negative experiences.	2.40	0.810	Moderate
13	I'm afraid of failure in oral presentations.	2.88	0.939	Moderate
Average		2.98	0.91	Moderate

As seen in Table 4.2, this table shows the frequency of social dimensions which the officers faced when giving oral presentations. Overall officers' responses toward the difficulties in oral presentation in relation to personal traits was moderate ($M = 2.98$, $SD = 0.91$), and more than half of the questionnaire items in this dimension were moderate scores. A large number of officers said that they "sometimes" (63%) find an oral presentation in the meeting difficult because they have low self-confidence ($M = 2.90$, $SD = 0.778$), followed by those who said "often" (18%) and those who said "rarely" (13%). Similarly, the result shows more than half of the officers (60%) reporting that they "sometimes" don't like the idea of oral presentation ($M = 3.10$, SD

= 0.744), and 60% of the officers “sometimes” like to do the presentation in the group (M = 3.33, SD = 0.73).

Table 4.3

Officers’ Perceptions of Difficulties in Oral Presentation According to Language and Presentation Skills

Item	Social dimension	Mean	S.D.	Level
1	I care about grammar more than fluency in an oral presentation.	2.73	0.91	Moderate
2	During the oral presentation, I think in Thai and then translate it into English.	3.23	1.05	Moderate
3	I find it hard to find a suitable word to express my meaning.	3.15	0.74	Moderate
4	I have a problem with oral fluency and pronunciation during oral presentations.	3.15	0.70	Moderate
5	I have to concentrate more on phonetics and phonology of the language.	2.85	1.03	Moderate
6	I need to read from my notes during oral presentations.	2.65	1.03	Moderate
7	I find it difficult to abide by the time constraints of the presentation.	2.70	0.85	Moderate
8	I prefer to see someone’s presentation before starting my own.	2.92	1.06	Moderate
9	Not knowing how to do an oral presentation is the reason behind my low performance.	2.95	0.75	Moderate
10	I prefer to be assessed by written e-mail rather than oral presentations.	3.05	0.85	Moderate

Table 4.3

Officers' Perceptions of Difficulties in Oral Presentation According to Language and Presentation Skills (cont.)

Item	Social dimension	Mean	S.D.	Level
11	I prefer to memorize the topic of the oral	2.95	0.78	Moderate
12	presentation rather than understand it. The difficulty of the topic is the reason behind my low performance in oral presentations.	2.93	0.66	Moderate
13	I find it difficult to organize my ideas logically during an oral presentation.	3.08	0.57	Moderate
Average		2.95	0.84	Moderate

As shown in Table 4.3, it can be seen that the total scores were moderate ($M = 2.95$, $SD = 0.84$). All items' levels were moderate level. Most of the officers (68%) said that they "sometimes" find it difficult to organize their ideas logically during an oral presentation ($M = 3.08$, $SD = 0.57$). Moreover, 60% of officers said that they "sometimes" find it hard to find a suitable word to express their meaning ($M = 3.15$, $SD = 0.74$). However, 40% of officers said that they rarely care about grammar more than fluency in an oral presentation ($M = 2.73$, $SD = 0.91$), followed by those who said "sometimes" (35%) and those who said "often" (18%).

Table 4.4

Officers' Perceptions of Difficulties in Oral Presentation According to the Audience

Item	Social dimension	Mean	S.D.	Level
1	I feel frightened when a lot of people are watching me.	3.28	0.75	Moderate

Table 4.4

Officers' Perceptions of Difficulties in Oral Presentation According to the Audience
(cont.)

Item	Social dimension	Mean	S.D.	Level
2	Audience reactions affect my performance in the oral presentation.	3.20	0.82	Moderate
3	I worry that audiences will laugh at me when I speak English.	2.65	1.08	Moderate
4	When the audience in the meeting room talks to each other during an oral presentation, I lose my ideas.	2.88	1.14	Moderate
5	The audience's interruption with questions or criticism affects my performance.	3.08	0.83	Moderate
6	I feel anxious because the audience is watching my language.	3.08	0.80	Moderate
7	I try to avoid the audience's eyes during an oral presentation.	3.03	0.89	Moderate
Average		3.03	0.90	Moderate

According to Table 4.4, the overall result was moderate ($M = 3.03$, $SD = 0.90$). More than half of officers (53%) said that they “sometimes” feel frightened when a lot of people are watching them ($M = 3.28$, $SD = 0.75$). Moreover, 53% of them “sometimes” feel anxious because the audience is watching their language ($M = 3.08$, $SD = 0.80$).

4.3 The Data from the Interviews

This section presents the results found in the interview response to receive the in depth information from the interviewees. The data was collected from the ten interviewees. The transcriptions were divided into 4 parts: 1. the oral presentation experience, 2. problems and obstacles in an oral presentation, 3. practice and improvement of oral presentation, and 4. the needs and suggestions in an oral

presentation.

4.3.1 The Oral Presentation Experience Faced by the Officers.

Regarding the working experience, the officers encountered difficulty in oral presentations. Most of the interviewees used to work in a multinational environment, especially with Japanese. Some of the interviewees have oral presentations in English among more than 100 audience members.

“I have been using English for oral presentations for about four years. I had to talk with HQ and prepare an allocation strategy presentation. Moreover, I have to present in English among HQ and DS (Japanese and Thai)” (Officer No.3)

“I have been using English for oral presentation for around twelve years. I had to present the model concept to internal members in English. More than 100 people were joining at that time.” (Officer No.6)

4.3.2 Problems and Obstacles in an Oral Presentation

All of the interviewees struggled during oral presentations. They could not find suitable words for oral presentations.

“I sometimes feel like dead air because I have to think in Thai language and switch to English” (Officer No.1)

“At the beginning of the presentation it was in English. The type that I have encountered is that I can't remember the words, ah, most of them can't remember the words” (Officer No.3)

“I was excited when giving oral presentations. I had to think in Thai and translate it into English. Moreover, I used to answer unfortunate questions that were out of the scope of my preparation.” (Officer No.6)

“I had a problem when I had to form a sentence in English. I could not find a suitable word when I presented”. (Officer No.7)

Moreover, some of them were not familiar with the Japanese accent which caused misunderstanding between the speakers and listeners. The officers were excited during oral presentations.

“In the beginning, I never heard the Japanese pronounce English before. Moreover, I didn't have experience in oral presentations. I was excited and tried

to find the correct word that was suitable for the context during my presentation” (Officer No.2)

4.3.3 Practice and Improvement of Oral Presentation

The interviewees reported that they had to practice by taking notes and repeating the sentences and keywords on each page of presentation materials. Moreover, they tried to read and understand the material before oral presentations.

“Before the presentation, I had to practice for three–four rounds. I read the presentation material first and try to understand the detail on each page and tried to think about what I’m going to say to explain this material.” (Officer No.3)

“I practice my presentation by trying to think in English and repeat it in mind” (Officer No.8).

“When I practice oral presentation, I’ll print out the material and take notes on each page. I can understand presentation materials easily because I prepared them myself. (Officer No.8).

They improved their oral presentations by using synonyms or trying to explain by using other words instead. Moreover, they practice their English proficiency by watching movies and reading books which helped them become more familiar with other accents.

“When I forget the word that I want to present. I will try to think of another which has the same meaning or explain the detail to make the listener understand what I want to say” (Officer No.8)

“I listened to music or read a book. Moreover, I watched a movie in the soundtrack. These help to know the accent of the people who speak English” (Officer No.3)

4.3.4 The Needs and Suggestions in an Oral Presentation.

The officers gave some suggestions to the graduated students who will work in multinational companies such as practicing basic communication and vocabulary. Moreover, the students have to learn how to prepare presentation material properly.

“They should practice the communication and basic vocabulary which is

needed for communication” (Officer No.3)

“The graduated students in the engineering field should try to prepare the presentation material to be easily understood because, in our working area, there are not only the people who have the engineering knowledge but also management or people who don’t have experience in engineering. Try to find the main idea of each presentation.” (Officer No.6)

Some interviewees needed to practice formal English and use advanced English for oral presentations. In addition, they requested practice which supports the English proficiency level of each person.

“I’d like to practice by using formal English and advanced English for using it with management” (Officer No.3)

“I’d like to learn to use formal English for the presentation”. (Officer No.10)

“The company should increase salary to the persons who have English proficiency. This can motivate the officers to improve their English proficiency.” (Officer No.9)

4.4 Summary

The research questions form the basis of this study’s findings. Findings based on three themes were drawn from the surveys, starting with the officer's general information: 1. Officer perceptions of oral presentation challenges based on personality attributes 2. Officer views of oral presentation challenges based on language and presentation abilities 3. The audience's impressions of the officer's oral presenting issues.

In the next chapter is the discussion of the findings regarding the two research questions. The questionnaire data and interview information will be evaluated followed by the conclusion of this study.

CHAPTER 5

DISCUSSION AND CONCLUSIONS

The final chapter consists of five sections: a discussion of the study, the conclusion of this study, the implications, the limitations of the study, and the recommendation for further study.

The study aims to investigate the officers' perceptions of difficulties in English oral presentation in multinational companies.

This study was designed to answer the following research questions:

- 1) What are the significant difficulties using English for oral presentations of Thai officers at a multinational company?
- 2) What are the needs of officers to improve English oral presentation skills?

The participants of this study were the officers who have experience in English oral presentation. They were both male and female who were over 20 years old and had job levels I3-I4. This study is a mixed method study between quantitative and qualitative studies. The data was collected during April 2023 by using the 2 main instruments (questionnaires and interviews). Finally, the researcher used Microsoft Excel to analyze the questionnaire data and to get percentages, means, and standard deviations. Additionally, after analyzing the questionnaire data, the ten respondents were chosen to be interviewed to express in-depth information or find the details related to the research topic.

5.1 Discussion

This section presents the discussion of the findings concerning the oral presentation difficulties faced by officers. This part was divided into 2 parts. The first part is the oral presentation difficulties faced by the officers and the second part is the needs and suggestions of the officers.

5.1.1 The Oral Presentation Difficulties Faced by the Officers.

Regarding the result from questionnaires in terms of quantitative results. The results were divided based on the perception of difficulties from personal traits,

language and presentation skills, and audience.

5.1.1.1 Personal Traits The overall result based on the difficulties from personal traits was moderate ($M = 2.98$, $SD = 0.91$). For statement No.4, 25 respondents from a total of 40 respondents sometimes find an oral presentation in the meeting difficult because they have low self-confidence. Moreover, as Officer No.6 reported “I was excited about the oral presentation. I had to think in Thai and translate it into English. Moreover, I used to answer unfortunate questions that were out of the scope of my preparation.” Moreover, Officer No.2 mentioned that “I was excited and tried to find the correct word that was suitable for the context during my presentation”. This corroborates with Tiono (2004), who believes that students' performance may be influenced by their fear of speaking a given language, Elliott and Chong (2004) found that personality variables were the reason for their nervousness during an oral presentation.

5.1.1.2 Language and Presentation Skills The overall result based on the difficulties from language and presentation skills was moderate ($M = 2.95$, $SD = 0.84$). From statement No.13, 60% of officers said that they “sometimes” find it hard to find a suitable word to express their meaning. Officer No.8 said, “When I forget the word that I want to present. I will try to think of another which has the same meaning or explain the detail to make the listener understand what I want to say”, which is related to Kurakan (2021) who found that some students struggle with oral presentations because they were worried about the inaccuracy of vocabulary.

However, from statement No.1, 40% of officers said that they rarely care about grammar more than fluency in an oral presentation. This contradicts Kho et al. (2015) who mentioned that they encountered difficulties in language usage such as they were unable to present with the appropriate vocabulary sentence structure, and they made grammar faults. In this present study, the officers rarely feel that grammar errors will affect their presentation performance.

5.1.1.3 Audience In terms of difficulties in an oral presentation from the audience, the overall result was moderate ($M = 3.03$, $SD = 0.90$). More than half of

officers (53%) said that they “sometimes” feel frightened when a lot of people are watching them. This relates to Rahmat et al. (2018), who revealed that students have fear of the audience's size and makeup, or even the setting or presentation time. the audience's size and makeup, or even the setting or presentation time.

5.1.2 The Needs and Suggestions of the Officers.

Regarding the finding from questionnaires and interviews, the officers need to enroll in an oral presentation course and practice formal English and learn to use advanced English for oral presentations. This is related to Milton, C., & Prabakaran, M. (2020) who mentioned that the participants needed to develop linguistic skills and enroll in the course which helped them to present clinical cases in English. In addition, they requested welfare which supports the English proficiency level of each person. For the feedback to graduated students, they suggested practicing basic communication and vocabulary by focusing on the target of communication. Moreover, the students should learn how to prepare presentation material properly.

5.2 Conclusion

The present study aims to find the officers' perception of English oral presentation. The results from questionnaires showed the difficulties in oral presentation toward personal traits, language and presentation skills, and audience to be average.

The finding showed the trend of the respondents in all factors is moderate. They responded based on their experiences. In terms of their traits, they think oral presentation is difficult because they have low confidence. Moreover, they mentioned it was hard to find suitable words to express their meaning in terms of language skills. However, the officers rarely focus on grammar errors. Their target needs to focus on the interpretation of meaning. In terms of audiences, they are frightened when a lot of people are watching them. Moreover, regarding the graduated students' preparation in this working area, the officers suggested practicing basic communication and vocabulary by focusing on the target of communication and learning to prepare presentation material proficiently.

5.3 Implication

The findings of this study have provided a clearer picture of the perception of difficulties in English oral presentations of officers who work in multinational companies based on personal traits, language and presentation skills, and audience. The main implication of this study is that most of the officers find an oral presentation in the meeting difficult because they have low self-confidence. Moreover, they suffered from how to organize their ideas logically during oral presentations and were frightened of audiences during oral presentations. To improve their English oral presentation, it is suggested to have the presentation course for practicing formal English in presentations and to add to the benefits of knowing English. Regarding the graduated students, they suggested practicing basic communication and vocabulary. Moreover, the students have to learn how to prepare presentation material properly.

5.4 Limitations of This Study

There are some limitations of the study. Firstly, the participants in this study come from only three departments (Design, Sourcing, and Purchasing) In addition, there were time constraints. The researcher collected the data from questionnaires to get information from the officers. The researchers might not gain more insight with greater depth of details into the oral presentation experience faced by the officers. Thus, the research results could not be absolutely generalized to the Thai officers who work in multinational companies.

5.5 Recommendation for the Future Study

This study focuses on the difficulties of oral presentations faced by Thai officers. The result of this study focused on the difficulties experienced during oral presentation. Based on the result from the study, the three main causes of oral presentation difficulties faced by the Thai officers include low self-confidence, suffering from how to organize their ideas logically, and feeling anxious and frightened by audiences during oral presentations. Further studies can extend this result to lesson plan development by focusing on the three main causes mentioned previous and study the need analysis of the people who work in multinational companies.

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APPENDICES

