An Analysis of Beliefs among UMP International Students towards English Oral Presentation "Pilot Study"

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Abstract—The current study addresses the issue of beliefs among UMP international university students towards performing oral presentation in English language. The objective of this study is to identify their beliefs on speaking and performing oral presentation in English as foreign language in order to determine what kind of belief of UMP international students do possess. The respondents were 30 male and female students. A survey was used in this study that was adapted from Beliefs About Language Learning Inventory (BALLI) as well as personal demographic background questionnaire. The findings show that the international university students held certain beliefs which would be detrimental to their speaking and performing oral presentation in English language as well

Index Terms— Beliefs, Speaking, Oral presentation, English language

I. INTRODUCTION

English plays a very essential role as a global language. English has now become a global language; it is used by speakers from different linguistic and cultural backgrounds for intercultural communication [10]. English language is rapidly becoming the world's most powerful global language. [11] stated that the dominance of The United States of America in the 20th and twenty first centuries have truly led to the spread of English language [06] as the international language of communication, tourism, technology, science, medicine, and many other fields at the present time [01, 05, 03, 07]. It is considered to be the essential mode of communication for people from many different nations [04].

This high degree of importance and concern to English language is supposed to create a very strong stimulus for students to use English as an actual means for communication and oral presentation. This motivation is strong enough to help students to regulate themselves in acquiring a language. [09] reported that the language acquisition becomes easier if learners have more self-confidence, high motivation and low anxiety. However, oral communication tests can inherently threaten self-esteem, particularly for students, is worth considering [04].

Ariogul, Unal and Onursal (2009) posited in their research which addressed the variances and similarities among German, English and French language groups in beliefs towards language learning. The researchers posited that the three groups held a certain belief about learning foreign language. In this study, French learners appeared to perceive a higher motivation, confidence and positive expectations in language learning among the groups, to speak and learn the language. French group has been found more perfectionist than the two groups (English and German learning peers), also three group students agreed about the importance of excellent pronunciation in terms of speaking foreign language.

II. METHODOLOGY

The present research is conducted at Universiti Malaysia Pahang (UMP) among international university students. The respondents were 30 male and female university students. The students were selected randomly from different faculties like Faculty of Civil Engineering, Faculty of Computer Science and Faculty of industrial management and technology.

A. The instrument

In this study, a questionnaire was used to identify the international university students' beliefs towards oral presentation in English language. The questionnaire consists of two parts. The first part is about demographic information and the second part is about Students' beliefs towards Oral presentation in English language. It was adapted by Horwitz's [08] Beliefs About Language Learning Inventory (BALLI). It consists of two main factors such as foreign language aptitude and Speaking and Communication Strategies. The Linkert Scale questions used a scale ranging from strongly disagree (1) to strongly agree (5). The reliability of the questionnaire was measured using the Statistical Package for Social Science (SPSS) version 20. Cronbach's alpha was calculated in order to measure the reliability of the instrument and the percentage was found to be accepted for the objective of the study (0.77). Twenty two male and 08 female international students were conducted in Universiti Malaysia Pahang (UMP), Malaysia.

III. RESULTS AND DISCUSSION

A. Foreign language aptitude

(BALLI) Beliefs about language learning Inventory statements in this study aim at understanding the responses of students' beliefs towards speaking and performing oral presentation in English language. About forty percent of the international students agreed on the easiness of speaking and performing oral presentation in English. Thirty-six percent of university students were quite neutral

of possessing a special ability for presenting and communicating, here, the students showed no idea on the statement "I have a special ability for presenting and communicating. However, when they were asked, which one is better in terms of speaking and communicating in English "Women are better in terms of speaking and communicating in English", twelve to forty-percent neither agreed nor disagreed on the statement. Forty-percent disagree on the item "Students who are good at Mathematics, Science or technology are not good at speaking English language". Additionally, 4/6 of the students both strongly agree and agree on the statement "Everyone can learn to speak the English language" this item, particularly, indicates that the students clearly believe in their abilities of learning to speak the English language. The rest of the statements were almost consistence with the answers provided.

B.   Speaking and Communication Strategies

60% of the students between strongly agree and agree about the way you speak in English, according to the statement "I should not say anything in English until I can say it correctly", the students realized the correct process to speak English in a right way. However, almost 50% respondents answered on the item of the excellent pronunciation "It is easy for international students to speak English with excellent pronunciation" neutral view, so it demonstrates that students have a certain belief towards pronunciation, since speaking skills are highly related with pronunciation so as to perform better way of comprehensive speaking, and a way for students to deliver a clear and comprehensive ideas and opinions.

According to the table.01, the finding demonstrates that the students aged between (21-25) have a positive beliefs than the students age (17-20) and (25-35). i.e. the second group, according to the table, indicates that they have positive beliefs pertaining to speaking and performing oral presentation in English language (M=3.10, SD .54). However, the students' ages (17-20) and (25-35) have negative beliefs. (M= 2.70, SD .79), (M= 2.63, SD .87) respectively.

One-way between groups analysis of variance (ANOVA) was conducted to identify the three groups of students' beliefs pertaining to oral presentation in English language. The international university students were divided into three groups according to their ages (group one: 17-20; group2: 21-25; and group3: 26-35). The table.02 shows ANOVA output of analysis that statistically there is no significant difference at the p. < .05 level among the three groups as the value indicates [(F =1.5), p = .23] and the degree of freedom (df =2). Despite the real variances between the age groups in mean scores was slightly small.

IV. CONCLUSIONS

The result that can be found from this study is that the UMP international students believed of

their ability of speaking English as well as delivering an English oral presentation. Moreover, they intend to possess

a better correct pronunciation before speaking the English language. Besides, there is no statistically significant difference between three groups of the UMP international students' beliefs in delivering English oral presentation with regards to their ages.

Ultimately, UMP international students' beliefs were found to be negative pertaining to speaking and performing oral presentation in English language.

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Table .1: Descript result

Scale	groups	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
						Lower Bound	Upper Bound
beliefs	17-20	6	2.70	.79	.32	1.86	3.53
	21-25	15	3.10	.54	.14	2.80	3.41
	25-35	9	2.63	.87	.29	1.95	3.30
	Total	30	2.88	.71	.13	2.61	3.15

Table .2: ANOVA result for groups of the students' beliefs towards English oral presentation

ANOVA						
Scale	Source of Variance	Sum of Squares	df	Mean Square	F	Sig
Beliefs	Between Groups	1.51	2	.75	1.51	.23
	Within Groups	13.50	27	.50		
	Total	15.02	29			