ABSTRACT

The current study addresses the issue of international students’ beliefs towards oral presentation in English language in academic settings. The purpose of this research is to find out about their beliefs on speaking and delivering oral presentation in English language as foreign language so as to determine what kind of international university students do possess. The participants were 30 male and female students. A survey was used in this study that was adapted from Beliefs About Language Learning Inventory (BALLI) and demographic background questionnaire. The results showed that international university students held certain beliefs which would be detrimental to their speaking and performing oral presentation in English language.

Keywords: English as: Beliefs; International students; English language; oral presentation.

Methodology

Respondent

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 Software engineering and Faculty of industrial management and technology.

**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 (1987) 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 (SPSS) version 20. Cronbach’s alpha was calculated in order to measure the reliability of the instrument and the percentage was found to be .78. Twenty two male and 08 female international students were conducted in Universiti Malaysia Pahang (UMP), Malaysia.

**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.

**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.

**Results and Discussion**

<table>
<thead>
<tr>
<th>Scale</th>
<th>groups</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error</th>
<th>95% Confidence Interval for Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Lower Bound</td>
</tr>
<tr>
<td>Beliefs</td>
<td>17-20</td>
<td>6</td>
<td>2.70</td>
<td>.79</td>
<td>.32</td>
<td>1.86</td>
</tr>
<tr>
<td></td>
<td>21-25</td>
<td>15</td>
<td>3.10</td>
<td>.54</td>
<td>.14</td>
<td>2.80</td>
</tr>
<tr>
<td></td>
<td>25-35</td>
<td>9</td>
<td>2.63</td>
<td>.87</td>
<td>.29</td>
<td>1.95</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>30</td>
<td>2.88</td>
<td>.71</td>
<td>.13</td>
<td>2.61</td>
</tr>
</tbody>
</table>
According to the table No. 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.

**Inferential statistics**

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 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.

Table.No.02

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig</th>
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</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>1.51</td>
<td>2</td>
<td>.75</td>
<td>1.51</td>
<td>.23</td>
</tr>
<tr>
<td>Within Groups</td>
<td>13.50</td>
<td>27</td>
<td>.50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>15.02</td>
<td>29</td>
<td></td>
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</tbody>
</table>

**Conclusion**

The result of the research that can be drown from this study is that the international university students mostly believed of their ability of speaking English language as well as delivering an oral presentation using English language. Additionally, they intend to have a better correct pronunciation before they speak the language. Moreover, there is statistically no significant difference between the groups of the students’ beliefs across their oral presentation in English language.

All in all, university students’ beliefs were found to be negative beliefs towards speaking and delivering oral presentations in English language.

**References:**


