Discovering The Relationship between Communication Strategies and Fear of Oral Presentation among University Students

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Abstract
Effective public speaking is a necessary and desired ability that university graduates need to possess. This is to build into them a sense of confidence and success in communicating in today's challenging, evolving and borderless working world. However, fear or anxiety among university students still prevails and affects the way they communicate, and thus they utilise communication strategies (CS) to help them communicate orally effectively. There are multiple triggers of learners' fear of public speaking which could be externally and internally driven. Therefore, this study aims to continuously explore the influence of CS on fear of oral presentation, the influence of fear on oral presentation and the strength of the relationship between CS and fear of oral presentation. Quantitative data on the influence was analysed utilising the SPSS for mean values and Pearson correlational analysis through a 4-section survey derived from 134 respondents from a public university. Results indicated that CS preferred by most of the respondents were mostly externally influenced in shaping their oral communication and assessment marks and feeling nervous were their largest causes of fear of public speaking. Furthermore, correlational findings revealed that communication strategies may reduce fear of oral presentation to some degree. These results could suggest the need for more formal strategy training to assist and build motivational needs for learners to manage their fear of public speaking to benefit more from communication strategies for effective public speaking.
Keywords: Communication Strategies, Fear of Oral Presentation, Anxiety, Oral Communication, Effective Public Speaking.

Introduction
Background of Study
In the pursuit of creating graduates who are confident in communicating in a target language, effective public speaking is a necessary and advantageous skill that they need to possess. Public speaking courses in varsities are created to teach and polish learners on the necessary delivery skills for better and effective oral communication. Furthermore, in today's world of borderless communication and evolving workforce skills, learners need to be able to

communicate confidently especially in major languages of the world, with English being one of them. Therefore, public speaking is a desired skill for learners to possess. Masitoh, Fauziati and Supriyadi (2018) stressed that speaking skills that are in the realm of foreign language learning are needed for areas of communication and globalisation. In addition, Tsang (2017) tied presentation skills to work use such as for work interviews and workplace tasks. He also tied the oral skill to meet the aim of creating 21st century generations, creating value for presentation skill. However, in the process of creating graduates who are confident in the target language, the feeling of fear or anxiety due to public speaking has always been looming in language classrooms, a result of elements that are within or surrounding them. Such fear is especially felt among second or foreign language learners. In the Malaysian context of education, negative reactions and emotions among students when communicating in English as a second language have been long standing educational issues. Fear in oral presentations is a reaction towards the uncertainty of having to perform orally especially in front of others, in a language second or foreign to them. Tian and Mahmud (2018) expressed that anxiety has been a problem occurring for a long time in the aspect of oral presentation and that there is not much comprehensive exploration done on solutions, especially in the use of strategy to manage public speaking anxiety. Horowitz (2019) mentioned researchers referring to anxiety using a target language as communication apprehension or anxiety (CA). Dansieh, Owusu and Seidu (2021) used the term "glassophobia" to explain a feeling of fear when speaking in public. They also highlighted that people with such phobia would lose out on social, academic and career chances. There is also a specific anxiety found in classrooms and is frequent among second language learners called "xenoglossophobia", or understood as Foreign Language Anxiety (FLA).

In their effort to manage oral communication in a target language, learners of different proficiency levels would select ways that would suit to assist them. This action refers to strategies that would be a "crutch" to compensate for whatever learners are lacking in their language competency. In language learning, the actions are generally termed as communication strategies (CS). Strategies in learning can be seen as a "saving" approach in learning a target language. Ibrahim et.al (2022) viewed CS as learners' way to "survive" communication breakdowns. CS can be understood as "psycholinguistic plans" to do with learner's communicative competence which are done consciously and acts as an alternative when learners produce what the learner is unable to execute (Ellis, 1985 as cited in Putri, 2013). Dornyei (1995) utilised Corder's (1981) view on communication strategies which is seen as "a systematic technique" used by a speaker when having difficulty expressing his or her message. Furthermore, CS could be seen as a motivational tool to drive language learners to further improve and increase confidence in learning a target language. In Hong's (2017) general look at language learning strategies, strategies are seen as measures utilised by learners to improve their learning. Using language learning strategies, in which O'Malley et.al. (1985) cited in Griffiths (2004) highlighted learning and communication strategies as "interlaced" and frequently used for similar behaviour, actively assists learners in taking control of their own learning through growing language skills, boosting confidence and motivation in the process of learning. He concluded that suitable language learning strategies create finer confidence and motivation. Thus, motivation created through using communication strategies could result in learners' independence, confidence and reduction in anxiety. Shirkhani and Meigouni (2020) mentioned that oral communication strategies are beneficial for learners to solve communication problems. Rahmat et al (2020) concluded that

utilising speaking strategies enable learners to perform language functions that can establish comfort when speaking in public or doing assignments. Kurakan (2021) highlighted that there are multiple coping strategies utilised to reduce learners' anxiety in speech.

Besides understanding communication strategies (CS) and fear or anxiety of oral presentations, it is also necessary to understand how CS influences fear of oral presentation and how fear influences learner's public speaking. This investigation could create the understanding of how such influence could affect the quality of learners' oral communication. In understanding the basis of the influence, Ahmad et.al (2022) highlighted how learners' choice of communication strategies could assist learners that could shape effective communication as such strategies could influence their ability and achievement in oral speech. They further stressed that factors causing learners to fear oral presentations could also determine the way their presentations would be conducted. In addition, it is now prudent to understand the strength of the link between CS and fear of oral presentation to describe the strength of the relationship so as to observe whether the two aspects are needed to work together to determine success of learners' oral speech. Tian and Mahmud (2018) justified lack of research on anxiety to do with academic oral presentation and conducted a study on investigating the degree of the relationship between academic oral presentation and strategy employment. Perveen et al (2018) expressed interest in studying the relationship between fear of public speaking and language learning strategies to help explain whether such strategies would help alleviate fear of public speaking among undergraduates. Thus, this study would add to the investigation on CS and fear of oral presentation by contributing more data on influence of CS and fear of oral presentation, influence of fear on oral presentation and exploration of the relationship between CS and fear of oral presentation. In addition, data from this study could contribute to more recent findings on learners' independent choice of CS, which fear affect them the most and how much influential CS is in reducing fear of public speaking. Such data could also assist future researchers in delving further into the realm of CS and fear of public oral communication in continuously keeping interest in research on CS and fear of oral presentation alive.

Statement of Problem
Every language user is responsible to communicate; that is, to deliver any kind of information clearly and accurately, with the hope to get things responded to. It takes one's strength and confidence to deliver the content either to a small or a big crowd; as well as to make the information well received by the recipients. Basically, this two-way interaction needs extra attention not only because the content to be delivered is important, but also the presenter or the speaker has to be ready mentally and physically. Here, it can be observed that, one of the common strategies that is the 'early preparation' of the presenters or the speakers becomes a priority when this preparation involves the guts to gain confidence. It is the matter how the presenters or the speakers prepare themselves towards the presentation and during the communication takes place. Based on the study on public speaking by Ibrahim and Shahabani (2020), they have found that the learners need to gain confidence and to retain the confidence level in order to succeed in their public speaking. It is said that there should be training or interesting activities provided to train these learners to be good at delivering information as well as to help them see their potential – that is to gain confidence. Indrianty (2016) supports these findings when the researcher suggested that "teachers should be more aware of students' anxiety in order to arouse students' motivation to speak up confidently

and fluently in an English-speaking class". Most learners or the L2 learners, specifically, are found to have issues such as stage-fright, crowd phobia, nervousness and fear, or language skills issues because they lack training – as proper training can actually help improve on their presentation flow and also the time management. Though they are well-equipped with the ideas and presentation content and materials, without such preparations – training and practice, these presenters or speakers may not be able to perform steadily and effectively. It is because the feeling of fear of presentation and worry over the crowd have got controlled over them and thus, can negatively affect their emotion and confidence.

Moreover, in a study by Kaharuddin (2018) with other communication insights, he discussed the idea of translation to help the L2 or foreign language learners to master the English language, especially in terms of communication. The study mentioned how communicative grammar translation methods can assist in one's communication. According to Kaharuddin (2018), many studies have supported the idea that translation methods can help speakers (the L2) – to develop fluency when speaking as learners will be determined by their L1 to think and to express ideas. Additionally, the L1 language can be used to translate the idea in the target language quickly and accurately (Kaharuddin, 2018). This way, as grammar is explained in detail, helps learners to understand grammar rules better, and that they can be confident to apply English language in any of their communication settings. "A lack of linguistic confidence may manifest itself in weak performance in interviews or workplace situations that require second or additional language communication" (Thomas, Piquette and McMaster, 2016). It is essential to foresee from now that one's language competency - that is the external factor - in a communication becomes important when the language skills determine the effectiveness of the communication; for instance, how clear and effective the information delivered, how effective the question and answer will be handled and how effective the speakers to negotiate and persuade depends on one's good language competency (Thomas et al., 2016).

In addition, one's communication skills – oral or written – can be improved when learners are exposed to social media platforms. Escobar-Mamani and Gomez-Arteta (2020) in their research have found that the strategy to use 'Whatsapp' heightened the learners' communication skills as this media platform caters for the classroom interaction environment. This effort not only helps all learners in general, but also it assists the weaker children to practise delivering information – in a more convenient and approachable way and in a less stressful manner. According to Escobar-Mamani and Gomez-Arteta (2020), this 'Whatsapp' platform assists in a way that "students could better understand an oral text since they could listen to it more than once and do it at a convenient time". Here, it can be suggested that many creative, fun and easy-access platforms; such as the use of technological tools and its social media platforms, can be applied for communication practices by either learners (in a classroom setting) or speakers (in public) to effectively communicate and to comfortably deliver their ideas and opinions. It is one valuable skill that one can obtain as oral presentation skill is a "life-long learning" (Wang et al., 2018) which may benefit many individuals when they can adapt the skills "into a professional context after graduation" (Wang et al., 2018).

However, even though numerous pleasurable activities have been exposed to develop motivation and also various effective approaches have been implemented to build up

strategies in learners' communication ability – oral or written – there are still some obstacles and challenges that have become common communication barriers amongst the language users, or the L2 learners – specifically. Learners also are found "lack the language resources to make effective oral academic presentations" (Barrett and Liu, 2016). This can be due to the internal and external factors of communication barriers (Rahmat et al., 2022). Normally, due to the said barriers, communication and presentation that involve a two-way interaction have been assumed as difficult and challenging (Indrianty, 2016). Surprisingly, it is not solely because of the challenges in preparing and organizing the content and materials that are the external factors, but it is more to the language users themselves – namely; their shyness (Indrianty, 2016), inner beliefs, self-confidence and their negative feelings and thoughts - the internal barriers. The challenges are more to how these speakers or presenters see their own ability and how they foresee what they can do and produce. Therefore, the fear to face the fact that their content is going to be heard by many, the worry over getting the content to be well-explained to strangers, and the anxiety to know how the recipients or the audience may react and respond to (Indrianty, 2016) can all act as communication obstructions. These unnecessary feelings and beliefs should be avoided. In a study with students in one Hotel and Tourism College in Bandung by Indrianty (2016), the researcher has found that the respondents experienced nervousness and anxiety in their communication in terms of "communication apprehension, test anxiety and fear of negative evaluation". When the L2 language users face issues; such as fear of not getting ready, fear of making mistakes, fear of not getting good grades for presentation, fear of interacting with the audience and/or fear of not being language proficient, they will have an attempt to deny their potential and ability in communication.

From this study, it is necessary to find out if our learners, especially the L2 learners, need extra attention to enable them to speak up and present confidently without fear. Hence, it is a need to look into suitable and effective characteristics of communication strategies that can help to constructively motivate learners in their oral communication and presentation (Nurliana, 2020). With good planning and effort put forth consistently to expose communication strategies to learners, their fear of presentation is hoped to be hindered or reduced, and that their communication skill and presentation ability too can be improved. The investigation to examine the relationship between communication strategies and the fear of presentation, hence, is significant because the result may give a better view if the strategies employed can facilitate the learners - specifically to those who experience fear of presentation.

Objective and Research Questions
Therefore, the objectives of this study are to;
• investigate how communication strategies influence oral presentation
• explore how fear of oral presentation influence oral presentation
• explore whether there is a relationship between communication strategies and fear of oral presentation.
This study is conducted to answer the following research questions;
• How does the use of communication strategies influence oral presentation?
• How does fear of oral presentation influence oral presentation?
• Is there a relationship between communications strategies and fear of oral presentation?

Literature Review

Types of Communication Strategies

There are many communication strategies that can be used in our daily life, especially students who are still learning how to communicate in their second language (L2) and foreign language (FL) (Kongsom, 2016). This is because these communication strategies would help the students to develop their communication skills and at the same time it would help the students to build their confidence too to talk to people using their L2 and FL. According to Trihastuti and Zamzani (2018), there were two communication strategies that they suggested which were:

Table 1

Communication Strategies (Trihastuti and Zamzani, 2018)

Communication Strategies	Sub-communication strategies
Avoidance Strategies	Message Abandonment Topic Avoidance
Compensatory Strategies	Circumlocution Approximation Use Of All-Purpose Words Word Coinage Prefabricated Patterns Non-linguistic Signals Literal Translation Foreignising Code-Switching Appealing For Help Stalling Or Time-Gaining Strategies

Based on Table 1, it can be said that the students can use communication strategies to minimise or reduce their mistakes in communicating with people. These strategies are very useful as it would help the students to be less nervous in any conversation made. Other than that, Azman et al (2021) also suggested a few communication strategies that the students can consider when communicating. The communication strategies were:

Table 2
Type of Communication Strategies (Azman et al., 2021)

No.	Communication Strategies		
1	Message abandonment	8	Literal translation
2	Topic Avoidance	9	Foreignsing
3	Circumlocution	10	Code switching
4	Approximation	11	Appeal for help
5	Use of all-purpose words	12	Use of fillers
6	Word-coinage	13	Self-correction
7	Use of non-linguistic means	14	Self-repetition

The most used communication strategies by students on a daily basis were "Use of non-linguistic means", and "Use of fillers" while the least communication strategy used was "Topic Avoidance" (Azman et al., 2021). This situation happened maybe because the students sometimes need to think of what they want to say and the use of body language in communication is more powerful as it gives more meaning towards the message that the students would like to convey, meanwhile, the topic avoidance occurred only when the issue discussed was sensitive. Dewi et al (2018) also discovered that the most used communication strategy was "Use of Filler" while the least communication strategy was "Literal Translation". The students preferred to use fillers as their communication strategies in conversation or oral presentation maybe because they need time to search for ideas and to construct their sentences while translating the meaning from first language (L1) to L2 was least used maybe the students would try their best to use L2 in presenting their ideas. Nonetheless, in other research, they found that "self-repetition" (Spromberg, 2011) and "paraphrasing" (Ahmed and Pawar, 2018) were most used by students as their communication strategies. This is maybe due to ensuring that they could deliver the message and meaning clearly and currently. Thus, based on previous research, it could be said that different individuals would use different communication strategies to help them convey their message effectively.

Causes of Fear of Oral Presentation
Fear of oral presentations can be triggered by internal and external elements. Internal elements come from how they perceive themselves in the ability to communicate publicly, while external elements basically refer to how they feel about others and the surroundings affect the way they would communicate. Students' communication strategies are also linked to fear that causes anxiety in oral presentations as they would choose ways for them to reduce their anxiety in presenting. Horowitz (2019) referred to researchers' reference to anxiety communicating in a target language as communication apprehension (CA) that was built on earlier work on stage fright and reticence. His explanation on causes of CA can be summarised as hereditary, referring to personal traits, and environmental, referring to situational causes. Hussein (2021) in her review of papers on factors causing anxiety in oral presentations featured a long list of factors leading to anxiety in oral presentations in English

classes. The various factors are externally and internally derived. The list include: communication apprehension, fear of negative evaluation, test anxiety, affective factors to do with inner self, personality, second or foreign language proficiency, audience familiarity, teacher's influence, preparedness, topic familiarity, as well as cultural factors. Self-consciousness facing large groups and cultural nature were the factors leading to anxiety in performance mainly mentioned by (Hussein, 2021). Rajitha and Alamelu (2020) classified factors causing speaking anxiety as linguistic, psychological, physiological and cultural, as well as reasons for the anxiety to be situation-specific or performance-based conditions. Rahmat et.al (2018) mentioned 2 types of apprehension that can be categorised into internal and external factor: internally induced trait or state apprehension that has to do with learner's self, and externally induced state apprehension that has physical elements like how they look like, the surrounding, the assessment process and even the audience.

Past Studies
Past Studies on Communication Strategies
Many studies have been done to investigate the issues in the learning of foreign or second language especially in terms of issues like communication and oral presentation. There have been many past studies on how language users or the learners are to adapt strategies in order to assist themselves in their oral presentation or their communication routines. The study by Wang et al (2018) is done to investigate teachers' belief of giving feedback upon their students' oral presentation. It is a qualitative study (with an observation and a semi-structured interview) to find out if teachers' feedbacks help in the facilitation and the improvement of their students' oral presentation. There are three respondents involved who are experienced English instructors - teaching in one university in mainland China. Based on this study, it was found that the respondents "perceived learner acquisition of communicative and presentation competence as the focus of their feedback" instead of the common feedback that is Corrective Feedback (CF). The feedback in terms of learners' confidence level, "self-regulation, reflection and the ability to communicate" are put as high considerations in order to improve their students to be a good communicator or presenter. Therefore, it can be observed from this study that learners can be determined to correct and/or to enrich their oral presentation and communication skill when they receive 'formative feedback' from their teachers or instructors as these feedbacks can help amending any imperfection or any mistakes made during their presentation; and with such supports and back-ups, they can learn to reduce their fear over the oral presentation too. Here, learners are hoped to be given the opportunity to incorporate all feedback received that "this provides students with a developmental progression of skills in making oral presentations" (Wang et al., 2018). Next, the study by Nurliana (2020) also looked into Communication Strategies (CS) that help facilitate the L2 learners in their oral presentation. Her study is to "describe the types of communication strategies employed by the fifth-semester students of History of Islamic Civilization Study Program at IAIN Palangka Raya". The researcher employed a descriptive qualitative design that "a semi-structured interview with the students was conducted" which "consist of an observation sheet, video recording, field notes, and interview guidelines". There are seven (7) respondents from one class involved. It was found that these respondents "employed achievement or compensatory strategies" more than any other strategies. "The sub-types of achievement or compensatory strategies employed by the students were code-switching, retrieval, and non-linguistics means". Code-switching is found adapted by these respondents when they hardly recall the words to be uttered. Hence, this

strategy is chosen as to continue explaining and also to ensure that they deliver their messages. The risk to ponder here is whether or not the recipients (the listeners or the audience) are able to utterly comprehend and to correctly respond to the messages being conveyed.

Past studies on the Influence External Factors on the Fear of Oral Presentation
One of the main issues experienced by students in oral presentation is their fear and anxiety towards their surroundings. A research conducted by Kurakan (2021) investigated the anxiety levels of the Thai EFL engineering students. One of the objectives of the research was to identify the causes of oral presentation among the students. The methodology employed was a mixed-method approach where the students were given questionnaires to answer and there were selected students who would be involved in the interview sessions for in-depth understanding of the factors that influenced students' fear of oral presentation. The research discovered that the majority of the participants had a moderate level of anxiety when they did their oral presentation and the factors that caused the students to be anxious were their consciousness towards their pronunciation, lack of vocabulary, grammatical errors and fear of being evaluated. Other than that, their nervousness could also be seen through their body language where they were shaking, trembling and could not make eye contact with the audience. Hence, it was suggested for students to have more practice in front of the mirror or their friends so that they could be familiarised with the setting of oral presentation. Based on the results obtained by Kurakan (2021), it can be said that the educators could provide the students with a less threatening environment when the students are going to present their ideas and at the same time scaffolding technique could also help the students to be more confident when presenting.

A research conducted by Raja (2017) investigated the level of anxiety among the students of a private business sector and the factors that contributed to the anxiousness experienced by the students. The research employed quantitative descriptive research design and the instrument used was a questionnaire. There were 50 students who responded to the questionnaire and the data later was analysed and presented in the form of percentage. The results showed that the external factors that caused the students to fear oral presentation were lack of confidence and the number of the audience during the oral presentation. Based on students' responses, they stated that they could improve their oral presentation by practicing and rehearsing beforehand. This means that the educators need to ensure that the students have enough time and preparation to do their oral presentation. The educators and students could spend a few slots of their lessons and classes to prepare for oral presentation. Arumugam et al (2021) also explored the factors that caused the Malaysian undergraduate students to have anxiety during oral presentation. The research used quantitative methods by administering the questionnaire to 300 undergraduate students from different public universities in Malaysia. They discovered there were three main external factors that caused students to be nervous during their oral presentation which were students' language ability, audience's reactions and feedback from educators. Hence, it was suggested that the students be taught coping strategies to manage their anxiety. Based on these results, it can be assumed that the educators need to restrain themselves from giving negative feedback on the spot to the students in front of other audiences. This could cause the students to have low self-esteem in the future. The feedback can be given in general and the educators should not point out whose mistakes when highlighting the feedback. The students themselves will

acknowledge their mistakes. Thus, the educators and students need to work together to improve their level of self-confidence.

Other research that investigated external factors was conducted by (Grieve et al., 2021). To date, the researchers stated that the students in the tertiary level in the United Kingdom (UK) were still experiencing stress and anxiousness when they had to do public speaking and oral presentations. The aims of this research were to know students' perceptions towards their fear of public speaking and oral presentation and to determine the effects of fear of public speaking towards the students. This research utilised a fully qualitative approach by asking the students open-ended questions. The data later was analysed using thematic analysis and the themes that were derived from the thematic analysis were reflecting the external factors that affected the students during their public speaking and oral presentation. The external factors were fear of being judged, physical symptoms, uncertainty about the topic, negative experiences at university, not enough practice and preparation and not enough practical support. The implications of the results obtained were the students need to have more support from the educators and their peers and the curriculum structure could also help the students to have more practices in enhancing their oral presentation skills. Based on this research, it can be concluded that a positive environment could help the students to boost their confidence level with the help of their educators and friends. All in all, there are so many strategies that could be taught by the educators to students in handling their anxiousness.

Past Studies on the Influence on Internal Factors on the Fear of Oral Presentation
Many studies have revealed findings on internal reasons leading to fear of oral presentations. These studies also linked factors of fear of oral presentations to student's use of communication strategies (CS) to assist them in communicating orally. Ibrahim et.al (2021) conducted a study on fear of public speaking in relation to the social cognitive theory. It involved 171 participants who were undergraduates utilising a quantitative method. They found that external and internal factors leading to fear of public speaking did influence the participants. Specifically, the study revealed the highest correlation involving internal factors of fear of public speaking compared with external factors, indicating a stronger influence of intrinsic elements that made them fear speaking in public. They also investigated communication strategies utilised by the participants and found that listener's good impression, correction of their own mistakes and use of familiar words were the most liked that enabled them to feel comfortable and confident when speaking. A study by Belaman et.al (2022) investigated the use of communication strategies and fear of oral presentation among 210 undergraduates using a quantitative survey. Their report indicated that an internal factor involving nervousness showed a higher mean than the highest mean for external factor involving audience size. On the other hand, Aliyu et al (2019) did a study on the influence on class interactions and oral presentation in lowering speaking anxiety among undergraduates, in which 16 respondents answered a speaking anxiety questionnaire. The result showed the highest percentage was caused by fear of mistakes and inadequate preparation, indicating internal reasons. Meanwhile, Hasibuan et al (2022) studied factors leading to public speaking anxiety among 60 undergraduates using descriptive quantitative method, and discovered that most of the respondents' anxiety for public speaking were linked to proficiency of the English Language and topics that are unfamiliar to them. A study on fear of public speaking among 46 ESL students in Ghana employing qualitative and quantitative methods discovered among internal factors found to cause fear of public speaking were fear of creating mistakes,

speaking problems as common causes, as well as fear of being ridiculed and natural shyness and "spill of touch" (Dansieh et al., 2021). Kurakan (2021) studied 72 EFL Engineering students using a questionnaire and interview to investigate factors contributing to their fear of oral presentations in English. She investigated the anxiety before, during and after oral presentations and revealed various internal factors involving their language ability including inadequate grammatical knowledge and vocabulary, accuracy of the accent and pronunciation. On the other hand, a literature review on findings on studies on public speaking anxiety in different countries conducted by Lestari et al (2021) summarised that the internal factor of self-efficacy showed negative influence on anxiety due to public speaking.

Past Studies on the Relationship between Communication Strategies and Fear of Oral Presentation
Furthermore, there are also studies that specifically studied the relationship between communication strategies (CS) and fear of oral public speech using correlational approaches. This is to measure the strength of influence of CS, negatively or positively, in relation to whether the strategies reduce fear that students have when presenting. Tian and Mahmud (2018), in their study on academic oral presentation anxiety and strategy employment done on 61 students using Personal Report of Public Speaking survey, found positive correlations between Social Affective, Negotiation for Meaning while Speaking and Nonverbal strategies and speaking and academic oral presentation anxiety. Furthermore, significant negative correlations between Message Abandonment and Attempt to Think in English and speaking were found. Findings from a study on glossophobia among 126 university students of both genders in Karachi through paired t-test discovered that there was a significant influence between psycho-psychological strategies and university students' speaking anxiety (Perveen et al., 2018).
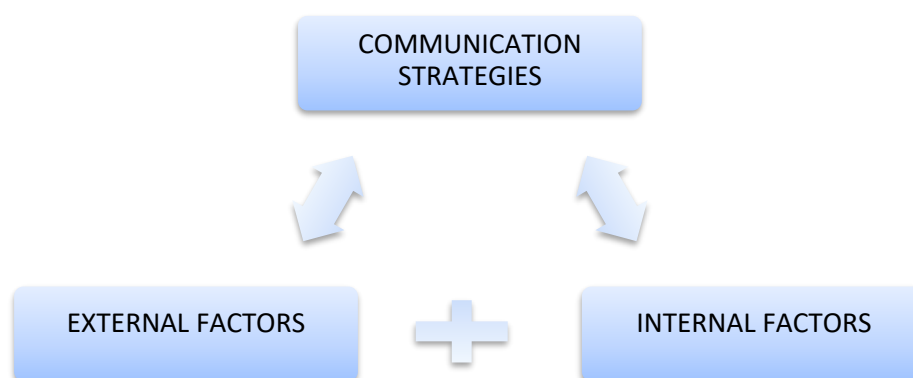
Conceptual Framework

Figure 1-Conceptual Framework of the Study- Relationship between Communication Strategies and Fear of Oral Presentation

The conceptual framework is presented in figure 1. This framework is rooted from communication strategies by Yaman and Kavasoglu (2013) as well as the causes of fear of oral presentation by (Endler, 1980). The use of communication strategies helps people interact

better with the people around them. However, oral presentation skills require so much more from the presenter than just language abilities (Rahmat, 2019).

According to Rahmat, et.al (2022), Fear of oral presentation stems from self-imposed prophecies and also others-imposed prophecies. Self-imposed prophecies are developed when the fear of oral presentations actually comes from the presenters themselves; that is, internal factors. Next, others-imposed prophecies came from the environment that the presenters are in; that is the external factors.

The two-way arrows in Figure 1 for communication strategies and external and internal factors show a possible relationship between communication strategies with external and internal factors. The "plus" (+) sign in between external and internal factors shows that both these factors influence the use of communication strategies when it comes to oral presentations.

Methodology

This quantitative study (Table 2) is done to explore the influence of communication strategies and types of fear in oral presentation. 134 respondents volunteered to participate in this study. The instrument used in this study is a 5 Likert-scale (1-Never, 2-Rarely, 3- Sometime,4- Very often and 5- Always) survey adopted from Yaman and Kavasoğlu (2013) for communication strategies and Endler (1980) for fear of oral presentation.

Table 1
Distribution of Items in the Survey

SECTION	VARIABLE	SUB-COMPONENT	NO OF ITEMS
B	COMMUNICATION STRATEGIES	SOCIAL-AFFECTIVE STRATEGIES	6
		FLUENCY-ORIENTED STRATEGIES	6
		NEGOTIATION FOR MEANING STRATEGIES	4
		ACCURACY ORIENTED STRATEGIES	5
		MESSAGE REDUCTION, ORIENTATION AND NON-VERBAL STRATEGIES	5
		TOTAL FOR CS	25
C	CAUSES OF FEAR	EXTERNAL FACTORS	7
		INTERNAL FACTORS	7
		TOTAL FEAR	14
	TOTAL NUMBER OF ITEMS		40

Table 2
Reliability Statistics for the Instrument

Cronbach's Alpha	N of Items
.905	40

Table 2 shows the reliability statistics for the instrument. SPSS analysis revealed a Cronbach alpha .905 thus showing a high reliability for the survey. Further SPSS analysis was done to answer the three research questions for this study.

Findings
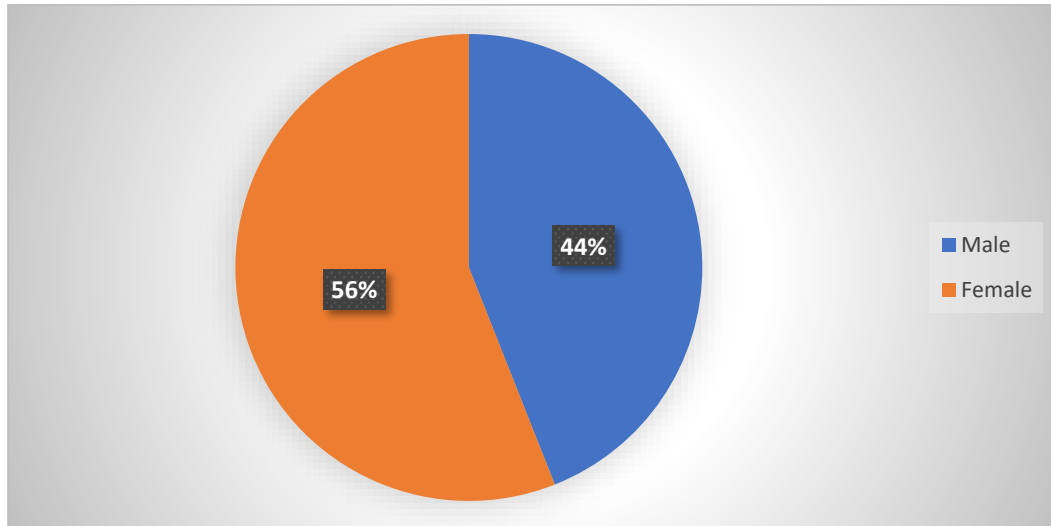Findings for Participants' Demographic Profile (134 respondents)

Q1.Gender

Figure 2- Percentage for Gender

Based on figure 2 above, this current study involves one hundred and thirty-four respondents with 44% male and 56% female university students. They are undergraduate students of Universiti Teknologi MARA, Malaysia.
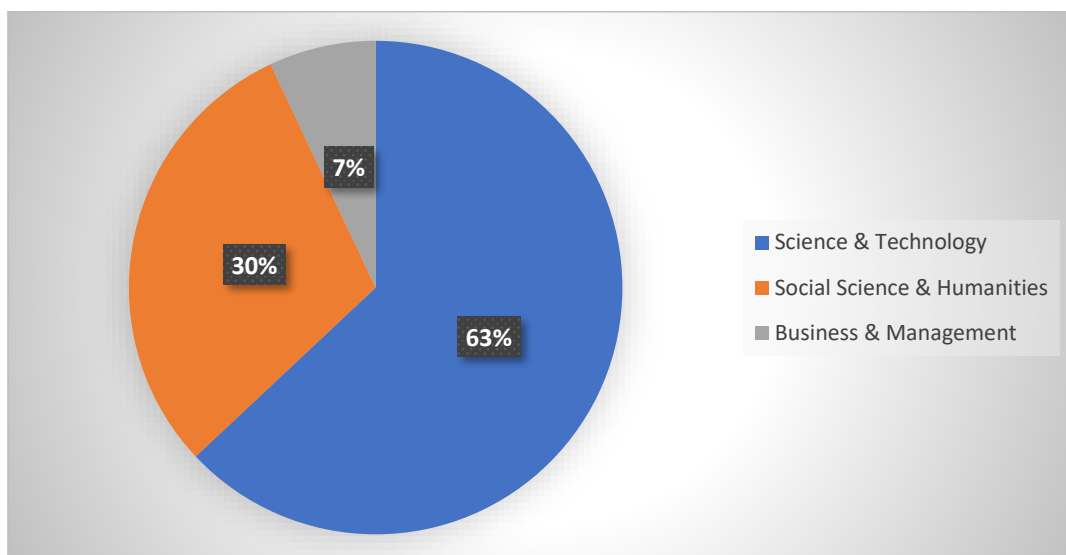Q2 Cluster

Figure 3- Percentage for Cluster

These respondents were selected from three different clusters that are; 63% from Science & Technology cluster, 30% from Social Science & Humanities cluster, and finally 7% from Business & Management - as shown in Figure 3.

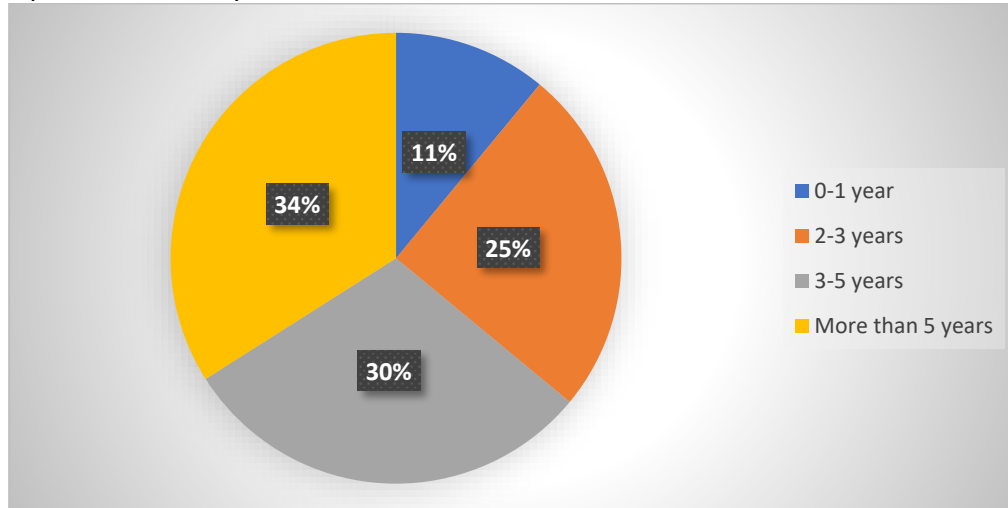Q3. Oral presentation Experience

Figure 4- Percentage for Oral Presentation Experience

Figure 4 illustrates the percentage of students' oral presentation according to the year experience. Based on Figure 4, there are 34% of respondents who had more than 5 years of experience in oral presentation which makes it the highest percentage, followed by respondents who had 3-5 years of experience in oral [presentation with 30%. There are 25% of the respondents who had 2-3 years of experience in oral presentation and the least percentage would be 11% of the respondents who had 0-1 year of experience in oral presentation.

Findings for Communication Strategies
This section presents data to answer research question 1: How does the use of Communication strategies influence oral presentation? According to Yaman and Kavasoğlu (2013), communication strategies include (i) social-affective strategies, (ii) fluency-oriented strategies, (iii) negotiation for meaning strategies, (iv) accuracy-oriented strategies, and (v) message reduction, orientation and non-verbal strategies.

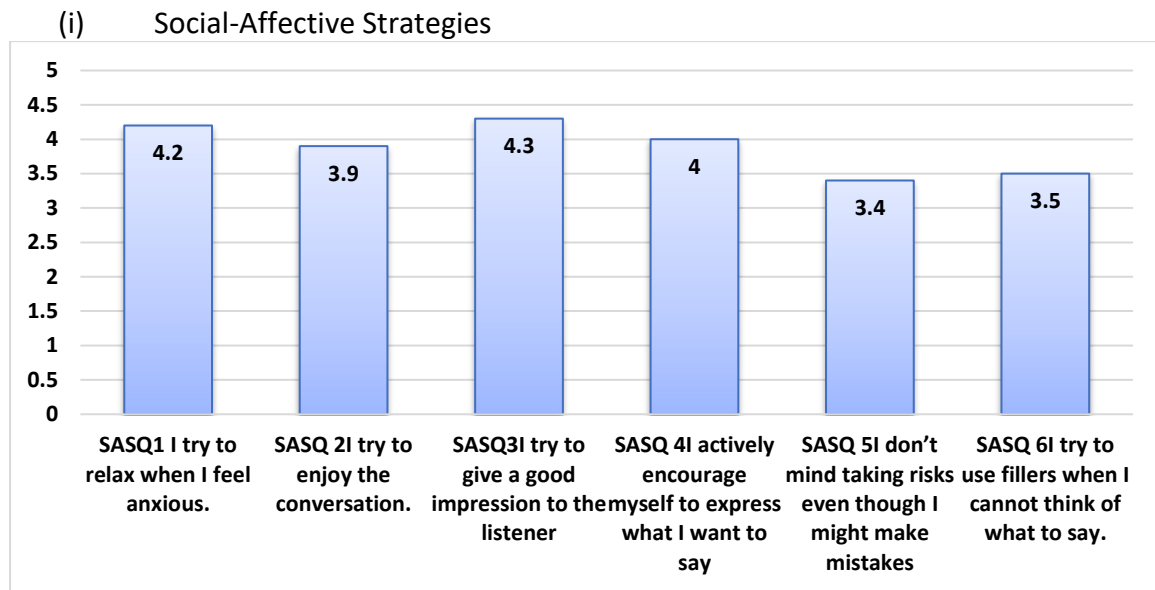(i)   Social-Affective Strategies

Figure 5- Mean for Social Affective Strategies

Figure 5 portrays the mean scores obtained by respondents in using social-affective strategies in their communication. The highest mean score is obtained by *"SASQ3I - try to give a good impression to the listener"* with the mean score 4.3 and followed by *"SASQ1 - I try to relax when I feel anxious"* with the mean score of 4.2. This means that the majority of the respondents agreed that when they communicated with their classmates, they tried their best to show a positive attitude, however, at the same time, they felt anxious too. Next, the mean score for *"SASQ 4I actively encourage myself to express what I want to say"* is 4.0. This means that the many respondents were trying to be more active in their communication. As for *"SASQ 2I try to enjoy the conversation.", "SASQ 6I try to use fillers when I cannot think of what to say."*, and *"SASQ 5I don't mind taking risks even though I might make mistakes."*, the mean scores obtained are 3.9, 3.5 and 3.4 respectively. This indicates that the respondents could be trying their best to be involved and be active in the conversation with the peers. Thus, it can be concluded that the respondents use social-affective strategies in their communication when they think necessary.
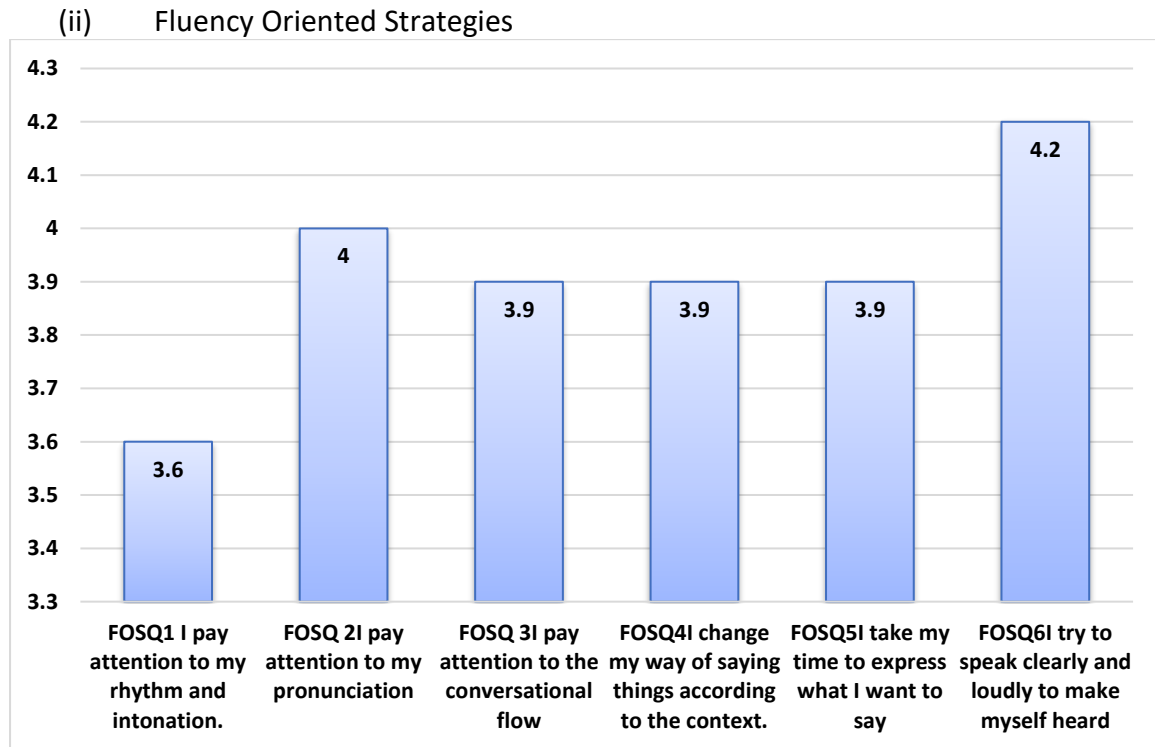
(ii)   Fluency Oriented Strategies

Figure 6- Mean for Fluency Oriented Strategies

Figure 6 depicts the findings on CS used by the participants categorised as fluency oriented strategies. The highest mean of M=4.2 indicated that most of the participants' highest preference was on the strategy of speaking clearly and loudly to make themself heard. The other mean (M=4) showed their preference on the use of paying attention to pronunciation strategy. The other 3 strategies involving paying attention to conversational flow, changing their way of saying things according to the context and taking their time to express what they wanted to say reflected a mean of M=3.9 respectively. The lowest mean (M=3.6) referred to the participants' least preference on paying attention to their rhythm and intonation when speaking. The significant findings may indicate their perception that projecting their voice to make the audience listen to them is the most preferred way to reflect a confident communication in the eyes of the audience, while the least preferred way of using rhythm and intonation could indicate their lack of knowledge in or appreciation of speech elements to deliver orally.
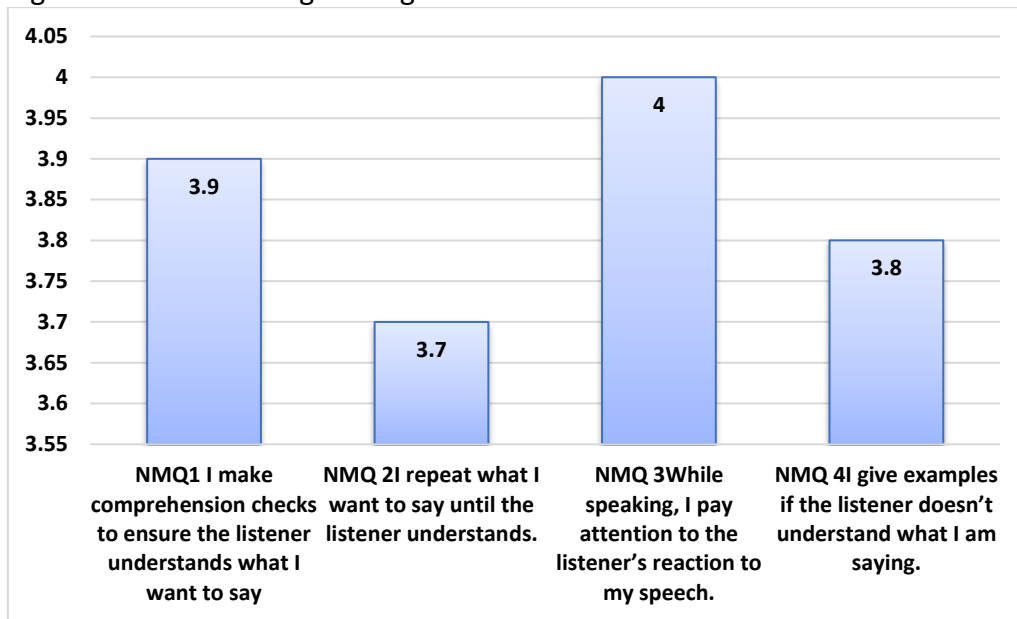
(iii)   Negotiation for Meaning Strategies

Figure 7- Mean for Negotiation for Meaning Strategies

The findings above show the participants' frequency of the use of negotiation for meaning strategies when communicating. The highest mean (M=4) showed many of the respondents paid attention to the listener's reaction to their speech. The following mean of M=3.9 indicated their frequency of choice to make comprehension checks to ensure their listener understood what they wanted to say. Meanwhile, a mean of M=3.8 showed the frequency of use of examples if the listener did not understand what they were saying. Finally, the lowest mean of M=3.7 showed the least frequency of the use of repetition of what they wanted to say until the listener understands when communicating. The highest mean on paying attention to listener's reaction to their speech may depict their concern over what others may perceive them based on what they deliver, while the lowest mean on using repetition strategy may reveal their low value on repetition strategy in helping them to deliver orally.
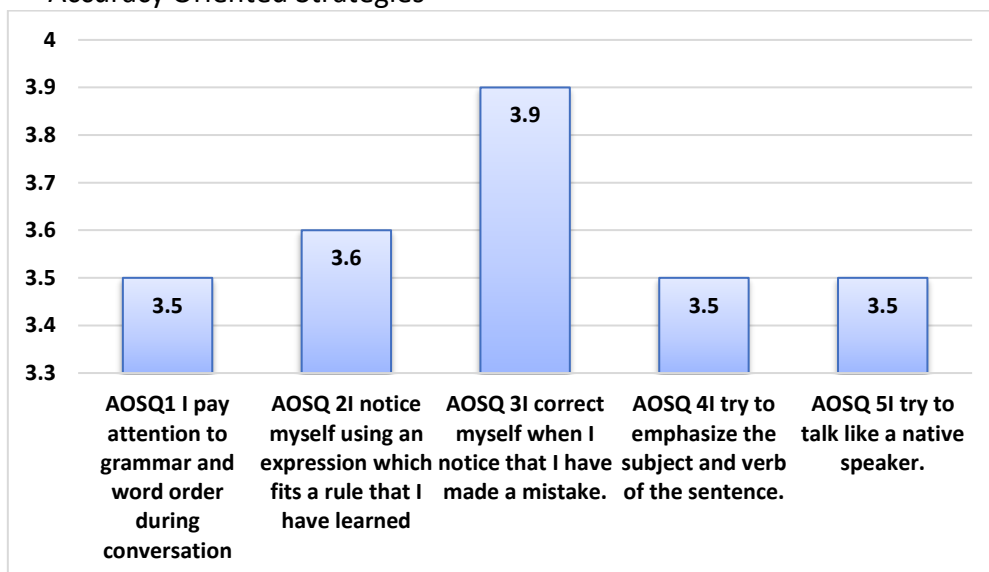
(iv)   Accuracy Oriented Strategies

Figure 8- Mean for Accuracy Oriented Strategies

The findings above portray the frequency of the use of accuracy-oriented strategies when interacting. The mean of M=3.9 was the highest, indicating the most frequently used strategy of correcting themself when they noticed that they had made a mistake. The mean of M=3.6 referred to the strategy of using an expression when it fits the rule they learnt. The lowest mean of M=3.5 involved 3 strategies least utilised, namely paying attention to grammar and word order during conversation, emphasising subject and verb of the sentence and trying to talk like a native speaker. The most frequently used strategy may reveal that the participants want to reflect confidence in speech with lesser mistakes, as well as indicating their knowledge on correcting their own mistakes. The least emphasis on the 3 strategies mentioned earlier may indicate a balanced but low focus on syntax and to speak as accurately or closely to their native language.

(v)   Message Reduction, Orientation and Non-Verbal Strategies
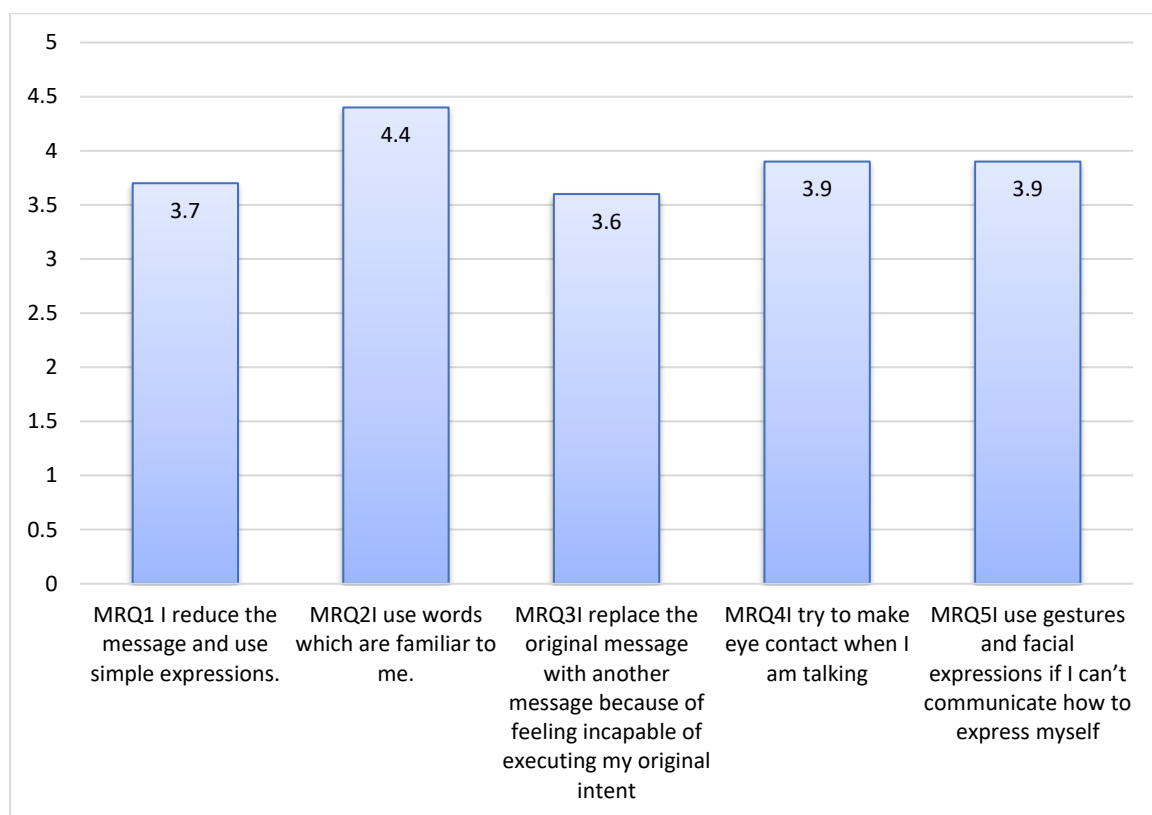

Figure 9- Mean for Message Reduction, Orientation and Non-Verbal Strategies

This paragraph reveals the final finding for RQ1 that is under the element of 'message reduction, orientation, and non-verbal strategies. With the five (5) items asked, item MRQ2I shows the highest mean (M=4.4). This is to demonstrate that the respondents highly prefer to "use words which are familiar to them" when communicating and also when they are to face problems to deliver the information during the communication takes place. Items MRQ4I and MRQ5I shared the second highest mean score with M=3.9. The next mean, that is M=3.7, is the third highest. The lowest mean score is item MRQ3I (replace the original message with another message because of feeling incapable of executing my original intent) with M=3.6. High preference on using familiar words in their speech could help with reflecting their confidence, as well as for the audience to easily follow their speech. The least preferred

choice of strategy of replacing original message with another is not a preferred choice as the respondents may feel that changing the original idea may lead to disorientation, misunderstanding and inaccuracy of content of speech to the recipients.

1.1   Findings for Fear of Oral Presentation
This section presents data to answer research question 2: How does Fear of oral presentation influence oral presentation? According to Endler (1980), fear of oral presentation is caused by (i) external factors and (ii) internal factors.
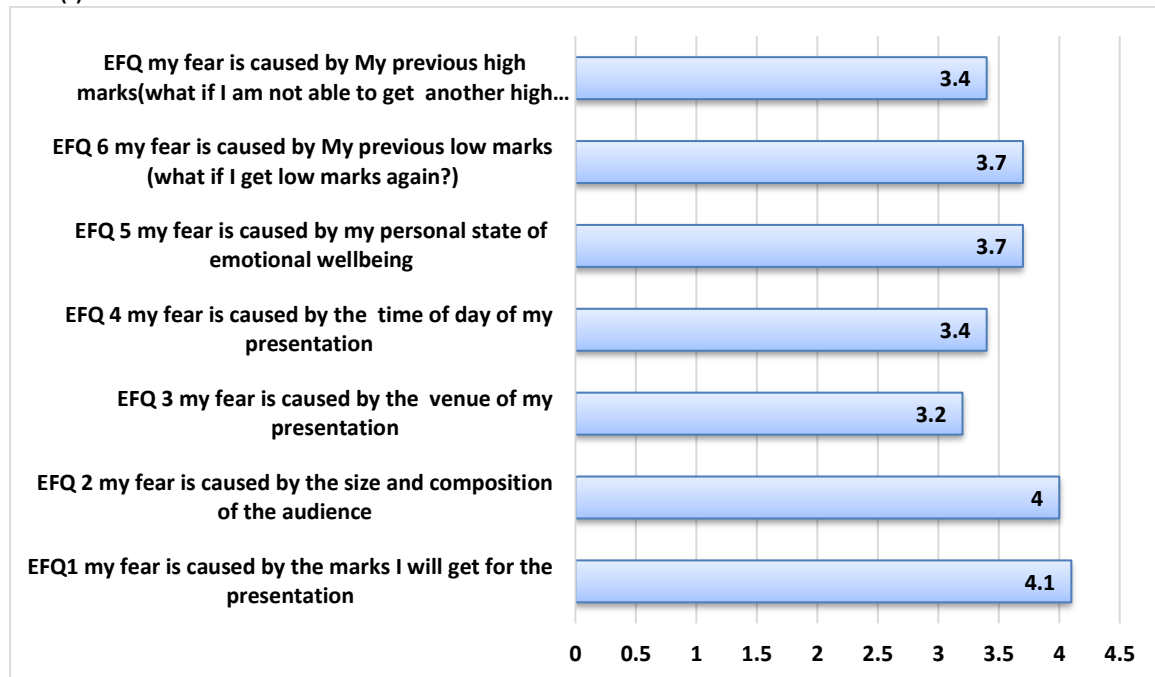
(i)   External Factors

Figure 10- Mean for External Factors

Figure 10 above presents the mean score for external factors. The highest mean is 4.1 for the item "fear is caused by the marks I will get for the presentation". This is followed by a mean of 4 for the item "fear is caused by the size and composition of the audience". Two items share the same mean of 3.7 and they are "fear is caused by my personal state of emotional wellbeing" and "fear is caused by My previous low marks (what if I get low marks again?)". This is followed by a mean of 3.4 for fear that is caused by time of the day of my presentation and a mean of 3.2 for fear that is caused by the venue of my presentation. Significant finding on fear of marks they will get for the presentation shows the most dominant external fear which could indicate their largest concern when doing oral presentation.
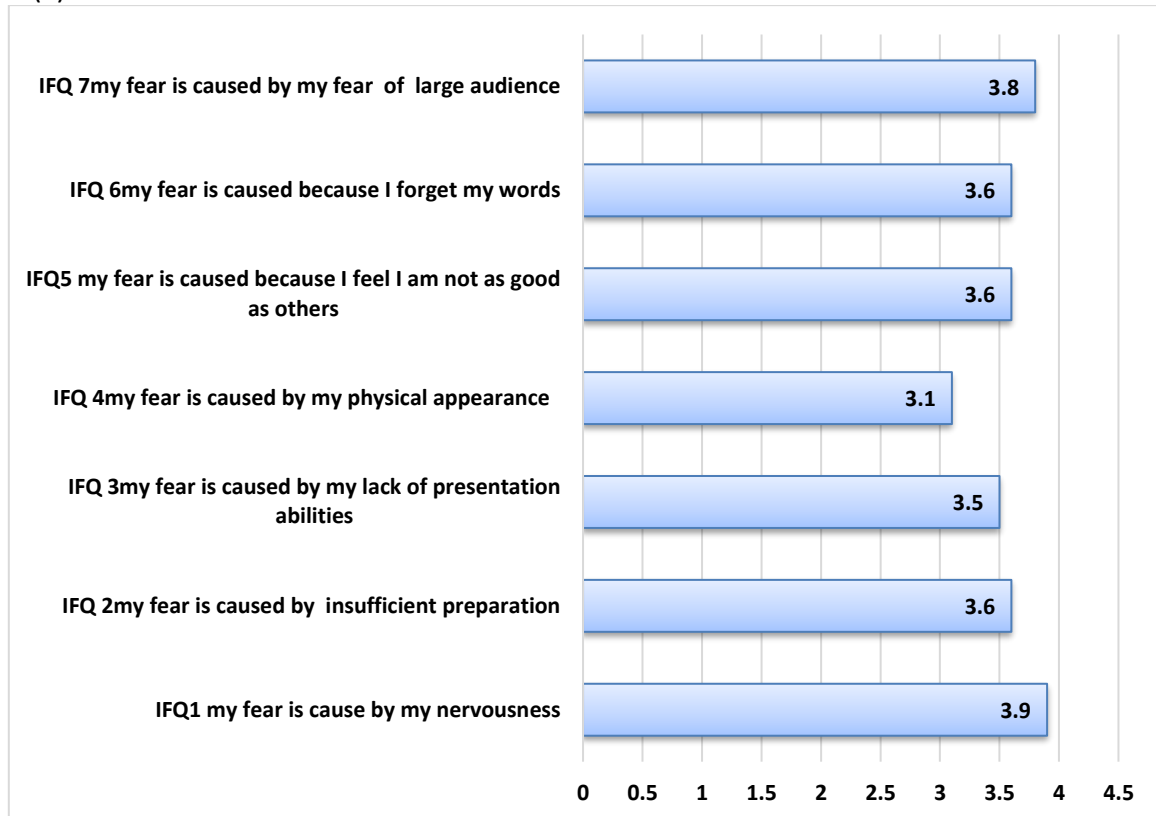
(ii)   Internal Factors

Figure 11- Mean for Internal Factors

Figure 11 presents the mean for internal factors. The highest mean is 3.9 for the item "fear is caused by my nervousness". This is followed by a mean of 3.8 for the item "fear is caused by my fear of a large audience". Three items share the same mean of 3.6 and they are "fear is caused by insufficient preparation", "fear is caused because I feel I am not as good as others", and also "fear is caused because I forget my words". The other means are: 3.1 for fear of their physical appearance and mean of 3.5 for fear of their lack of presentation ability. Significant finding on the largest fear due to nervousness suggests the most dominant internal fear of oral presentation, while their least concern is on how they view themself physically.

Findings for Relationship between communication strategies and fear of oral presentation
This section presents data to answer research question 3: Is there a relationship between communications strategies and fear of oral presentation? To determine if there is a significant association in the mean scores between communication strategies and fear of oral presentation, data is analysed using SPSS for correlations. Table 3 and 4 show there is an association between communication strategies and fear of oral presentation.

Table 3
Correlation between Communication Strategies and External Factors for Fear of Oral Presentation

Correlations

		TOTALMean CS	TOTALMeanE XT
TOTALMeanCS	Pearson Correlation	1	−.042
	Sig. (2−tailed)		.768
	N	51	51
TOTALMeanEXT	Pearson Correlation	−.042	1
	Sig. (2−tailed)	.768	
	N	51	51

Table 3 presents the correlation analysis for communication strategies (CS) and external factors for fear of oral presentation. Correlations analysis shows that there is no significant association between communication strategies and external factors of fear of oral presentation (r=-.042) and (p=.768). This could mean communication strategies hardly influence the reduction of external fear of oral presentation.

Table 4
Correlation between Communication Strategies and Internal Factors for Fear of Oral Presentation

Correlations

		TOTALMean CS	TOTALMeanI NT
TOTALMeanCS	Pearson Correlation	1	−.329[*]
	Sig. (2−tailed)		.018
	N	51	51
TOTALMeanINT	Pearson Correlation	−.329[*]	1
	Sig. (2−tailed)	.018	
	N	51	51

*. Correlation is significant at the 0.05 level (2−tailed).

Table 4 above shows the correlation analysis between communications strategies and internal factors for fear of oral presentation. Correlations analysis shows that there is a low negative significant association between communication strategies and internal factors of fear of oral presentation (r= -.329*) and (p=.018). The coefficient is significant at the .05 level. According to Jackson (2015), positive correlation is measured on a 0.1 to 1.0 scale. Weak positive correlation would be in the range of 0.1 to 0.3, moderate positive correlation from 0.3 to 0.5, and strong positive correlation from 0.5 to 1.0. This could mean that the use of communication strategies does to some degree reduce the internal factors in fear in oral presentation.

Conclusion

Summary of Findings and Discussions

To answer the first research question on how communication strategies (CS) influence oral presentation, several CS are investigated to observe how the choice of certain strategies could determine how well they could present themselves publicly. Based on significant findings on use of Social Affective Strategies, most of the participants preferred to create a good impression to the listener. This could indicate that what others think and feel about them matters to the participants in paying attention to what they are delivering, and reflect good communication. Meanwhile, the least preferred CS is not minding taking risks despite making mistakes could indicate participants' unwillingness in communicating with language flaws. Next is use of Fluency Oriented Strategies, in which participants' higher interest in speaking clearly and loudly to make themself heard. This could reveal their interest in projecting confidence in their public speech. Their lowest interest is paying attention to their rhythm and intonation, which could reflect their lack of attention to flow and intensity when they speak. In the use of Negotiation for Meaning strategy, most of the respondents showed highest preference in paying attention to the listener's reaction to their speech, possibly indicating that they would check the audience's reactions or present according to the audience's response as a sign of clear communication. The lowest interest is in the use of strategy involving repeating what they want to say until the listener understands, indicating they may not do this to communicate clearly. On the use of Mean for Accuracy Oriented strategies, majority of the participants showed highest interest in correcting themself when they notice themself making a mistake. This interest could determine much less mistakes made when presenting. The lowest interest in talking like a native speaker, emphasising subject and verb of the sentence and paying attention to grammar and word order during conversation could determine that their speech may not reflect accuracy and resemblance to correctness of the target language. When using Message Reduction, Orientation and Non Verbal strategies, the respondents place the highest interest in using words familiar to them. This interest could influence the use of more familiar words in their speech to communicate clearly, which perhaps reduce their anxiety with something familiar. Replacing the original message with another message due to feeling incapable of executing original content showed the lowest choice of strategy which could influence their confidence in altering the content of their speech. Overall, most of the types of strategies selected are mainly concerned with the needs of the audience. These findings agree with findings from a study by Ahmad et.al. (2022) which discovered similar results on similar types of communication strategies that interest the respondents the most and the least.

Research question 2 is on how fear of oral presentation influences oral presentation, consisting of external and external factors causing fear of oral presentation. Findings reveal what aspect of external and external fear would cause them the most fear or anxiety when presenting, reflecting how such fear could determine ways they perceive oral presentations and how the factors could affect the way they would present orally. In terms of external factors influencing oral presentation, significant findings indicated that the majority of the respondents' biggest fear stems from thinking or worrying about marks they will get for their presentation. Meanwhile, the least fear involved the venue of their presentation which may reveal that a physical setting for public speaking does not affect them much. Significant findings on internal factors influencing oral presentation showed the biggest internal fear lies in the participants' feeling of nervousness, while the least fear lies in their physical

appearance when presenting. Thus, the internal negative feeling of anxiety could largely be seen to affect how they would deliver their oral presentation. These findings agree with a study by Ibrahim et.al (2021) who found the strength of the internal factor leading to fear of oral presentations. They found that the internal factor of nervousness causing fear of oral presentations showed a higher mean score, compared with the highest mean score for external factors of peer influence or audiences. Findings of this study also mirror results from Ahmad et.al (2022) who discovered that the respondents' largest external factor was their evaluation marks and internal cause of nervousness in influencing how participants may present themselves orally in public.

Significant findings on correlation between communication strategies (CS) and fear of oral presentations answer research question 3 on investigating the relationship between communications strategies and fear of oral presentation. First, correlation between communication strategies (CS) and externally caused fear of oral presentation reveals no significance in their relationship. This may suggest that communication strategies (CS) may hardly reduce their external fear of oral presentation. On the other hand, correlation involving communication strategies (CS) and internal factors of fear of oral presentation reveals a low negative significant relationship between the 2 aspects. This possibly indicates that participant's use of CS may reduce, to some degree, their internal fear of oral presentation. Although low, this still shows some influence of CS in reducing internal fear of oral presentation. This finding mirrors results on a degree of correlation between strategies used and fear of oral speech revealed in a study by Perveen, Hasan and Aleemi (2018), in which psycho-psychological strategies showed significant relationship in reducing university students' speaking anxiety. Interestingly, however, earlier findings from this study indicated that the participants mostly chose more externally induced CS that could influence the way they would present orally. Therefore, external CS could at some level be helpful in reducing internally developed nervousness that causes fear of oral presentation.

Pedagogical Implications and Suggestions for Future Research
Knowing how much communication strategies (CS) relate to matters to do with influencing oral presentation, how their fear affects their oral presentation and the relationship between communication strategies and fear of oral presentation could determine how much CS matters in second language learning as well as to help determine what CS could be identified to suit students' needs to manage fear of oral presentation. This suggests a call for the need for approaches to CS that can be implemented by educators in helping or training students to manage and control the fear and anxiety in public speaking. Pedagogical implication mainly involves teachers' responsibility to train students to utilise communication strategies through public speaking courses. Findings on the correlation between CS and fear of oral presentation could suggest more training on CS for students through public speaking courses to enhance the effectiveness of the strategies in further reducing fear of oral presentation. This study also has pedagogical implications in the psychological approach to training the use of CS among students to enhance their motivation in learning a target language to alter negative perspectives and emotions on public speaking among university students.

Based on the findings of this study, future research on this area could delve further into investigating the relationship between communication strategies (CS) and fear of public speaking, as well as a more specific look into investigating correlational findings involving

types of communication strategies and fear of oral presentations. This is to create a more detailed look at aspects of CS for more interesting findings to find out how influential they are in managing fear and anxiety among students in communicating orally in a target language. The finding of this study could also suggest to explore the potential of externally based CS or vice versa in assisting learners to manage their internal fear of public speaking.

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