

## **CHAPTER II**

### **REVIEW OF RELATED THEORIES**

In this chapter, the writer presents discussion about review of the theoretical background and review previous study.

#### **A. Learning English**

English is the most common foreign language. Usually two people who come from different countries use English as a common language to communicate. That's why everyone needs to learn a language to connect on an international level. Using English will help us communicate with people from countries around the world, not only those who speak English. According to Graddol (2006) said that the English language finds itself at the centre of the paradoxes which arise from globalization. It provides the lingua franca essential to the deepening integration of global service-based economies. It facilitates transnational encounters and allows nations, institutions, and individuals in any part of the world, to communicate their world view and identities. Yet it is also the national language of some of the most free market economies driving economic globalization, and is often seen as representing particular cultural, economic, and even religious values.

According to Sneddon (2003) says, "As a global language, it is obvious that English plays an important role in international interaction. International interaction includes economic relationship among countries, international business relationship, global trading and others". English language is used as lingua franca in these international interactions. Non-native English speakers who learn it as a second language

often comment on the many ways to say things. That's because English doesn't make a difference - you can use it however you like. Countries like Singapore have taken this concept to heart, creating an entirely new type of English called 'Singlish' which has absorbed aspects of other languages such as Chinese and Malay.

English is also required for education. In many countries, children are taught and encouraged to learn English as a second language. Even in countries where no official language is spoken. Since the language is dominant in science, most of the research and studies we find in a particular scientific field will be written in it as well. An additive and culturally responsive approach is taken in addressing the educational needs of English learners (ELs), namely that using children's languages and cultural backgrounds should be viewed as resources in helping them succeed academically (Kloss, 1998). At the university level, students by count are studying nearly all of their subjects in English to make the material more accessible to international students. English remains the main medium of instruction in schools, universities. There are countless books written in English. English literature is very extensive and rich. Many of the most recent scientific discoveries are documented in English.

On the Internet, most websites are written and created in English. Even sites in other languages often give you the option to translate the site. This is the main language of the press: more newspapers and books are written in English than any other language, and no matter where you are, you will find some of these books and newspapers available. In fact, since it

is so dominant in international communication, you will find more information on almost every subject if you can speak it. As mentioned by Holmes (2013) linguistic choice which used by the user would formed naturally based on their characters.

Many of the world's top films, books and music are published and produced in English. Therefore, by learning English we will have access to a lot of entertainment and will be able to have a good cultural understanding. When we speak English, we no longer need to rely on translations and subtitles to enjoy your favorite books, songs, movies and TV shows. British Council (2013) argued that the spread of English provided unlimited access to many fields such as intercultural understanding as well as entertainment, in addition to science, ICT, and economic. The trend and the dynamic force in global age have affected English as a Second Language (ESL) or as a Foreign Language (EFL) spread worldwide. There has been a great demand in English instruction that results in competent English users both in Western and Asian countries.

Non-native English speakers who learn it as a second language often comment on the many ways to say things. That's because English doesn't make a difference - we can use it however we like. Although many people think that it is very difficult and confusing, English is actually the easiest language of the world to learn because there are so many resources available. As soon as you decide you want to learn, there are thousands of resources on the Internet and in bookstores. According to Schunk and Pajares (2009) discuss how students who feel more effective when it comes to learning

should be more prone to engage in self-regulation including setting goals, creating an effective environment for learning, monitoring their comprehension and assessing their progress when it comes to reaching goals.

Culture is one of the most important factors in learning English or other languages. When we want to learn about other countries' languages, we have to learn their culture too. This is because there are different words that cannot be used in all conditions. The complexity of that case encourages me to conduct learning a foreign language always entails learning a second culture to some degree, even if you never actually set foot in the foreign country where the language is spoken. In short, every person is a part of a culture. So if you are planning to carry on some sort of communication with people who speak or write a given language, you need to understand the culture out of which the language emerges (Brown, 1989).

From some of the definitions above, it can be said that learning English is very much needed because learning English has many benefits both for the present and the future. Language is seen as a medium of knowledge to transfer and share among people around the world. Through language, people will be able to argue and express their thoughts and feelings to one another about certain ideas or concepts that are presented. Thus, the ability to communicate in a second language allows people to interact with each other and change the way they perceive the things that are happening around them. Learning English can be started from an early age because the older a person gets, they will face bigger things than before,

especially in future problems. In this era of globalization, a person is required to have more abilities so that they can face life's competition in the future. One of them is learning English. Someone who has good English skills will make it easier for them to expand communication with others even on an international scale.

## **B. Students' Perception**

Perception is about people thought about anything that already experienced by them. Hong (2003) stating that perception is someone thought about something that they learn to measure how their attitude toward using something, whether they agree or not about the method or about something that they learn. Basically someone will perceive what they see and feel and no one can force their perception to another people perception. Elliot (1996) perception is as the ability to recognize familiar persons, objects, or events with the meaning and expectation.

In perception, people will automatically sort out about things they want to perceive. It is influenced by the meaning of a matter that available so that inevitably people will perceive by them self. According to Lindsay and Norman (1997) stated that perception is the process by which organism interpret and organize sensation to produce a meaningful experience of the world. Instinctively the situation that occurs stimulates the human brain to provide perception of moments that occur in that time. Stone and Neilsen (1985) state that perception is an intellectual organization of sensory stimuli both internal and external connected with a particular person that individuals use to interpret and understand the world around them.

According to Allport (1966) who defines perception as the way people judge or evaluate others. Besides, Eggen theories (2001) see perception from the cognitive dimension as the process by which people attach meaning to experiences. That is, perception arises after people notice certain stimuli in their sensory memory. However, perception will affect the information that enters working memory.

According to Kalish (1973) added there are three dimensions, namely set or expectation. The word *expectation* forming as noun means when we expect a good thing to happen in the future. The word *expectation's* stem *expected*, meaning *think* and *demand*, which also have another meaning *hope*. Another idea worth considering is what proposed by Kalish is sentences “...because of previous experiences and learning, we often anticipate that certain things will occur before they actually happen. That is, we have a set or expectation, that they will occur.” Based on this definition, it means that perception is not just an opinion about something, or having beliefs about something or assuming that something is true, true or real but also hopes and demands of expecting good things to happen in the future.

The environment has an important role in one's process of perception. According to Atkinson (1982) stating that perception is the process by which people organize and interpret the pattern of stimuli in the environment. It can say that perception originates from cognitive processes in our mind as humans. This did not happen accidentally, but it took a long time to understand certain events and experiences. One must experience

something so that perception can be involved. If someone feels a certain situation in his life, it means he remembers what happened in a certain period in the past in the form his experience. In same line with Slameto (2010) describes perception as a process that involves the entry of messages or information into the human brain, through human perception of continuous relationships with the environment. This relationship is done through the senses, namely the senses sight, listener, touch, taste, and smell.

Everyone has a different interpretation despite seeing or facing the same things. Perception does not appear by itself, but through processes and many factors affect one's perception. According to Robbins (2003), there are three factors that affect perception. The first is the perceiver. When looking at something and trying to give an interpretation, an individual will be influenced by his or her characteristics such as beliefs, attitudes, motives, interests, experiences, cognitive structures, expectations, and cultural upbringing. The second factor is the object or target being perceived. It can be persons, objects, or events. This affects one's perception. The target of perception is not something that is viewed in theory but in relation to others involved. This causes one tend to group similar people, objects, or events and separate them from other groups that are not similar. The greater the similarity, the greater the probability we will tend to perceive them as a group, and vice versa. This domain may cover such as those as novelty, motion, sounds, size, background, proximity, and similarity. The third is the context of the situation in which the perception is made. Elements in the surrounding environment influence our perception. Perception must be

considered contextually, which means the situation in which the perception appears should obtain attention. The situation is a factor contributes to the process of establishing a person's perception. Situation covers time, work setting, and social setting.

Students, on the other hand, share the teachers' burden. They are expected to produce something. Thus, teachers should accept the fact that without learners' participation in the English class, there will not be an effective and enjoyable teaching and learning will be up to failure. According to Bada (1997) accentuated that learners are no longer free from the responsibility of contributing to their language learning; rather, they are active participants in designing and evaluating their language learning process. He also added that learner-centeredness has extra responsibilities both for teachers and students. Teachers should evaluate themselves in a critical way.

In learning students not only perceive the way a teacher teaches the students but also perceive how the way teacher responds and treats the students. According to Adediwura, (2007) Students' perception of teachers' knowledge of subject matter, attitudes to work and teaching skills is absolutely dependent on the fact that they have been taught by the teachers under evaluation and are familiar with them. They therefore, have minds already pre-occupied with memories and reactions that inventory for data collection will measure. It gradually affects student's perceptions of the situation and the way teacher teaches about the effectiveness or failure of learning method used.



It is important to understand students' perceptions of how they perceive teachers' questions and answer questions in class. Those perceptions affect students' willingness to participate actively in question and answer sessions (Cole, 1994). As Bulut and Durak (2002:2-3) stated the learners be encouraged to express their perception overtly, both for themselves and their teachers. Doing so will allow students to consider why they participate in certain activities, how these activities help them learn English, and what use they are for both academic and outside-class purposes. Teachers' roles are very important in the problem of students' perceptions, good or bad perceptions they get. Therefore teacher preparation and teacher delivery methods greatly influence the perceptions that students perceive.

As teachers, we must accept the fact that without students in teaching and learning activities, there will be no effective and fun teaching. That is the main reason to consider the perceptions of learners in class. Therefore, students' perceptions play a very important role to support the learning process in class activities. According to Sekuler, R and Blake, R. (1990) said that perception is what person (student) feel about particular thing both conscious and unconscious, whether visual or auditory and thought that are caused by process going on the brain.

From the definition above, students' perception is how students' think to response about what they have done or about what they have learned. It means that students have their own opinions on something obtained from the teaching learning process and how they achieved that. Besides, the means of perception is not only to have an opinion about something or have

belief about something or think that something is true, correct or real but also hope and demand expect a good thing to happen in the future.

### **C. Oral Presentation**

Oral presentation is one of learning method that usually used in every subject material in learning. According to Kent et al (2007) defined oral presentation is often seen to be an effective approach and helps the students to organize their work at a later stage, it will make more detailed for their written report. One especially relevant part of language curriculum at universities is teaching students how to prepare, organize and deliver successful oral presentations for professional purposes. Oral presentations provide “a rewarding and stimulating experience both for teachers in developing facilitating skills and for students in training themselves to have confident presentations in public“(King, 2002).

According to Al-Hebaish (2012) states that oral presentation is one of the courses introduced to English majors in order to enhance the speaking ability. Therefore, oral presentation in speaking courses is very important to improve students' communication skills. In the other hand, presentation is one of the activities under the theory of communicative approach. It is aimed to prepare the students for effective language use inside and outside the classroom (Burns, Joyce, & Gollin, 1996). This means that communication skills can be trained using oral presentations because communication is not only used in the classroom. Learning to communicate in the classroom is only as a forum to bridge students so that when they are

outside school they can communicate well with the surrounding environment.

The need to be present is not only limited to the classroom. These skills are very important in getting and keeping a job. According to Živković (2009) supposes that learning presentation skill makes learners participate fully in their learning, demonstrate their ability to communicate, and help them develop competencies in ways that can be beneficial for their future working places. Therefore, it has become clear that employers in either the business, education, or government sectors definitely highlight oral communication skills as an important criterion for prospective hiring.

The ability to communicate is the most important goal that communicative language teaching aims to reach. It is to be able to operate effectively in the real world (Hedge, 2000). Students need lots of opportunities to practice language in situations which can encourage them to communicate their needs, ideas and opinions. With globalization graduates need to be proficient in oral communication skills in order to function effectively in the professional setting (Živković & Stojković, 2011). Campbell et al (2001) explained that there was a challenge in assessing oral presentation in the business courses due to the following reasons: (1) most of the courses focus mainly on written communication; (2) most course teachers were trained primarily in written assessment rather than for oral communication; and (3) most courses provide feedback on relatively few oral presentations per student (compared to written documents) due to time

constraints. Generally, effective oral communication is essential for success and promotion in business (Murphy and Hildebrand, 1997).

For successful oral communication, students need a thorough in-depth instruction and practice. The best practice is to give oral presentations. Oral presentations represent an opportunity for developing real-world communications as well as leadership skills (King, 2002).

Among the many advantages of designing oral presentations for students are (King, 2002):

1. Bridging the gap between language study and language use. Language in spoken presentation and everyday language is not the same. Most of presentation languages use formal language. Students must use formal language even though they are speaking or delivering material to their classmates. This is so that they can communicate well when they are in formal conditions.
2. Using the four language skills in a naturally integrated way. With the four abilities in natural language it will really help them in any situation because they are used to practicing using oral presentations.
3. Helping students to collect, inquire, organize and construct information. When we have good language and are able to put things right, they will easily adapt to the surrounding environment and can get something they need easily.
4. Enhancing team work. This is one of the most important things with their oral presentation which can improve teamwork because of the

cooperation they have built. They will share what tasks they have to do when doing oral presentations.

5. Helping students become active and autonomous learners. The material that the students will convey has never been conveyed by the teacher before. Automatically they will learn the material as much as possible so that they can easily explain it in front of the class. This is where the learning increase in students occurs.

As educators, teachers may use a variety of creative methods to enhance students' learning activeness and at the same time their confidence in learning. In this study, we employ presentation-based learning activities to meet this goal whereby all student learning activities are built on prepared and conducted presentations by the students. Benson (2001) says that learner autonomy is 'the capacity to take control of one's own language. It is not a method of learning but a learner's approach to the learning process.'

According to Field (2007) there are two goals for learner autonomy.

1. The first is to train learners to function better during their period of study. Students, in this case, do not only act as a passive receiver but take an active part in teaching learning activity. Secondly, to ensure that learners continued acquiring L2 after their period of study was over. Students are expected to acquire the language not only in the classroom but also outside the classroom. In other word, the process of learning does not only exist in their period of study in school or university but also in the society. It means that students are required to be active in the learning process where they can not only rely on the

information provided by the teacher but they must also be able to process learning from the results of their own thoughts both in groups and individually..

2. There is a two-stage solution to the issue of how to ensure ongoing learning. The first stage is ensuring the learner's ability to extract meaning from connected stretches of L2; the second is equipping them to find linguistic data in the language they encounter. In addition to ensuring that students understand the learning that is delivered, the teacher must also provide or complement things related to the learning.

#### **D. Design of Oral Presentation**

The design of oral presentation activities recognizes the importance of this idea by providing classroom settings where learners engage in collaborative learning, with students and teachers participating in the production of oral presentations. This collaboration structure involves continuous peer review as well as teacher feedback. According to Lave and Wenger (1991) said that the theories of Situated Learning focus on the relationship between learning and the social situations in which learning occurs; learning is seen as distributed among co-participants. Basically in this social process, learning occurs through observation followed by a graduated step by step process of co-participation.

Self-managed Oral Presentation is where students manage their own presentation outside and prior to the face-to-face class with the following necessary steps:

1. Have practices as much as they want individually or in a group presentation. By practicing speaking, their abilities will get better when they speak in front of the class facing classmates and teachers. In addition, they will also memorize a lot of new vocabulary as needed when making oral presentations.
2. Make a recording of their presentation. This is a very good thing to do because by recording their own presentation they will find out about their own strengths and weaknesses. So that they can correct their mistakes and correct them at a later date.
3. Review their own presentation and make an evaluation among the group member (self-reflection). Talking about performance with one group is also very necessary because it is a group work so it will affect shared values. Besides that they can also give feedback to their friends and share the knowledge they have.
4. After several attempts depending on the needs students provide relevant copy or link of their presentation not only to the teachers but also to their peers for feedbacks and assessments (peer assessments). Here students are required to think, give ideas to other friends about their next performance. That way they will increasingly explore their thoughts and will do more in the future.
5. After receiving feedbacks (self-reflection, peer and teachers feedbacks), the group present their second presentation in front of wider audiences. This is the purpose of the feedback itself. That is for them to make

better oral presentations. Students will be more mature in delivering the material they will convey.

Students, for example, often present their topic to the class only by reading textbook. They focus their learning only on their group topic while they do not fairly pay attention to other course topics presented by other groups. It means that when students serve as an audience, they are not likely to have any fair learning experience whilst the classmates full fill their presentation. Furthermore, in each group, which commonly consists of 6 or more students, there is often one or more group members who becoming free-riders. The free-riders (social loafers) do not share equal contribution towards a group project (Brooks & Ammons, 2003). Their existence in the group have a negative impact on the group performance such as lower the group's morale, productivity, and effectiveness and thus undermines the active learning process (Borjesson et al., 2006; Brooks & Ammons, 2003; Ruel, Bastiaans, & Nauta, 2003; Weimer, 2009). As educators, we may use a variety of creative methods to enhance students' learning activeness and at the same time their confidence in learning. In this study, we employ presentation-based learning activities to meet this goal whereby all student learning activities are built on prepared and conducted presentations by the students. The structured presentation could be achieved by utilizing computer-assisted presentation, i.e. power point, since this sort of computer application could guide the presentation to be conducted in a structured manner. The existing empirical studies mostly focused on investigating the impact of presentation with power point as a method of teaching.



## **E. The Potential Benefits of Using Oral Presentation in Learning English**

### **1. Integrating Language Skills**

Oral presentations help integrate the language skills, which are all equally essential and important in the global village. The literature on teaching English has emphasized integrating the four skills and giving them equal weight (Al-Issa, 2006). Oral presentations facilitate this. While the presenter is presenting his or her work using an overhead projector (OHP), for instance, everybody else is reading the notes appearing on the slides, listening to the talk, and taking notes in preparation for asking the presenter questions about the topic. By using an oral presentation, not only one or two skills can be obtained but four skills can be obtained at once. Besides that, not only the presenter who got the benefit from this oral presentation, but the audience can also benefit from this oral presentation.

### **2. Practicing Speaking**

Speaking is one of the least practiced and most neglected skills in almost any EFL classroom, despite its importance in people's daily social activities and interactions. This is particularly the case in teacher-centered and large classes, where more emphasis is often placed on the receptive skills. The concept of speaking is thus more or less confined to the teacher asking comprehension questions about the lesson, and mostly from the textbook, in what can be described as an artificial context, and the students trying to answer these questions. One of the ways that we can master the language fluently is by practicing it. But

sometimes this is not given enough attention for several reasons. With an oral presentation, inevitably, students will practice speaking in front of their friends and unconsciously they have practiced some vocabulary and how to communicate.

### 3. Making Decisions

Oral presentations help facilitate the decision-making process for students. This is particularly important in many developing countries and cultures where older people in the family usually make decisions on behalf of the younger members of the family, which often continues to be the case even after children have grown up. However, when students are given the freedom to choose a topic to present, for instance, in an intermediate-level EFL classroom, they are indirectly asked to make a decision and take initiative. In oral presentation students will make a decision about what they will convey in front of the audience. They will arrange the material they will convey like making a note to remember about the material. In addition, they will also determine what concepts are suitable for the presentation. With this it can be said that students learn to make decisions.

### 4. Preparing for Real Life

Taking the floor and standing in front of other people, such as one's classmates, to present one's work is challenging because it requires confidence and courage. Yet it is a marketable skill that is much needed in various jobs round the world. Hence, presenting in the EFL classroom prepares students for the job market that they will enter

when they leave school. Self-confidence will begin to form when students dare to stand in front of the audience. This greatly affects the work they will take in the future. In a job, skills in communication are definitely needed. When someone has the ability to communicate well and coupled with good English language skills, it will make it easier for them to get a better job.

#### 5. Acquiring Knowledge through English

Curtain and Pesola (1994) and Tedick and Walker (1996) thus write that one of the factors that make the teaching of foreign languages especially challenging is the variety of reasons students have for learning them and the cultural, socioeconomic, linguistic, and academic diversity typical in today's student populations. Thus foreign language teachers find themselves working with students with variable educational experiences and needs. With different backgrounds non-English students will experience various difficulties in learning English. One of the difficulties is about the pronunciation and accent of native English speakers. With an oral presentation, at least students will practice how to pronounce a word and learn to imitate a native speaker's accent.

#### 6. Promoting Learner-Centeredness

Giving oral presentations helps students replace memory- and transmission-based learning, which are still in vogue in many education systems in the developing world, with interactive, dynamic, reflective, and independent learning and critical thinking (Al-Issa, 2007).

Presentations also promote and encourage learning through discovery and research. Students are placed at the heart of the learning process by taking responsibility for their own learning. It is important that such positive behaviors are instilled in students from an early age to scaffold their development as they grow older. In addition, when students compile the material to be delivered, inevitably they will seek from several sources about the material with the aim that when studying the material they can understand better because there are several sources that make the material more complete. Students do not need to wait for an explanation from the teacher to present it so that it makes students more independent in learning.

#### 7. Expanding the Teacher's Roles

Teachers in the traditional EFL classroom have specific roles to play in terms of exercising authority over as well as transmitting and controlling knowledge, information, and classroom activities. However, in an oral presentation class, teachers delegate autonomy and leadership to students and facilitate cooperative learning. In other words, they facilitate, support, organize, and guide students' learning. These are significant teacher roles that are emphasized by the communicative language teaching approach (Larsen-Freeman, 1986). In this case, the teacher does not only act as an intermediary for the material to students but also as a support for students in forming as a leadership.

#### 8. Learning How to Use Technology

The positive impact of the extraordinary and rapid spread and penetration of the Internet on students' second language learning and acquisition (Al-Issa, 2007), the literature on EFL has emphasized and demonstrated the significant role of technology in general, and computers in particular, in positively enhancing the learning and acquisition of the target language. When non-English students learn English they will try to further broaden their knowledge of English. It can start with finding out about native speakers' culture, lifestyle and many other things. By using the internet they will find it very easy to find information about it.

**F. The issues of Using Oral Presentation in Learning English**

Despite the numerous benefits associated with using oral presentations in the language classroom there can also be some issues consequences, especially if the presentations are not properly implemented in the class. The main reason for this is that presentations that are not set up correctly can be too difficult for the students to do effectively and this creates a learning environment that is not conducive to L2 acquisition.

According to Meloni and Thompson (1980) provide an example of the worst-case scenario of not setting up a presentation class correctly. In their example the students in the class end up choosing inappropriate or uninteresting topics, which, in turn, leads to listeners who are inattentive or disrespectful. It also causes the students to give a poorly thought out presentation leaving the instructor unsure as to which errors they should be correcting during the presentation. According to these researchers, the end result of this process will be a group of students who dislike oral

presentations, and an instructor who believes that students gain nothing from giving oral presentations.

The reason for many of the problems associated with using oral presentations in the L2 classroom is that many students “lack the core fluency” required to give an effective oral presentation (Jordan, 1997). This means that if students are not taught the skills that they have, they will not be able to present effectively. If the presentations difficulties given are beyond the students’ current English language ability, or if the steps required in giving a presentation are not properly, students will not be successful in their presentations. This will cause students to feel unprepared or uncomfortable when asked to present. Speaking in public in this type of situation can actually undermined students’ confidence and is “ineffective in developing students’ oral proficiency because students (are) put on the spot.” (King, 2002)

Another problem by using presentations in the classroom is that they are time-consuming, and during much of the time when the students are presenting the audience is passive, which can lead to boredom (Ross, 2007). For this reason, oral presentations are often not used in language classes, or are only used as one-time summative assessment at the end of the course, byt very little class time spent on getting the students ready to present. The result of this is that students are not ready to present and often do not find the presentations to be a positive learning experience. While there are a number of potential problems surrounding the use of presentations in the

class, many of these problems can be avoided if the use of presentations is carry out correctly.

#### **G. Previous Studies**

The topic about oral presentation related to this research had been conducted by other researchers. Those were:

Rini Fitria and Salwa (2018) discussed about the student's perceptions on their English oral communication usage during practice learning program. The result of this study showed that students had positive perceptions on English oral communication usage during practice learning program. The similarity of this study with study above is the students' perception about the use of oral presentation in English. The difference of this study with study above is the place where the researcher conducts the study.

Herland Franley Manalu (2016) discussed about the students' perception of peer evaluation in a group oral presentation by English for Academic Purposes (EAP) students at the University of Indonesia. Results also suggest that students strongly agree to the use of this methodology because comments and evaluations given are useful for making improvements. Nevertheless, the students preferred teachers to peers to evaluate their performance in the discussion and they wanted to get more instructive comments from the teachers. As for its limitations, students highlight the responsibility that comes with it and a certain amount of distrust in fellow students' abilities to peer-assess. The teacher's possible roles in peer evaluation are presented at the conclusion of this study. The similarity of this study with study above is the students' perception about

the use of oral presentation in English. The difference of this study with study above is the place where the researcher conducts the study and also the technique of oral presentation which the study above used peer evaluation as the technique.

Nowreya A. Al-Nouh et al (2015) discussed about the eliciting English as a Foreign Language (EFL) college students' perceptions of the difficulties they face in oral presentation as a form of assessment. Oral presentation skills are considered one of the most important proficiencies needed for higher education and future careers. Results showed students' perceptions of the difficulties they experienced at a medium level (M=3.10). However, significant differences in the results were found when students' nationalities and GPAs were taken into account. The similarity of this study with study above is the students' perception about the use of oral presentation in English. The difference of this study with the study above is the place where the researcher conducts the study and also the focus is about the difficulties of oral presentation. Researchers focused more on the benefits and also the issues of oral presentation.