Exploring the Factors for Successful Oral Presentation and The Source of Fear

Ainaa Mardhiah Zaharuddin, Asma' Ammar, Azhani Almuddin, Nazratul Aini Ramli, Noor Hanim Rahmat

Full Terms & Conditions of access and use can be found at
http://hrmars.com/index.php/pages/detail/publication-ethics

Exploring the Factors for Successful Oral Presentation and The Source of Fear

Ainaa Mardhiah Zaharuddin[1], Asma' Ammar[2], Azhani Almuddin[3], Nazratul Aini Ramli[4], Noor Hanim Rahmat[5]

[1,2,3]Akademi Pengajian Bahasa, Universiti Teknologi MARA, Shah Alam, [4]Akademi Pengajian Bahasa, Universiti Teknologi MARA Cawangan Terengganu, Kampus Dungun, [5]Akademi Pengajian, Bahasa, Universiti Teknologi MARA Cawangan Johor, Kampus Pasir Gudang
Email: ainaamardhiah@uitm.edu.my, asma_ammar@uitm.edu.my, azhani@uitm.edu.my, nazratulaini@uitm.edu.my, noorh763@uitm.edu.my
Corresponding Author's Email: asma_ammar@uitm.edu.my

Abstract
Oral presentation requires some level of performance to a crowd of people, unlike reading, writing, or listening. Hence, fear of speaking in a foreign language is a common concern of students, especially when presenting in front of a large audience. Many people who fear public speaking avoid public speaking situations altogether, or struggle in those situations due to lack of confidence and skills. Therefore, learning a foreign language requires the use of communication strategies so that students face less difficulty and become proficient. This study aimed to identify the success factors of students in oral presentations and examined the causes of fear among Arabic language students in a Malaysian public university. For that purpose, a set of questionnaires was distributed to students studying three different levels of Arabic as a third language from various faculties at Universiti Teknologi MARA, Shah Alam, Selangor Campus. The questionnaire was systematically designed from Endler (1980) for oral communication strategies with the addition source of fear adapted from Yaman and (Kavasoğlu, 2013). The survey has three sections which are demographic profile, communication strategies, and fear of oral presentation. The study involved 321 students that were selected through purposive sampling. The findings of the study show that oral presentation in Arabic is dominant despite being on a moderate scale of use. Also, students' nervousness and the capacity of the audience have an influence on their speaking skills in simulations and role-play activities. The study recommends recognizing the anxiety sources and levels of anxiety when preparing for and delivering an oral presentation. It clearly represents a step closer to a successful presentation among non-native speakers. It also suggests that both lecturers and students be more aware of foreign language speaking anxiety. Overall, as this study investigates effective communication strategies and its associated factors of fear, it is hoped that the study will provide practical suggestions for teachers and meaningful recommendations for future research.
Keywords: Communication Strategies, Oral Presentations, Fear, Communication, Effective Communication

Introduction

Background of Study

Recently, there has been a high demand for a learning foreign language as a third language. Therefore, learning a foreign language has been widely offered in public universities for many years, such as in Universiti Teknologi MARA (UiTM). In UiTM, the Department of Asian and European Languages offers a variety of languages at the undergraduate levels for Arabic, Mandarin, Japanese, French, German, Italy, and Korea. Students taking this course are exposed to the vocabulary, grammar, and phrases as well as introductory conversations in daily situational contexts. More importantly, it emphasizes the four communication language skills, namely listening, speaking, reading, and writing. The courses aim to equip students with the ability to communicate using simple phrases relevant to elementary and foundation level. Among these third languages, it is undeniable that the use of the Arabic language is widespread and that the demand for learning the Arabic language is growing stronger. The Arabic language is commonly used for religion, study, tourism, business cooperation, and culture.

There are some oral assessments that give more opportunity for students to practice their language competency, such as oral presentation in simulation activities and roleplay tasks. Russell and Shepherd (2010) stated that roleplay and simulations are forms of experiential learning, which are also popular pedagogical activities used to enhance students' speaking skills due to its benefits to the students. Paired simulation is a language activity that uses dialogue techniques between two students in the class. Meanwhile, roleplay is conducted in a group with a minimum of three students and not more than five students that will have various short conversations. These language activities are employed in a wide range topics and functions in task-based syllabus. The evaluation for such tasks includes fluency, presentation, pronunciation and intonation. Well prepared and excellent strategies will raise students' ability to speak in Arabic. However, unfortunately, some students experience fear and anxiety when performing these oral activities.

Speaking is one of four skills that should be mastered when learning Arabic as a foreign language. It is an important productive skill, like writing. According to Oudeh (2021), speaking includes pronunciation of sounds, vocabulary, dialogue, and oral expression, while oral presentation is a manifestation of the learners' ability and creativity in expressing their ideas and knowledge. Thus, developing communicative competence requires powerful skill to deliver the presentation in the target language effectively. Hasibuan (2012) stated that learners should be able to make themselves understood using their current proficiency to the fullest. They should try to avoid confusion in the message that may be caused by faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

Learning Arabic as a foreign language can be difficult and challenging for non-native speakers. As a matter of fact, foreign language speaking anxiety is a common phenomenon in any language learning process. According to Clément (1980), foreign language anxiety is a complex construct that deals with learners' psychology in terms of their feelings, self-esteem, and self-confidence. There are several types of anxiety sources, which include fear of making too many mistakes or the idea and knowledge of not being understood by others. All of this leads to difficulties in developing speaking ability and being weak in oral presentation and conversation. Horwitz (1986) in their well-known article categorized three components of foreign language anxiety: communication apprehension, fear of negative social evaluation, and test anxiety. MacIntyre and Gardner (1989) interpreted linguistic anxiety as the students'

fear or apprehension regarding the potential outcomes of foreign language learning. It is also a state of tension and turmoil caused by fear of the unknown as students begin to learn the language, surrounded by conflicting emotions that are dominated by the apprehension of the new environment and the outcome of the learning process.

Statement of Problem
Presentations are usually one of the students' modes of assessment, especially in learning foreign languages in tertiary education. Presentations are learning activities to improve their confidence and communication skills in the target language. After graduation, presentation skills are still useful as the skills will be used in job interviews and explaining their ideas at the workplace. Chandren and Yaacob (2016) state that it will be a barrier for students in their work life if they have poor oral communication and presentation skills. Therefore, students must equip themselves with adequate oral presentation skills. Many scholars propose communication strategies (CS) that can be used to convey information during an oral presentation or even in normal conversation, especially in foreign language subjects.

Some researchers suggest that lecturers should provide the knowledge of CS to students so that they can overcome problems when speaking foreign languages (Permana et al., 2019; Panggabean & Wardhono, 2017). When communicating using the target language, they often have problems in delivering their ideas, including forgetting the words or phrases of the target language, trying to get the correct words and cannot continue the sentence due to the language difficulty (Taslim & Hervina, 2021). Therefore, they can choose their preferred CS according to their needs and they can convey their message and eventually have effective communication.

One of the factors that has potential to affect students' speaking proficiency and performance is anxiety (Aliyu et al., 2019). Souriyavongsa et al (2013) add that students who are hesitant when it comes to foreign language learning are found in many parts of the world particularly for the countries where the foreign language is not used as the native language. Meanwhile, Grieve et al (2021) demonstrated that most of the students in their study were fearful of oral presentations mainly because of the fear of being judged, their uncertainty about the topic and the physical symptoms that they had such as shaking hands and panic attacks. Therefore, further actions must be taken to help students in improving their presentation skills and overcoming their fear of speaking in foreign languages since these skills are essential for their future.

Hence, this study is done to investigate communication strategies and causes of fear of oral presentation. Specifically, this study is done to answer the following questions;
● How does the use of communication strategies influence oral presentation?
● How does source of fear influence learners' oral presentation?
● Is there a relationship between the communication strategies and source of fear of oral presentation?

Literature Review
Communication Strategies
CS have been applied in language learning to improve learners' communication skill as well as to achieve the course learning outcomes. Modern pedagogy in language learning heavily focuses on accuracy in communication, therefore the important role in language learning process is to enhance learners' ability to communicate (Maliki et al., 2020). According to Houston (2006) definition of CS, CS only occurs when communication contains meaning to be

received. To achieve effective communication is by having proper practice of communicating and understanding each other while interacting (Meenambal & Meenakshi, 2022). Therefore, meaningful speech is the key to CS.

Using effective teaching techniques has the impact on effective CS (Maliki et al., 2020). It is due to the fact that CS are required for speakers to ensure that effective communication take place (Zamani et al., 2022). CS are considered as the main tool in the verbal or non-verbal contexts applied by learners when they lack of mastery in linguistic communication of a second language (Maliki et al., 2020). According to Khan et al (2017), listening, speaking, reading, and writing are involved in communication skill. Indirectly, the four skills applied are in language learning part of communication achievement. When learners lack of competency in any angle of the targeted language, the CS used could be developed (Maliki et al., 2020). It is important to examine CS in the foreign language classroom because learners' grammatical competence is limited; however, communication requires learners to apply more than grammatical competence (Houston, 2006). Therefore, CS help students to communicate in a limited linguistic resource (Maliki et al., 2020). To communicate in any foreign languages in language learning, the application of CS should applied in their communication process as a helpful element.

Learning strategies play a significant role in foreign language lessons to develop oral skills and improve oral speech (Durán et al., 2022; Pavlova et al., 2022). Reflection and self-reflection processes contribute to choosing appropriate speech behaviour, and students also will be able to control themselves by applying CS in foreign language communication (Pavlova et al., 2022). The ability of using strategies is very helpful at the beginning of second language learning as well as at the primary level (Maliki et al., 2020). However, learners face difficulties to choose pertinent speech behaviour and proper CS of foreign language communication at the level of a cross cultural dialogue while interacting with foreign language interlocutor (Pavlova et al., 2022). The non-native Arabic speakers are facing a serious problem in terms of Arabic communication skills (Ritonga et al., 2022). Pavlova et al (2022) state that research related to developing students' proper CS in practical ways in teaching foreign language process are insufficient. CS used to meet the learning objectives in language learning must be highlighted (Maliki et al., 2020). Therefore, the study is required to explore the factors for successful oral presentation and the source of fear in the Arabic classroom.

Fear of Oral Presentation
Fear of oral presentation describes as glossophobia (Hancock et al., 2010), also happened in second or foreign language termed as xenoglassophobia (MacIntyre & Gardner, 1994; Koshy, 2020). This fear happened in public speaking or general speaking in any subject including third language. This problem often occurs when the students experienced several negative comments while learning a foreign language.

According to Endler (1980), fear of oral presentations is caused by external and internal factors. Rahmat (2019) classified the factors under two subtopics. Firstly, internal-individual characteristics under trait apprehension. A person with trait apprehension is unable to perform well in oral presentations because of his/her personal characteristics. Rahmat et al (2022) explains three main categories related to the fear of oral presentation. In the first place is the trait of the person, then the language ability of the person and finally the state that the person is in with respect to the oral presentation.

According to Zali et al (2022), a sign of concern about the trait of apprehension is that tensions from this are on-going in their expression. Besides that, the speakers may be too worried

about their lack of preparation, comparing themselves to others or worrying that they may forget their speech. Aladdin (2012) stated that students feel disappointed, lacking in confidence, afraid and embarrassed if they make mistakes when speaking in the Arabic language.

Secondly, external-environment and external-evaluation under state apprehension. State anxiety occurs when the presenter makes a mental assessment of some type of threat. Dansieh et al (2021) explained this fear was the result from lack of proper fear preparation. Students should research on selected speech topics to get their facts and figures right before they make a delivery. This helps to boost their confidence and overcome glossophobia. Zali et al (2022) also mentions that speakers can be afraid of the audience. According to Gardner (1985), the main indicator of academic performance in classroom is motivation. This statement is true since motivation gives learning the vitality and momentum it needs to be active and productive. Dubin (1977) also agrees that continuous motivation and language training is necessary to master a foreign language. Nevertheless, Ismail et al. (2020) found that Arabic speaking anxiety faced by students does not have a significant relationship with motivation. As reported by (Hashimoto, 2002; Huang, 2005; Liu, 2011), the fear experienced by the students when speaking English does not significantly relate to motivation. As a result, fear of oral presentation and motivation must be treated separately because there is no causal relationship between them. During the teaching and learning process in the classroom, the teacher's role is crucial in fostering a welcoming, cooperative, and passionate learning environment for Arabic language. Students' nervousness can be reduced as they learn and grasp Arabic in the classroom. Hence, this study attempts to lessen the impact of fear oral presentation in Arabic Language learning.

Past Studies on Communication Strategies
Many studies have been conducted to investigate the CS applied in foreign language learning, especially in terms of issues such as types of CS and the usage in learning foreign languages. The study by Dewi, Batan and Myartawan (2018) investigated types of CS used by the students in English as a Foreign Language (EFL) classrooms and their reasons towards the use of CS. Dewi et al (2018) highlight that CS usage is a must for language students since they can feel secured when they face difficulty while communicating in a foreign language. The respondents for this study were young students in EFL classrooms from two classes at SMP Negeri 4 Singaraja. The data, which were types and the reasons for using CS, were collected through classroom observations and focus group discussions. Then, the data were analysed by using the classification framework from (Tarone, 1980; Faerch and Kasper, 1983; Dornyei and Scott, 1997). The findings showed that the students used only ten out of twenty-two types of CS that were proposed by Tarone (1980); Faerch and Kasper (1983); Dornyei and Scott (1997) which were the use of fillers, self-repetition, code switching, appeal for help, self-repair, asking for confirmation, massage abandonment, omission, approximation, and literal translation. Dewi et al (2018) provide several conclusions from the study. First, students needed time to think about the answers and what to say next to keep the conversation going. Second, anxiety caused some students to have the tendency to be forgetful, nervous, and feeling uncertain when communicating using a foreign language. Third, in terms of proficiency, the students used the CS when they had no idea what to speak, did not know the grammar of the target language and lacked vocabulary. Therefore, the study helps EFL teachers to understand their

students well and the CS used by them. Eventually, teachers will make extra effort in facilitating their students to communicate.

Next, the study by Mohamed et al (2021) identified the oral CS preferences among Arabic language debaters consisting of non-native speakers. The researchers focused on the debate context as it was one of the language learning activities that requires the communicator to choose effective strategies to weaken the opponent. The respondents chosen were the champions of the Higher Education Institutions level debate that comprised of three students. The data were obtained from video recordings of the debate competition and interviews and were analyzed using the Communication Strategies Theory by (Tarone, 1980). The findings revealed that the debaters used three main strategies which were avoidance, paraphrasing and transfer. However, the research discovered an additional main strategy which was repetition strategy. All of these strategies were used when they faced different situations such as lack of time, inability to face the opponents' arguments, language constraints, reinforcement of arguments and to attract the attention of the audience. Hence, the study helps the debaters to choose accurate and effective strategies while debating as well as the students to improve their confidence in speaking the Arabic language during presentation.

Past Studies on Fear of Oral Presentation

There have been many past studies on the fear of oral presentation. The study by Ahmad et al (2022) was conducted to investigate issues on how factors leading to fear of oral presentations among undergraduates influence their oral presentations. The data was collected from 51 students from three clusters: Science and Technology, Social Science and Humanities, and Business and Management. A questionnaire that consisted of 43 5-point Likert-type questions was used to collect the data. The questionnaire comprised of three sections, which are the demographic profile, communication strategies, and causes of fear of presentation. A principal cause of fear of oral presentation was applied to the data adopted from Endler (1980), which include external factors and internal factors. Based on their findings, in terms of the external factors that cause them to fear oral presentations, the respondents were observed to have the highest concern over their evaluation marks which could determine how they would value and do oral presentations. Internally, nervousness was the largest factor that they felt made them fear speaking in public, which could reveal how negative emotions on public speaking could influence how they would speak in a target language. This is similar to the findings of Grieve et al (2021), where the majority of the study's participants' fear of public speaking were reflected physically due to nervousness and stress. It was concluded that these findings could reflect the need for the university to guide students on the communication strategies available to communicate more effectively in public.

Similarly, Belaman et al (2022) conducted a study to find the communication strategies that are used in students' oral presentations and factors that result in students' fear of oral presentations. The study involved 210 students from a public university in Malaysia. The instrument used was adapted from Yaman and Kavasoglu (2013) on fear of oral presentation. The questionnaire adopted a 5-point Likert scale, which was composed of three sections: 1) demographic profile (5 items), 2) oral communication strategies (26 items) and 3) fear of oral presentation (14 items). The results show that respondents have fear of speaking in front of a huge audience. The size and the composition of the audience were the most common factors that contributed to the fear of oral presentation, while personal state of emotional wellbeing and worry about not being able to do better than the prior performance were recorded as the lowest external factors.

More recently, the study by Rahmat et al (2022) also examined the factors that led to the fear of oral presentation and fear of negative evaluation. This quantitative study also explored the relationship between all the three constructs, which are fear of negative evaluation and external and internal reasons. A questionnaire was distributed to 129 students. The questionnaire included four sections: section A has items on demographic profile, section B has nine (9) items on fear of negative evaluation, section C has seven (7) items on external reasons, and section D has seven (7) items on internal reasons. This study is rooted from the constructs of Carleton et al (2007) and was analysed using SPSS to obtain the percentage and mean to be measured. They found that presenters are affected by their fear of negative evaluation as well as external and internal factors. Presenters worry that the audience can see their shortcomings and that they are not able to give a good impression. Also, a summary of the findings showed an interesting relationship across all three constructs. There was a weak and positive relationship between fear of negative evaluation with external and internal factors. This means that a presenter who has fear of negative evaluation is likely (weak and positive relationship) to be concerned with their external surroundings and to be bothered by what they think of themselves.

Although research into fear of oral presentation is abundant, few investigations have directly focused on students' speaking anxiety. Damayanti and Listyani (2020) executed a study to examine the factors that trigger students' speaking anxiety in an academic speaking class. The participants were 52 second-year English Language Education Program (ELEP) students in a private university in Central Java, Indonesia. Data was collected by using a mixed-methods approach using a survey and interview protocol. A close-ended and open-ended questionnaire was developed from (Horwitz, 1986; Angelia and Listyani, 2019). Afterwards, an interview was conducted and transcribed. Based on the data collected, there were three main factors of foreign language anxiety: communication apprehension, test anxiety, and fear of negative evaluation. The students' communication apprehension is a type of shyness characterized by fear of and anxiety about communicating with other people because of their inability to speak in English. In the context of test anxiety, test anxiety came when students had to sit for an English language test, especially an oral or speaking test. On the other hand, the fear factor for negative evaluation was a type of anxiety that referred to others' evaluations, avoidance of evaluative situations, and the expectation that others will evaluate them negatively.

Another related study that was done by Raffi et al (2022) investigated the level of language anxiety among Arabic as a Foreign Language students at UiTM. Their rubric based on the following variables: (1) the level of anxiety for the students in general, and (2) the differences in anxiety levels between students with an academic background in learning Arabic Language and students with no prior experience learning Arabic Language. The population of this study consisted of a group of third language students from the Faculty of Business and Management, Faculty of Health Sciences, and Faculty of Accountancy. In total, 149 students participated in the study as students of the Arabic subject. Simple random sampling technique was used to select the respondents. The Modified Foreign Language Classroom Anxiety Scale (MFLCAS), a modified version of the Horwitz (1986) Foreign Language Classroom Anxiety Scale (FLCAS), was adapted into 5-point Likert scale. Cross-tabulations and one-way ANOVA in SPSS were used to analyse the quantitative findings. Based on the results of the study, students who study Arabic as a foreign language have a modest amount of anxiety about the language based on the mean value, which was 2.95. It can also be concluded that the amount of language anxiety experienced by students who have no prior experience in studying the Arabic language was high, while the anxiety of those with an academic background was moderate based on

the mean value of 2.75. Thus, having experience or background of studying Arabic is an effective factor in determining foreign language anxiety among learners.

Conceptual Framework

Figure 1 shows the conceptual framework of the study. To be successful in oral presentations, learners usually depend on the use of a variety of communication strategies. According to Yaman and Kavasoğlu (2013), there are five types of communication strategies and they area (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. Nevertheless, some relatively good speaker can also face fear in oral presentations. According to Rahmat (2019), fear of learning can become a cycle when the initial fear snowballs and caused the learners to build a low-esteem and affect future learning experiences. So, in order to be successful in oral presentations, learners need to overcome their fear of oral presentation. According to Endler (1980), there are two main sources of fear for oral presentation and they are (i) external factors and (ii) internal factors.
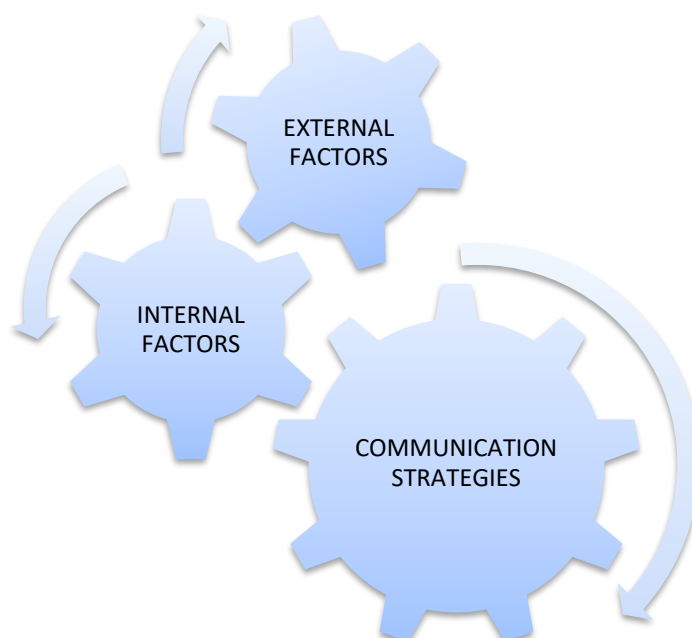

Figure 1-Conceptual Framework of the Study-
Factors for Oral Presentation Success

Methodology

This quantitative study is done to explore/investigate communication strategies and source of fear among learners learning Arabic as a foreign language. A purposive sample of 321participants responded to the survey. The instrument used is a survey adapted from (Yaman & Kavasoğlu, 2013). It has 3 sections. With reference to table 1, Section A has 5 items on demographic profile. Section B has 6 items on items on demographic profile. Section B has 27 items on communication strategies and section C has 14 items on source of fear.

Table 1
Distribution of Items in the Survey

SECTION	VARAIBLE	SUB-COMPONENT	NO OF ITEMS
B	COMMUNICATION STRATEGIES (Yaman, & Kavasoğlu,,2013).	SOCIAL-AFFECTIVE STRATEGIES	6
		FLUENCY-ORIENTED STRATEGIES	7
		NEGOTIATION FOR MEANING STRATEGIES	4
		ACCURACY ORIENTED STRATEGIES	5
		MESSAGE REDUCTION, ORIENTATION AND NON-VERBAL STRATEGIES	5
		TOTAL FOR CS	27
C	SOURCE OF FEAR (Endler, 1980)	EXTERNAL FACTORS	7
		INTERNAL FACTORS	7
		TOTAL FEAR	14
	TOTAL NUMBER OF ITMES		41

Table 2
Reliability of Survey

Reliability Statistics

Cronbach's Alpha	N of Items
.919	41

Table 2 shows the reliability of the survey. The analysis shows a Cronbach alpha of .919; thus, revealing a good reliability of the instrument chosen/used. Further analysis using SPSS is done to present findings to answer the research questions for this study.

Findings
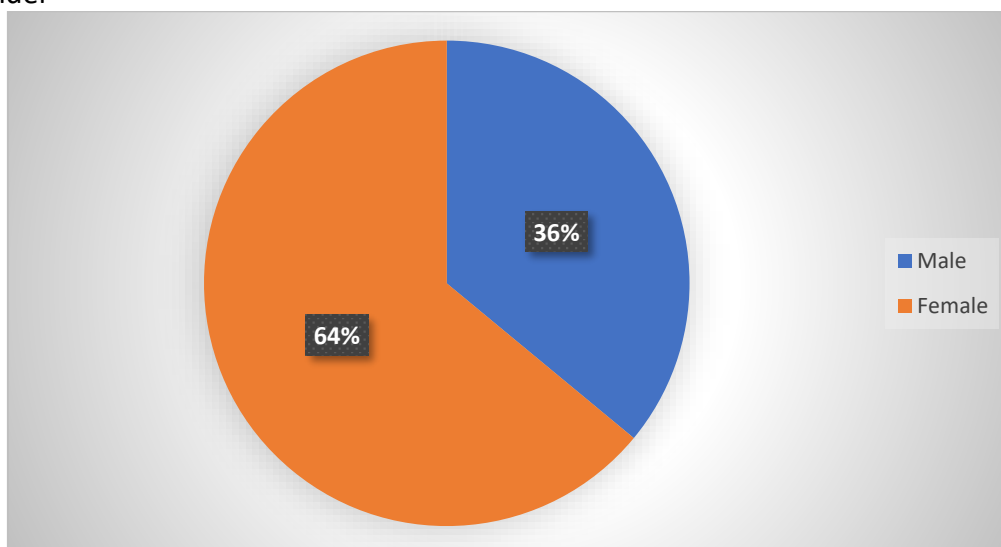4.1   Findings for Demographic Profile
Q1.Gender

Figure 2- Percentage for Gender

Figure 2 illustrates the percentage for gender involved as respondents in the study. Most of the respondents (64%) were females while only 36% of them were male.
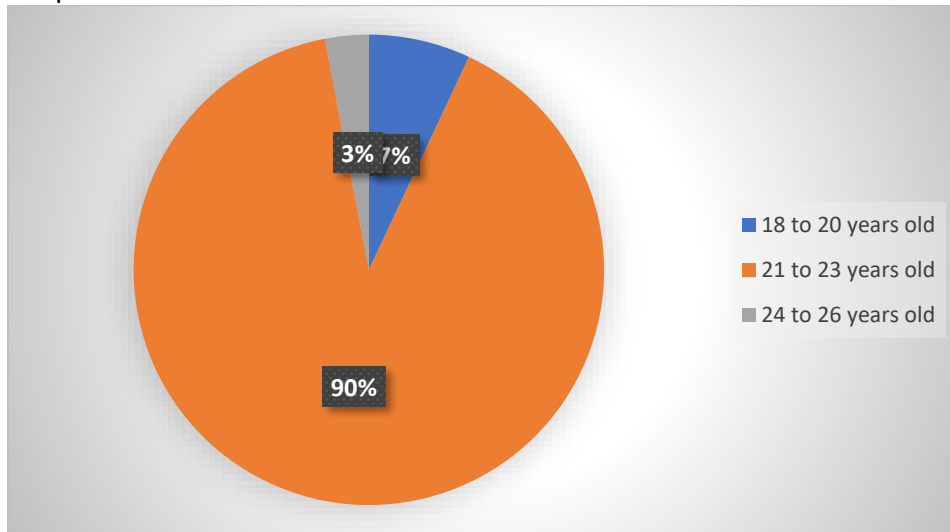
Q2. Age Group

Figure 3- Percentage for Age Group

Figure 3 represents the percentages for age group of the respondents. The majority of the respondents (90%) were 21 to 23 years old. It is followed by 7% of them were 18 to 20 years old. Only 3% of them were 24 to 26 years old.
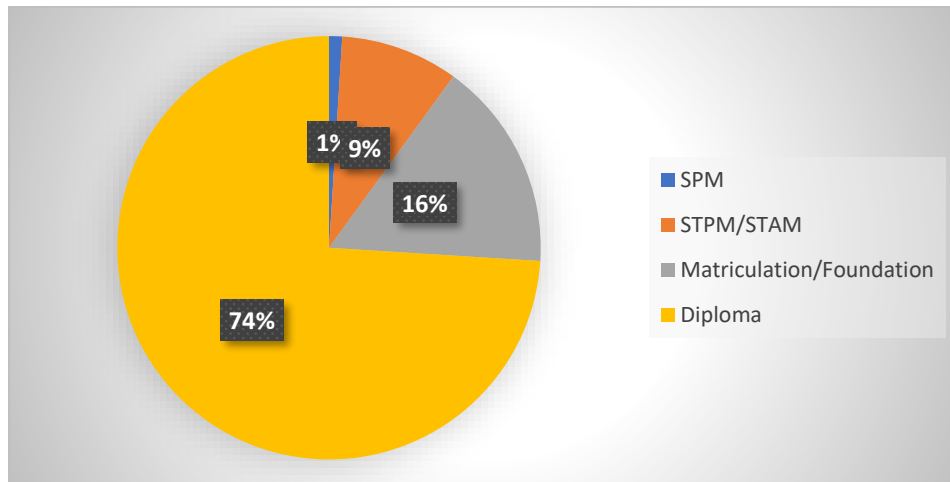
Q3. Highest Academic Level

Figure 4- Percentage for Highest Academic Level

Figure 4 shows the percentage for the highest academic level of the respondents. The results indicates that 74% of them were Diploma holders. It is followed by 16% of them had the Matriculation/ Foundation qualification and 9% of them were Sijil Tinggi Pelajaran Malaysia (STPM)/ Sijil Tinggi Agama Malaysia (STAM) holders. Only 1% of them were Sijil Pelajaran Malaysia (SPM) holders.
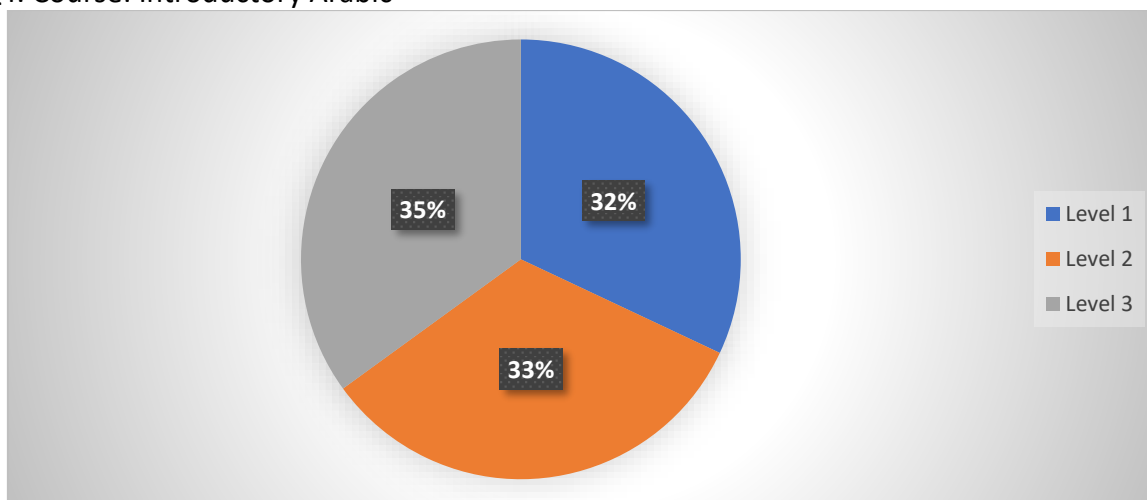
Q4. Course: Introductory Arabic

Figure 5- Percentage for Course: Introductory Arabic

Figure 5 presents the percentage for courses of Introductory Arabic according to levels offered in the institution for bachelor's degree students. The results indicates that 32% of the respondents were from Level 1, while 33% of them were from Level 2, and 35% of them were from Level 3.
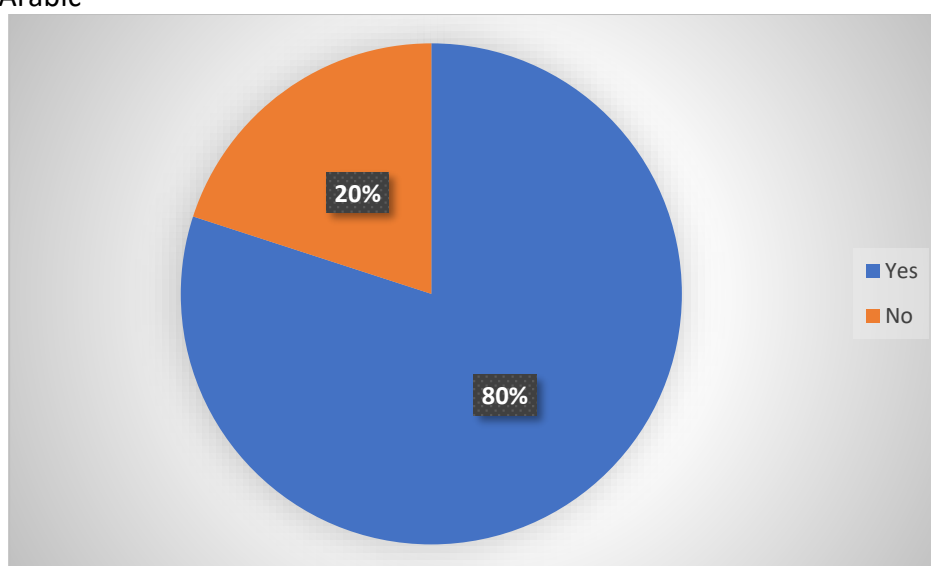
Q5. Basic Arabic

Figure 6- Percentage for Basic Arabic

Figure 6 presents the percentages of respondents in having the background of basic Arabic. Most of the respondents (80%) had the background of basic Arabic. Only 20% of them did not have the background of basic Arabic.

Findings For Communication strategies
This section presents data to answer research question 1- How does the use of communication strategies influence oral presentation? In the context of this study, communication strategies are sub-categorised under (a) social-affective strategies, (b) fluency-oriented strategies, (c) negotiation for meaning strategies, (d) accuracy oriented strategies, and (e) message reduction, orientation and non-verbal strategies.
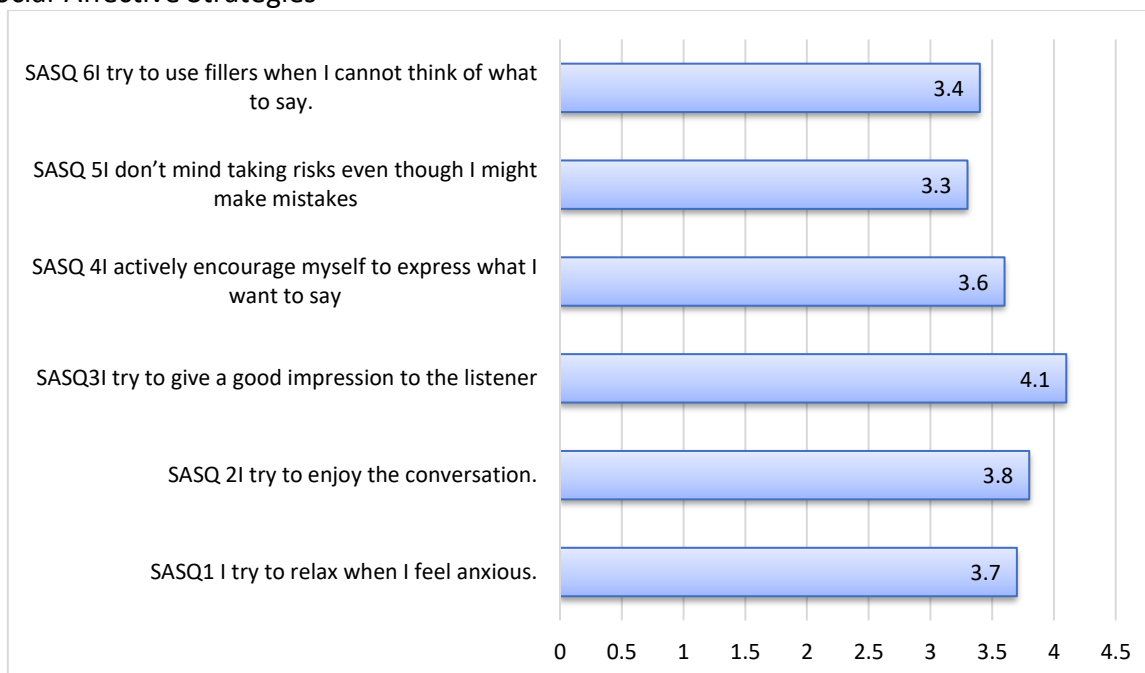
Social-Affective Strategies

Figure 7- Mean for Affective Strategies

Figure 7 shows the mean for social affective strategies. Showing a good impression to the listener was the most significant approach used by the students with mean score (M=4.1). Furthermore, students also tend to enjoy the conversation with mean score (M=3.8). This is followed by striving to relax when afraid and then encourage themselves to be confident with mean (M=3.7) and (M=3.6) respectively. While least mean were recorded that student try to use filler when they were blank in idea and making mistake were not a problem to them with mean score (M=3.4) and (M=3.3) respectively.
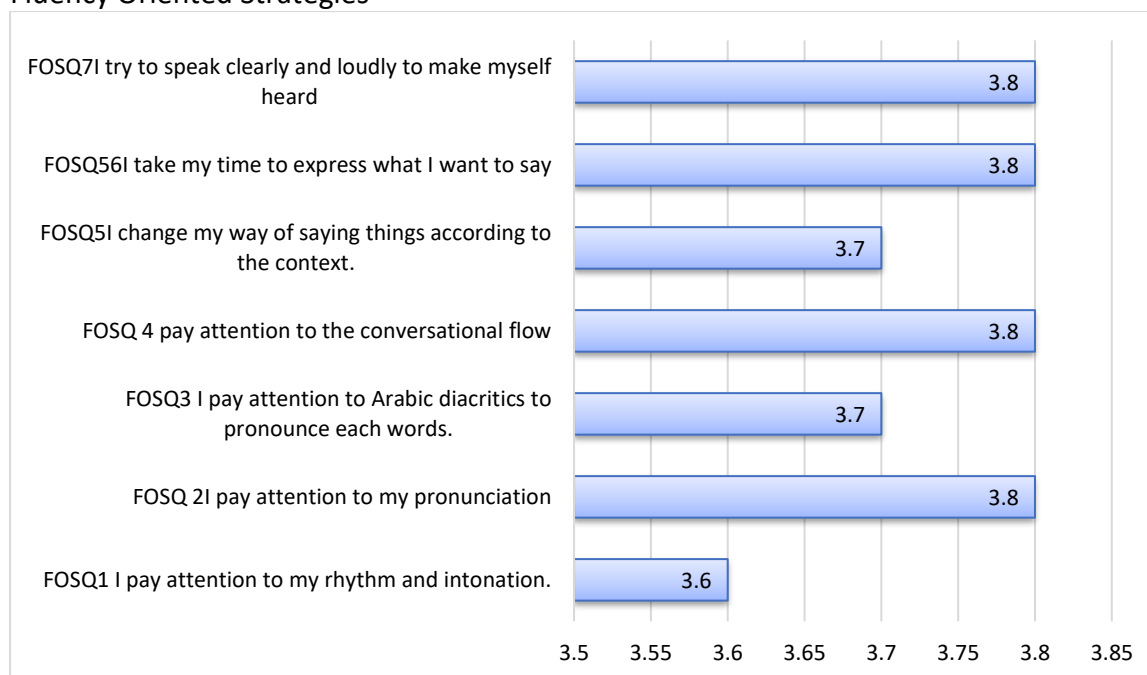
Fluency Oriented Strategies

Figure 8- Mean for Fluency Oriented Strategies

Figure 8 shows the mean for fluency Oriented Strategies. Highest mean (M=3.8) was recorded for four item that are paying attention to their own pronunciation, speech flows, time allocation to start saying something and speak confidently so the idea can be conveyed. In addition, students pay more attention to Arabic diacritic, and they deliver speech differently according to the context with mean score (M=3.7). Finally, students listen to their suprasegmental features while presenting with mean score (M=3.6).

Negotiation for Meaning Strategies
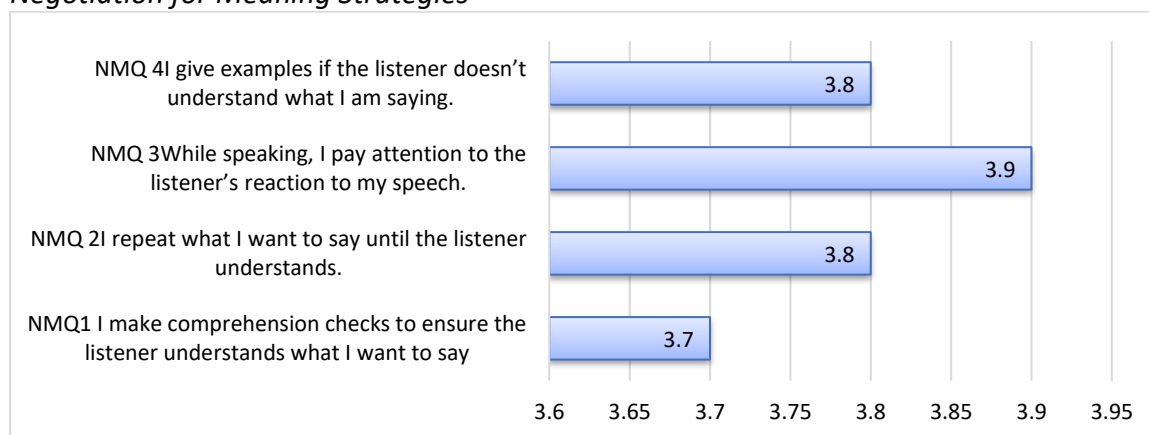
Figure 9- Mean for Meaning Strategies

As for negotiation for meaning strategies, paying attention to the listener's reaction was the most significant approach by the students with mean score (M=3.9). This is followed by repetition until the listener understands and gives explanation through examples with mean score of both item (M=3.8). In addition, (M=3.7) mean score was recorded for making comprehension checks to ensure the listener understand.

Accuracy Oriented Strategies

Figure 10- Mean for Oriented Strategies

Figure 10 shows mean for accuracy-oriented strategies. As can be shown here, Students frequently fix their errors with mean score (M=3.9). Beside that, some students make the sentences subjects and verbs a priority, noticing themselves using expressions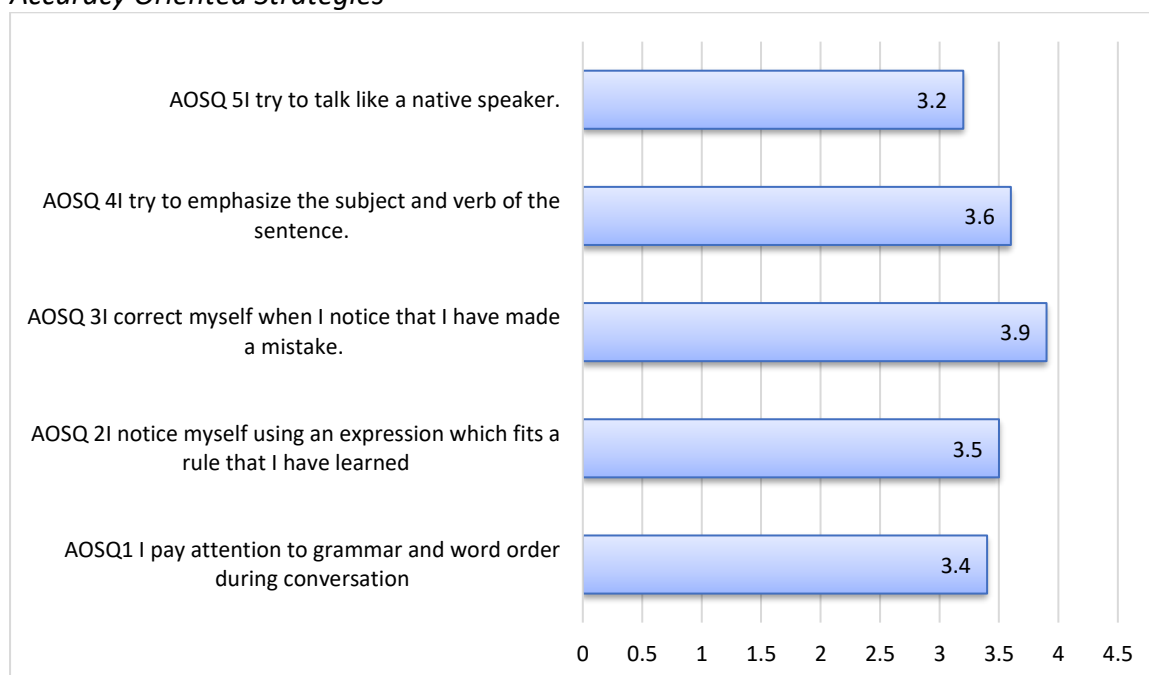 that they learnt before and paying attention to grammar and word order when conversing with mean score (M=3.6), (M=3.5) and (M=3.4) respectively. Lastly, (M=3.2) mean score was recorded for attempting to speak in a way that sounds native.

Message Reduction, Orientation and Non-Verbal Strategies
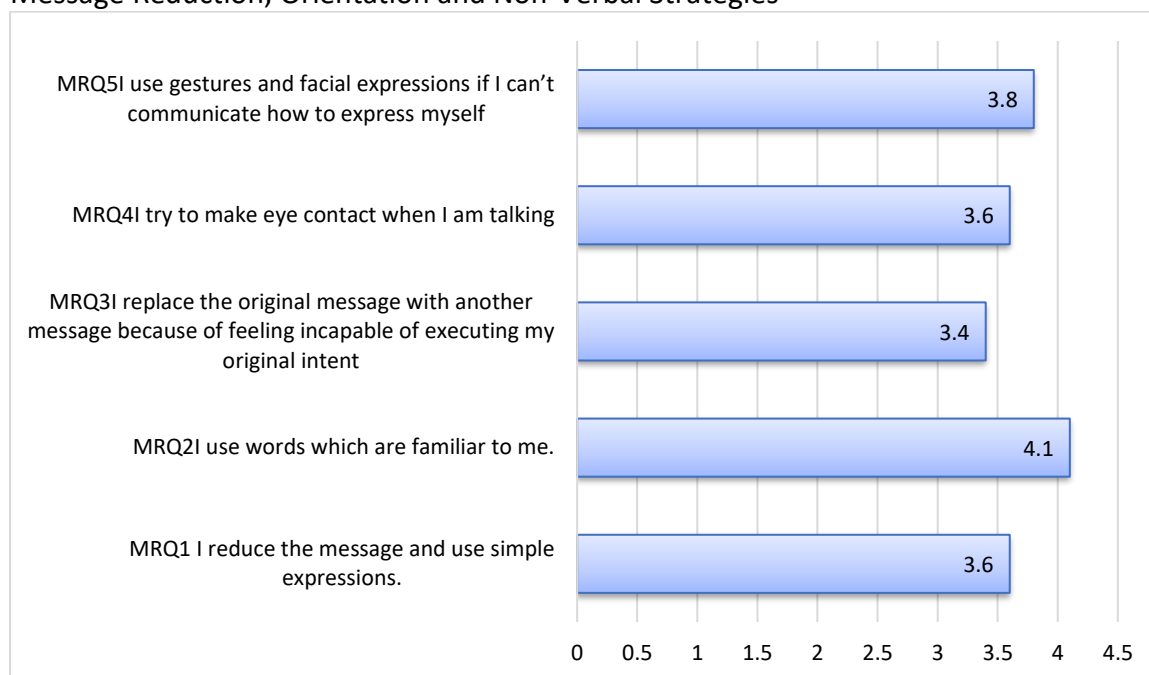
Figure 11 Mean for Message Reduction, Orientation, and Non-Verbal Strategies

As can be shown in figure 11 mean for message reduction, orientation, and non-verbal strategies. The most significant approach is by using words that students are comfortable with mean score (M=4.1). (M=3.8) mean score recorded for using body language when out of idea. Meanwhile message reduction with simple expression and attempting to make eye contact were recorded with the same mean (M=3.6). Lastly, it was found out that replacing messages because it was impotent to deliver the original messages was recorded with mean score (M= 3.4).

Findings for source of fear of oral presentation
This section presents data to answer research question 2- How does source of fear influence learners' oral presentation? In the context of this study, cause of fear is categorized into (a) external factors and (b) internal factors.

(a)   External Factors
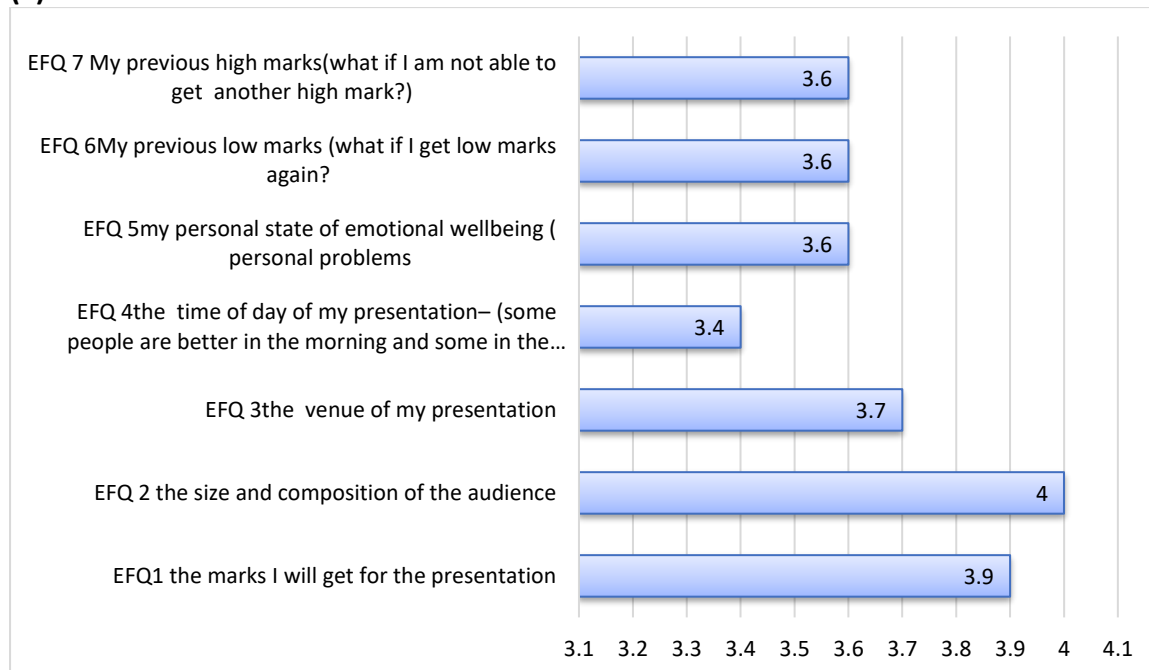
Figure 12- Mean for External Factors

Figure 12 shows the mean scores for external factors of fear that influence students' oral presentation. The highest mean score was recorded by the size and composition of the audience (M=4.0). It is followed by the marks they would get for the presentation (M=3.9) and the venue of their presentation (M=3.7). Next, three external factors which were their personal state of emotional wellbeing, their previous low marks and their previous high marks recorded the same mean scores (M=3.6). Finally, the time of day of their presentation recorded the lowest mean score (M=3.4).
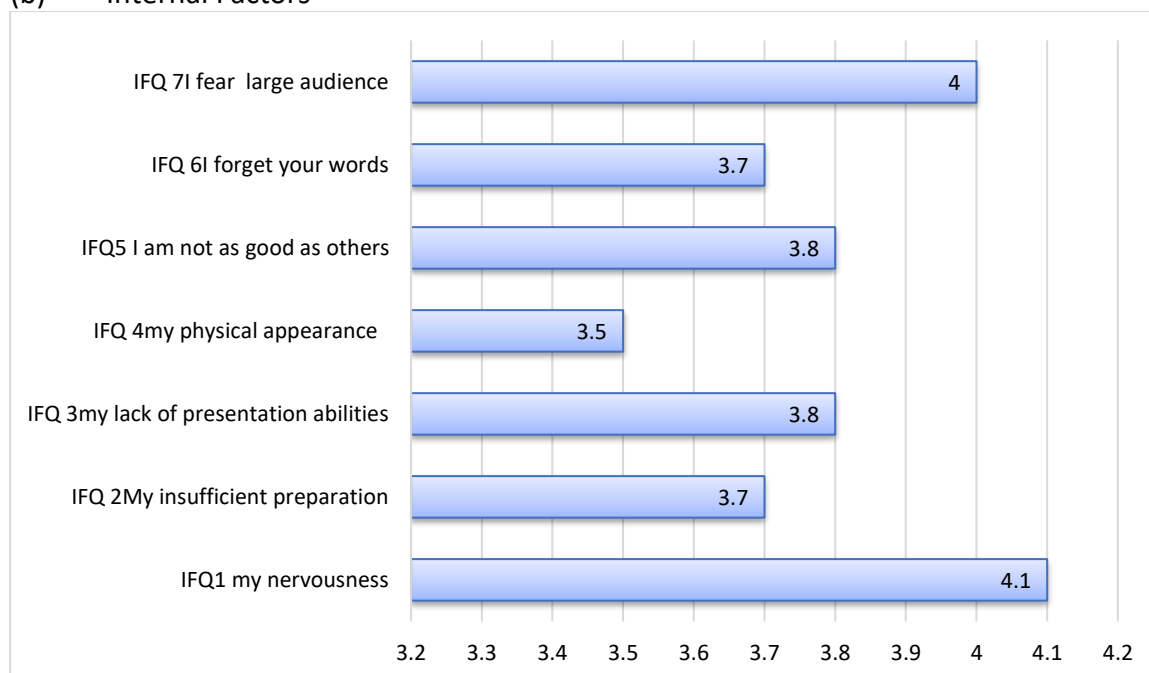
(b)   Internal Factors

Figure 13- Mean for Internal Factors

Figure 13 displays the mean score for internal factors that contributed to students' fear of oral presentation. The internal factor that impacted their fear of oral presentation the most was their nervousness (M=4.1), It is followed by their fear of large audience (M=4.0). The feelings of not as good as others and lack of presentation abilities showed the same mean scores (M=3.8). Next, insufficient preparation and forgetting their words also showed the same mean scores (M=3.7). Finally, their physical appearance contributed the least to their fear of oral presentation (M=3.5).

Findings for Relationship between communication strategies and source of oral presentation fear
This section presents data to answer research question 3- Is there a relationship between the communication strategies and source of fear of oral presentation?

To determine if there is a significant association in the mean scores between communication strategies and causes of fear of communication, data is analysed using SPSS for correlations. Results are presented separately in table 3, 4 and 5 below.

Table 3
Correlation between External Factors and Social Affective Strategies

Correlations

		TOTALEXTERNAL	TOTALSOCIALAFFECTIVE
TOTALEXTERNAL	Pearson Correlation	1	.312**
	Sig. (2-tailed)		.000
	N	321	321
TOTALSOCIALAFFECTIVE	Pearson Correlation	.312**	1
	Sig. (2-tailed)	.000	
	N	321	321

**. Correlation is significant at the 0.01 level (2-tailed).

Table 3 shows there is an association between external factors and social affection strategies. Correlation analysis shows that there is a low significant association between external factors and social affection strategies (r=.312**) and (p=.000). According to Jackson (2015), coefficient is significant at the .05 level and 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 means that there is also a weak positive relationship between external factors and social affection strategies.

Table 4
Correlation between External Factors and Fluency

Correlations

		TOTALEXTERNAL	TOTALFLUENCY
TOTALEXTERNAL	Pearson Correlation	1	.393**
	Sig. (2-tailed)		.000
	N	321	321
TOTALFLUENCY	Pearson Correlation	.393**	1
	Sig. (2-tailed)	.000	
	N	321	321

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4 shows there is an association between external factors and fluency strategies. Correlation analysis shows that there is a low significant association between external factors and fluency strategies. (r=.393**) and (p=.000). According to Jackson (2015), coefficient is significant at the .05 level and 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 means that there is also a weak positive relationship between external factors and fluency strategies.

Table 5
Correlation between External factors and Negotiation for Meaning

Correlations

		TOTALEXTERNAL	TOTALFNEGOTIATIONMEANING
TOTALEXTERNAL	Pearson Correlation	1	.384**
	Sig. (2-tailed)		.000
	N	321	321
TOTALFNEGOTIATIONMEANING	Pearson Correlation	.384**	1
	Sig. (2-tailed)	.000	
	N	321	321

**. Correlation is significant at the 0.01 level (2-tailed).

Table 5 shows there is an association between external factors and negotiation for meaning strategies. Correlation analysis shows that there is a low significant association between external factors and negotiation for meaning strategies. (r=.384**) and (p=.000). According to Jackson (2015), coefficient is significant at the .05 level and 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 means

that there is also a weak positive relationship between external factors and negotiation for meaning strategies.

Table 6
Correlation between External Factors and Accuracy

Correlations

		TOTALEXTERNAL	TOTALACCURACY
TOTALEXTERNAL	Pearson Correlation	1	.328**
	Sig. (2-tailed)		.000
	N	321	321
TOTALACCURACY	Pearson Correlation	.328**	1
	Sig. (2-tailed)	.000	
	N	321	321

**. Correlation is significant at the 0.01 level (2-tailed).

Table 6 shows there is an association between external factors and accuracy-oriented strategies. Correlation analysis shows that there is a low significant association between external factors and accuracy-oriented strategies. (r=.328**) and (p=.000). According to Jackson (2015), coefficient is significant at the .05 level and 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 means that there is also a weak positive relationship between external factors and accuracy-oriented strategies.

Conclusion
Summary of Findings and Discussion
To reiterate, this study aimed to explore the statistical relationships of successful strategies as well as the factors of fear that influence learners' oral presentation among third language students in a public university in Selangor, Malaysia. The findings of this study reveal that both excellent communication strategies and source of fear of oral presentation play a main role in language learning, especially in simulation activities and role-play tasks. Seven dependent variables were involved in the analysis: social-affective strategies, fluency-oriented strategies, negotiation for meaning strategies, accuracy-oriented strategies and message reduction, orientation, and non-verbal strategies to achieve successful oral presentation, in addition external factors and internal factors as a source of fear.

Successful Communication Strategies
The results obtained show that in social affective strategies, the student generally focuses on giving a good first impression when performing in front of a crowd to earn the audience's attention. Making a good impression during a presentation is essential, as it would result in getting more marks on the assessment and applause among the audience members. Another successful measurement is fluency-oriented strategies that emphasize speech clarity and

pronunciation. The research result shows that students speak and pronounce words carefully, have a conversational flow, take their time in presenting, and speak clearly. In the negotiation for meaning strategy, the students' use is highly related to their oral performance. Fear of negative feedback evaluation arises from a student's need to be aware of the reactions of others. The awareness indicates that an effective presenter pays close attention to his/her physical relationship with the audience. Meanwhile, the use of accuracy-oriented strategies show that students accurately pay attention to self-correcting when they notice mistakes in their dialogue. On the other hand, to build an effective communication strategy, students prefer to use words which are familiar. They are less willing to try unfamiliar Arabic words and difficult vocabulary in their conversation. This helps the simulation and roleplay to flow naturally as the students begin to understand the dialogue and enjoy them as a communicative activity in learning the Arabic language.

Source of Fear Oral Presentation
Fear of Oral Presentation
Fear of oral presentation is a common factor of unsuccessful and weak oral presentation. There are several factors that lead to poor communication skills among graduates, which are internal or external factors, or both. Referring to the external factor, a big consideration in presentation is when the students worry about the size and composition of the audience. Undoubtedly, students feel more comfortable speaking with a small number of people such as in pairs than presenting in front of the whole class. Even with a lot of preparation and practice, some students fear speaking and being put under a microscope as they fear to make a mistake in front of a big crowd. This means that drills and practices may still lead to a high possibility of developing fear. Similar to the finding of previous studies, Belaman et al (2022) stated that respondents often have the fear of speaking in front of a huge audience. Subsequently, the internal factor that impact students' fear of oral presentation the most is their nervousness. The nervousness will decrease the students' confidence and reduce their optimism to communicate in the Arabic language. The findings imply that more nervousness leads to more fear and anxiety in presentation, even if the students are ready and not shy. However, there is a connection between external and internal factors which relate to a bigger audience and nervousness. The findings of the study mainly showed that effective communication strategies and factors of fear in oral presentation are interrelated and can be a guide to practice Arabic simulation and roleplay as one of the speaking activities to enhance speaking skills among students. Based on the findings of this study, it could be concluded that the oral presentation will run smoother if the students overcome the anxiety factors. The author believes that learning how to control nervousness should be considered a major factor to decrease anxiety. Giving the opportunity to weave in dialogue and speak confidently will also make oral presentations more compelling and keep the audience engaged.

Pedagogical Implications and Suggestions for Future Research
The findings from this research can serve as a guide for lecturers and educational institutions to further understand speaking anxiety among third-language students at the university level. Remarking types of anxiety sources and anxiety levels can motivate students to improve their self-confidence through a variety of efficient learning strategies. This, in turn, will help students overcome their fear of oral presentation in front of others and encourage them to practise speaking Arabic.

There is a clear need for further research into the successful strategies and readiness of oral performance as a preparation to engage with the conversation and perform in front of a large audience. This study may provide some useful ideas to implement effective techniques to improve the reduction of nervousness among students of Arabic as a third language. For example, future studies can identify the effect of different internal and external factors on the acquisition of dialogue skills among students.

References

Ahmad, S. N., Rahmat, N. H., & Shahabani, N. S. (2022). Exploring communication strategies and fear of oral presentation among undergraduates. *International Journal of Academic Research in Business and Social Sciences,* 12(8), 1810-1832.

Aladdin, A. (2012). Analisis penggunaan strategi komunikasi dalam komunikasi lisan Bahasa Arab. *GEMA Online® Journal of Language Studies*, 12(2), 645-666.

Aliyu, M., Korau, S., & Basiru, A. (2019). Reducing undergraduates speaking anxiety through class interactions and oral presentations. *Asian Journal of Contemporary Education,* 3(1), 36-43. Retrieved from https://doi.org/10.18488/journal.137.2019.31.36.43

Angelia, & Listyani. (2019). Freshmen's anxiety in an intensive listening class: A qualitative study. *Educational Research and Reviews,* 14(12), 443-457. Retrieved from https://doi.org/10.5897/ERR2018.3624

Belaman, J. A. X., Zakaria, S. F. B., Nasharudin, S. N. S., Ibrahim, I. W., Abdullah, S. A. S., & Rahmat, N. H. (2022). Balancing the use of oral communication strategies and fear for oral presentation: The case for language learning. *International Journal of Academic Research in Business and Social Sciences,* 12(6), 849-868.

Carleton, R. N., Norton, M. A. P. J., & Asmundson, G. J. G. (2007). Fearing the unknown: a short version of the intolerance of uncertainty scale. *Journal of Anxiety Disorders*, 21(1), 105-117. Retrieved from 10.1016/j.janxdis.2006.03.014

Chandren, S., & Yaacob, A. (2016). Action research on enhancing Accounting students' oral presentation skill. *International Review of Management and Marketing*, 6(7S), 321–325. Retrieved from https://www.econjournals.com/index.php/irmm/article/view/3335

Clément, R. (1980). Ethnicity, contact, and communicative competence in a second language. In H. Giles, W. P. Robinson, & P. M. Smith (Eds.), *Language: Social psychological perspectives* (pp. 147-154). Oxford, United Kingdom: Pergamon Press.

Damayanti, M. E., & Listyani, L. (2020). An analysis of students' speaking anxiety in academic speaking class. *English Language Teaching and Research (ELTR) Journal,* 4(2), 152-170. Retrieved from https://doi.org/10.37147/eltr.2020.040206

Dansieh, S. A., Owusu, E., & Seidu, G. A. (2021). Glossophobia: The fear of public speaking in ESL students in Ghana. *Language Teaching*, 1(1), 22-35. Retrieved from https://doi.org/10.30560/lt.v1n1p22

Dewi, N. L. T., Batan, G., & Myartawan, I. P. N. W. (2018). Types of communication strategies used by young learners in EFL classrooms. *Lingua Scientia*, 25(2), 53-61. https://doi.org/10.23887/ls.v25i2.18823

Dubin, F., & Olshtain, E. (1977). *Facilitating Language Learning: A Guidebook for the ESL/EFL Teacher*. New York: McGraw-Hill. Retrieved from https://doi.org/10.2307/3586059

Duran, J. A. B., Gutierrez, K. S. R., & Ramirez, Y. A. R. (2022). Learning strategies and their influence on foreign language skills: a literature review from the Oxford taxonomy. *MEXTESOL Journal,* 46(2), 1-18. Retrieved from

http://www.mextesol.net/journal/public/files/84e2799478dad4150b86936225a4f8b4.pdf

Endler, N. S. (1980). Person-situation interaction and anxiety. In I. L. Kutash (Ed.), Handbook on stress and anxiety. San Francisco:Jossey-Bass, pp.249-266.

Gardner, R. C. (1985). *Social psychology and Second Language Learning: The role of attitudes and motivation*. London, UK: Edward Arnold. Grieve, R., Woodley, J., Hunt, S. E., & Mckay, A. (2021). Students fears of oral presentations and public speaking in higher education: A qualitative survey. *Journal of Further and Higher Education,* 45(9), 1281-1293. Retrieved from https://doi.org/10.1080/0309877X.2021.1948509

Hancock, A. B., Stone, M. D., Brundage, S. B., & Zeigler, M. T. (2010). Public speaking attitudes: does curriculum make a difference?. *Journal of Voice,* 24(3), 302–307.

Gardner, R. C. (1985). *Social psychology and Second Language Learning: The role of attitudes and motivation*. London, UK: Edward Arnold.

Hashimoto, Y. (2002). Motivation and willingness to communicate as predictors of reported L2 use: The Japanese ESL context. *Second Language Studies*, 20, 29-70.

Hasibuan, K. (2012). Teaching speaking as a productive skill. *Journal of English and Arabic Language Teaching*, 3(1), 1-28.

Horwitz, E. K. (1986). Preliminary evidence for the reliability and validity of a foreign language anxiety scale. *TESOL Quarterly,* 20(4), 559-64.

Houston, T. (2006). Communication strategies in the foreign language classroom. In Woytak, L. (Ed.), *Applied Language Learning,* 16(2), 65-82. Retrieved from https://www.researchgate.net/publication/280939188

Huang, H.W. (2005). *The relationship between learning motivation and speaking anxiety among EFL non-English major freshmen in Taiwan*. (Master's thesis). Chaoyang University of Technology, Taiwan.

Ismail, Z., Rasit, N., Zailaini, M. A., & Hussin, Z. (2020). Relationship between Arabic language speaking anxiety and motivation among religious secondary school students in Malaysia. *Humanities & Social Sciences Reviews*, 8(2), 116-123. Retrieved from 10.18510/hssr.2020.82e14.

Jackson, S. L. (2015). Research methods and Statistics-A Critical Thinking Approach (5TH Edition). Boston, USA:: Cengage Learning.

Khan, A., Khan, S., Islam, S. Z. U., & Khan, M. (2017). Communication skills of a teacher and its role in the development of the students' academic success. *Journal of Education and Practice,* 8(1), 18-21. Retrieved from https://files.eric.ed.gov/fulltext/EJ1131770.pdf

Koshy, B. (2020). Xenoglossophobia among second language learners. *International Journal of Creative Research Thought,* 8(2). ISSN: 2320-2882. Retrieved April 04, 2021 from http://www.ijcrt.org

Liu, H. J. (2011). Exploring foreign language anxiety and motivation among young adolescents in Taiwan. *Tamsui Oxford Journal of Arts*, 11, 75-92. https://doi.org/10.1155/2011/493167

MacIntyre, P. D., & Gardner, R. C. (1989). Anxiety and second-language learning: toward a theoretical clarification. *Language learning,* 39(2), 251-275.

MacIntyre, P. D., & Gardner, R. C. (1994). The subtle effects of language anxiety on cognitive processing in the second language. *Language Learning,* 44(2), 283-305. Retrieved from https://doi.org/10.1111/j.1467-1770.1994.tb01103.x

Maliki, M. S., Awang, N. A., Ismail, M. Z., Annuar, T. M., Salleh, A. W., Abdelaziz, N., & Rahman, R. A. (2020). Effective communication strategies among students in Arabic language:

concept and practical. *International Journal of Academic Research in Progressive Education and Development,* 9(3), 75–85. Retrieved from http://dx.doi.org/10.6007/IJARPED/v9-i3/8161

Meenambal, D. S., & Meenakshi, S. (2022). The effectiveness of communication strategies to develop the communicative competency of ESL learners. *Theory and Practice in Language Studies,* 12(10), 1961-1968. Retrieved from https://doi.org/10.17507/tpls.1210.02

Mohamed, A. S., Mustapha, N. F., Mohamad, A. H., Shamshudeen, R. I., & Rouyan, N. M. (2021). Oral communication strategies preferences in Arabic debate among non-Arabic speakers. *International Journal of Academic Research in Business and Social Sciences*, 11(9), 131–151. Retrieved from http://dx.doi.org/10.6007/IJARBSS/v11-i9/10758

Oudeh, T. Y. (2021). Teaching communication skills in Arabic language at the university level (between reality and desirability). *Multicultural Education,* 7(3), 379-388. Retrieved from https://doi.org/10.5281/zenodo.4651572

Panggabean, C. I., & Wardhono, A. (2017). Communication strategies used by EFL students in their presentation. *Indonesian EFL Journal: Journal of ELT, Linguistics, and Literature*, 3(2), 39-54. Retrieved from http://ejournal.kopertais4.or.id/mataraman/index.php/efi/article/view/3228

Pavlova, L., Pulekha, I., Vtorushina, Y., Baryshnikova, I., & Emets, T. (2022). Development of the educational strategies in foreign language communication based on the linguocultural reflection. *International Journal of Instruction,* 15(2), 97-118. Retrieved from https://doi.org/10.29333/iji.2022.1526a

Permana, G. K., Sofyan, D., & Kasmaini, K. (2019). An analysis of communication strategies applied by English study program students in speaking for presentation. *Journal of English Education and Teaching*, 3(4), 494–505. Retrieved from https://doi.org/10.33369/jeet.3.4.494-505

Raffi, M. S. M., Ghazuddin, F., Rusdi, M. I. M., Suparia, F. A. A., & Abdullah, I. (2022). The level of Arabic language anxiety based on student's academic background in learning Arabic language. *Malaysian Journal of Social Sciences and Humanities (MJSSH)*, 7(11), 1-9. Retrieved from https://doi.org/10.47405/mjssh.v7i11.1910

Rahmat, N. H. (2019). Cycle of Fear in Learning: The Case for Three Language Skills. American Journal of Social Sciences and Humanities, Vol 4(1), pp 151-162. Retrieved from http://dx.doi.org/10.20448/801.41.151.162

Rahmat, N. H., Mohandas, E. S., Razlan, Z., Arepin, M., Hassan, A. F. A., & Taib, S. A. (2022). Oral presentation: Is there a relationship between fear of negative evaluation and cause of fear? *International Journal of Academic Research in Business and Social Sciences*, 12(7), 1259-1270.

Ritonga, M., Febriani, S. R., Kustati, M., Khaef, E., Ritonga, A. W., & Yasmar, R. (2022). Duolingo: an Arabic speaking skills' learning platform for andragogy education. *Education Research International*, 1-9. Retrieved from https://doi.org/10.1155/2022/7090752

Russell, C., & Shepherd, J. (2010). Online role-play environments for higher education. *British Journal of Educational Technology,* 41(6), 992-1002.

Souriyavongsa, T., Rany, S., Abidin, M. J., & Mei, L. L. (2013). Factors causes students low English language learning: a case study in the National University of Laos. *International Journal of English Language Education*, 1(1), 179-192. Retrieved from http://dx.doi.org/10.5296/ijele.v1i1.3100

Taslim, F., & Hervina, H. (2021). Communication strategies in classroom discussion of graduate students. *Modality Journal: International Journal of Linguistics and Literature*, 1(1), 43. Retrieved from https://doi.org/10.30983/mj.v1i1.5126

Yaman, S., Kavasoglu, M. (2013). The adaptation study of oral communication strategy inventory into Turkish. International Journal of Human Sciences, 10(2), 400-419. Retrieved from https://www.j-humansciences.com/ojs/index.php/IJHS/article/view/2685

Zali, M. M., Razlan, R. M., Baniamin, R. M. R., & Setia, R. (2022). Gender and faculty relationship: oral presentation apprehension factors during online distance learning. In *Proceedings* (Vol. 82, No. 1, p. 70). MDPI.

Zamani, N. F. M., Rahmat, N. H., Sim, M. S., Varma, S. B. B., Mohd, M. H. G., & Rozman, A. A. A. (2022). Exploring the use of communication strategies in oral communication. *European Journal of Foreign Language Teaching,* 6(2), 61-75. Retrieved from http://dx.doi.org/10.46827/ejfl.v6i2.4320