

Is There a Balance between Causes of Fear and Use of Communication Strategies?

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Abstract

Students' oral presenting skills can be significantly enhanced through the use of communication strategies. Nonetheless, some students struggle to communicate in English due to their lack of proficiency. This is primarily because they lack effective communication techniques. Therefore, the purpose of this study is to identify the communication strategies performed by students during oral presentations and the factors that contribute to their fear of oral presentations. For a more in-depth data analysis, this study utilised a quantitative survey comprising two sections. Respondents to this survey comprised a total of 131 students from a Malaysian public university. The collected results indicate that respondents utilise message reduction, orientation, and non-verbal methods the most, and that they are influenced by a number of internal and external factors that contribute to their dread of oral presentation. It has been demonstrated that the employment of oral communication strategies is beneficial in assisting students to overcome their fear of oral presentation.

Keywords: Communication Strategies, Fear of Oral Presentation, Social Affective, Fluency-Oriented, Accuracy Oriented, Message Reduction Orientation and Non-Verbal Strategies

Introduction

Background of Study

Oral communication is the process, act, and art of delivering a speech in front of an audience (Chu, 2001). The primary function of speech is to convey one's thoughts and emotions in order to elicit a desired reaction. Being students who will soon graduate to become officers and managers, public English proficiency is not a luxury but a necessity. According to Brydon and

Scott (2000), human communication is as fundamental to our well-being as food, water, and air. Citing solid data from both clinical and case studies on the personal motives for acquiring speaking skills, they argue that when individuals are deprived of this desire, they suffer physical and psychological consequences. The ability to articulate one's thoughts and feelings effectively in public is essential to our self and social-esteem demands. The capacity to communicate effectively in public assists in meeting personal demands and plays a crucial role in one's career and self-promotion activities. When students are able to talk effectively and persuasively, they are more likely to achieve academic and professional success.

Nonetheless, the high unemployment rate among university graduates is frequently linked to their lack of English fluency and communication skills. Good communication skills in the workplace is the capacity to communicate and receive information clearly, as well as the ability to read the audience to avoid and resolve problems (Reinsch & Gardner, 2014). Malaysian data suggests that graduates lack the language and communication abilities required for effective professional communication. According to Nusrat (2018), poor communication skills are one of the leading contributors to graduate unemployment. Prospective employers discovered during job interviews that Malaysian graduates, despite being well-trained in their fields of specialisation, lacked the communication skills necessary to transmit their knowledge and promote themselves (Ahmad et al., 2021; Morsidi et al., 2021; Salleh et al., 2021). As a result, they cannot speak English correctly and lack confidence when delivering oral presentations. People typically lack communication skills owing to fear, anxiety, and a lack of confidence in situations where they must speak. There is a need to find a solution to help learners overcome their apprehension and get the confidence to speak the language in an enjoyable and stimulating manner.

Statement of Problem

Oral presentation is significant in higher learning education across the globe. Presentations play a crucial role in a student's acquisition of knowledge. This knowledge is important even after graduation. Students may need to perform oral presentations in the workplace. On the whole, oral presentation is one of the important aspects of communication skills and is indispensable in higher learning education.

When a speaker delivers his speech, he subsequently has to put himself under the spotlight. After a while, he starts feeling anxious, experiencing nausea, trembling, and having excessive sweating in his palms (Kushner, 2010; North & Rives, 2001). To date, according to an article posted on PSYCOM, there are 238 million people, approximately 75% of the population are afraid of speaking in front of others (Black, 2019). This is consistent with a study by Spijck (2011), who found that 40% of the respondents hold a belief that this fear is more dreadful than death and is ranked as one of the top three fears.

In the Malaysian context, according to a study conducted by Zaid & Kamarudin (2011), the industry feedback that Malaysian graduates do not have good communication and presentation skills. The main complaint from prospective employers is local graduates' lack of communication skills, especially when communicating in English. In addition, in a study conducted by Zainuddin and Selamat (2012) mentioned that "many employers who employ polytechnic graduates have voiced their concerns that these graduates have great difficulties in communicating effectively in the workplace. In a similar vein, King (2002), students often

feel frustrated and intimidated each time when they are assigned to oral presentations, especially when dealing with research matters which require a successful presentation. With respect to the factors that influence effective oral presentation among students, Kakepoto et al (2012) found out that factors that hinder students from delivering oral presentations effectively are poor presentation skills, poor confidence and nervousness. In another study by Enein (2011); Van (2010); Chen (2009) found that a common challenge in oral presentation encountered by students is the low level of language proficiency such as fluency, inaccurate pronunciation, lack of vocabulary and grammatical inaccuracy. Moreover, the students also encountered difficulties in coping with psychological factors such as lack of confidence and fear of making mistakes. These problems are probably due to a lack of rapport between students and their lecturers, coupled with inadequate practice – which adds to their limitations of language proficiency and communication apprehension.

Therefore, this study aims to understand this issue and suggest a solution to assist students in enhancing their oral presentation skills.

Objective of Study and Research Questions

- How does fear of oral presentation influence learners?
- How do learners use communication strategies?
- Is there a relationship between fear of oral presentation and communication strategies?

Literature Review

Types of Communication Strategies

According to Masithoh et al (2018), there are various types of communication strategies employed by the students with high and low proficiency level. The first one is Avoidance strategy which refers to the speaker simply not talking about the concept for which the target language item or structure is not known (Bialystok, 1990). It consists of three sub-types, namely message replacement, topic avoidance, and message abandonment. In this strategy, the subtype was only employed by the students in the form of topic avoidance and message abandonment.

The second is Achievement strategy is taken by the learner when he/she decides to keep the original communicative goal, but compensate for insufficient means or makes the effort to retrieve the required items. It covered eight subtypes, namely circumlocution, approximation, all-purpose words, non-linguistic means, restructuring, word coinage, literal translation, code-switching. In this type, there are 5 subtypes employed by the students, namely all-purpose words, non-linguistic means, restructuring, literal translation, and code switching. Third, Stalling or time-gaining strategy is used when the speaker realizes that he/she encounters communication problems with the interlocutor. It is identified when the speaker begins to talk about a concept but cannot continue and stop in the mid-utterance (Faerch & Kasper, 1984). This strategy is characterized by a silence or filler in the mid utterance and the use of filling words or gambits to fill pauses and to gain time to think. It consists of two subtypes, namely fillers/ hesitation/ gambits and self and other repetition. Fourth, Self-Monitoring Strategy It consisted of two sub-types, namely self-initiated repair and self-rephrasing. And the last is Interactional strategy is literally used by learners when their

linguistic resources are unavailable or inadequate (Malasit, Y. & Sarobol, N). It is consisted of three sub-types, namely appeal for help, meaning negotiation strategies, and responses.

Causes of Fear of Oral Presentation

Fear of oral presentation is referred to as communication anxiety, communication apprehension, or communication avoidance (Richmond and McCroskey, 1998). It is also known as glossophobia which is a common and real form of anxiety (Sawchuk, 2017). There have been many past studies on the fear and anxiety of oral presentation among university students. According to research done by Grieve et.al (2021), there were 46 undergraduate and postgraduate students from the University of the West of England (UWE), Bristol is purposely chosen for the study. The researcher employed questionnaires in obtaining the data and based on the result, it was discovered that there were six themes of anxiety faced by students namely, fear of being judged, physical symptoms, uncertainty about the topic, negative consequences on university experience, practice and preparation, and more practical support required.

In Malaysia, a study conducted by Arumugan et al (2021) among Malaysian undergraduates found that the majority of the respondents indicated that they experience anxiety during oral presentations in the English language. This study employed a quantitative method of research. This was used to collect data from 300 undergraduates from three universities in Malaysia, which are Universiti Teknologi MARA, Shah Alam (UiTM), Universiti Malaysia Terengganu (UMT), and Universiti Kebangsaan Malaysia (UKM). The findings show that there are several symptoms of anxiety that the undergraduates face while presenting in English, including negative emotions, physical symptoms like shaking hands and trembling body, and making mistakes due to nervousness. Besides, poor perception of their language ability, audience reactions, and teacher feedback are all found to be the major factors that have caused anxiety among the undergraduates. Hence, further research should be taken on strategies for undergraduates to perform better in oral presentations.

Past Studies on Communication Strategies

Students must rely heavily on communicative strategies to communicate effectively. Numerous research has investigated the role of oral communication strategies in learning. Lingga et al (2020) showed that different sorts of strategies are employed by learners. The study was conducted with 17 students from the private schools in Medan, North using test, interview and observation techniques. The study uncovered three strategies for effective communication, including (1) extensive reading on a variety of topics, which requires a passionate interest. They may concern science, technology, drama, etc. By doing so, their literacy will improve; (2) by seeing a variety of films, they will acquire several expressions for everyday speech. They will find it useful; and (3) listening to music. While listening to music, their pronunciation and vocabulary improve. In a separate study conducted by Shamshudeen and Rouyan (2021), it was discovered that students adopted the oral communication strategies of avoidance, paraphrase and transfer in learning a third language. Using a qualitative method design as the study's approach, an interview was conducted with three debaters of the university's students in Terengganu. In conclusion, according to the findings of this study, non-native debaters might be inculcated with a training programme that emphasises more systematic oral communication strategies. This extensive and targeted training is essential for preparing debaters to use a variety of techniques, allowing them to

choose the most accurate and effective strategy to communicate effectively. Moreover, this form of instruction would help the debaters overcome their lack of confidence by enhancing their language proficiency and boosting their self-assurance.

Past Studies on Fear of Oral presentation

Oral presentation is significant in higher learning education. Students are expected to speak in front of the class in order to perform presentations. It is often that students face more or less anxiety and fear before speaking in public. This is because students are expected to be fluent in oral presentation. This might affect those who are not confident in their speaking performance.

There are a variety of terms used to describe a fear of public speaking and are often used interchangeably, such as stage fright (Bippus et al., 1999), communication apprehension (McCroskey et al., 2014) or public speaking anxiety (Bodie, 2010). Another commonly used term is glossophobia, which is fear of public speaking. Fundamentally, fear of oral presentation refers to a state of arousal occurring when a person experiences a situation as personally threatening, either physically or psychologically, which triggers a physiological response (Laukka et al., 2008).

There have been vast numbers of studies conducted in investigating fear of oral presentation. Most of the studies were consistent in their findings in that higher students were facing difficulties in speaking particularly in public. They tend to get nervous and avoid making mistakes (Oxford, 1999; Gregerson, 2003; Hilesen, 1996; Nunan, 1996; Kitano, 2001; Koch, 1991; Terrell, 1991; Subas, 2010; Tsiplakidas, 2009; Keramida, 2009; Yaikhong, 2012; Usaha, 2012). In a well-known study by Russell & Topham (2012), it was found that oral presentations were a source of social anxiety which impacts learning and well-being. A qualitative study by Gieve (2021) reveals a similar finding. It was reported that fears of public speaking lead to an overall negative effect on their higher education experience. This finding is consistent with the findings of Soomro et al (2019) which found out that oral presentation skill is the most problematic skill for engineering graduates.

Students often felt upset and humiliated once they performed in front of the class. This has been significant at the level of anxiety among students in their speaking performance. The physical effects of anxiety surrounding delivering presentations are commonly reported. Although the specific ways in which individual speakers are impacted varies considerably (Smith et al., 2005), the results appear as physiological, cognitive, and behavioral responses (Bodie, 2010).

Physiological responses that usually emerge like trembling or shaking, cold clammy hands, shaky voice, rapid heartbeat, sweating, blushing, dizziness, shortness of breath, digestive discomfort or forgetting something that students wish to say. Researchers found that people anxious about public speaking tend to have a higher heart rate, are more self-focused while presenting, and cannot visualize themselves being successful in public speaking (Onwwuegbubzie, 1999). On the other hand, cognitive manifestation can include excessive self-attention and negative self-focused thoughts about outcomes and evaluation from others (Richmond et al., 2013) while behavioral responses often include poor speech preparation

(Daly, Vangelisti, & Weber, 1995), poor decision-making, and negative affect and effect in performance (Beatty & Clair, 1990).

Although fear of oral presentation is nonetheless devastating in a number of ways. Avoiding presentations can create significant barriers to attainment in work-related settings, since presentations are increasingly common in the workplace (Baccarani & Bonfanti, 2015). Further, according to Bartholomay and Houlihan (2016), fear of oral presentation often results in impairment in career prospects.

Conceptual Framework

One activity that many are not very comfortable with is doing an oral presentation. Even the skilled presenters are known to have this fear. According to Rahmat (2019), fear of oral presentation can be caused by trait or state anxiety. Trait refers to the individual's characteristics. State refers to the environment that the presenter is in. Good presenters are known to use communicative strategies that facilitate their tasks. Communication strategy is the scheme of planning how to share information. There are three types of communication strategies and they are verbal, non-verbal or visual. Fear of oral presentation can hinder learners from focusing on using communicative strategies (Rahmat et.al., 2022).

The framework of this study (Figure 1) is based on the concept that in oral presenters, being afraid is not really a hindrance if the presenters use suitable communication strategies. The concept is adapted from (Endler, 1980; Yaman & Kavasoglu, 2013). According to Endler (1980) fear of oral presentations is caused by (i) external and (ii) internal factors. This fear may not be an obstacle if the presenters use communication strategies (Yaman & Kavasoglu, 2013) such as (i) social-affective strategies, (ii) fluency-oriented strategies, (iii) accuracy oriented strategies and (iv) message reduction, orientation and non-verbal strategies.

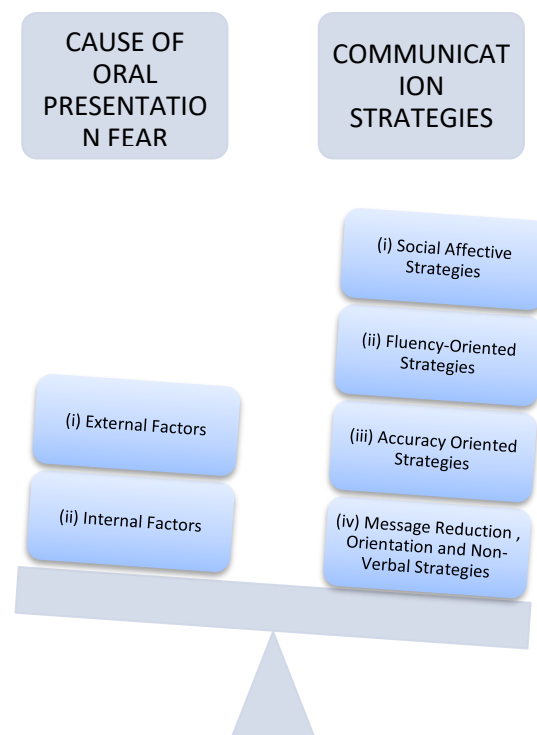


Figure 1- Balancing Fear of Oral Presentation and Using Communication Strategies

Methodology

This quantitative study is done to investigate the relationship between fear of oral presentation and communication strategies. 131 respondents participated in this study. The 5-likert scale instrument used a survey adapted from (Endler, 1980; Yaman & Kavasoglu, 2013). Table 1 shows the distribution of items in the survey. Section A is the demographic profile. Section B has 14 items on cause of fear of oral presentation and section C has 25 items on communication strategies.

Table 1
Items for questionnaire

Section	Variable	Sub-Component	No. Of Items
B	Cause Of Fear (Endler (1980)	External Factors	7
		Internal Factors	7
		Total Fear	14
C	Communication Strategies (Cs) (Yaman & Kavasoglu, 2013).	Social-Affective Strategies	6
		Fluency-Oriented Strategies	6
		Negotiation For Meaning Strategies	4
		Accuracy Oriented Strategies	5
		Message Reducation, Orientation And Non-Verbal Strategies	5
		Total For Cs	25
		Total Number Of Itmes	40

Table 2
Reliability Statistics of Survey

Reliability Statistics

Cronbach's Alpha	N of Items
.911	40

Table 2 shows the reliability statistics for the survey. SPSS analysis revealed a Cronbach alpha of .911 thus revealing a high reliability of the instrument used. Data is then analysed to reveal mean scores to answer all the research questions in this study.

Findings*Findings for Demographic Profile (131 respondents)*

Q1. Gender

Table 3

Percentage for gender

1	Male	23%
2	Female	77%

The profiling shows that 77% of females participated in this questionnaire as opposed to 23% males. It could be an indication, this research topic is more of an interest and concern with females rather than males. Also could be an indication that females suffer more from this fear of oral presentation than males, probably due to confidence level and self-esteem issues.

Q2. Age Group

Table 4

Percentage for Age Group

1	18-19 years old	2%
2	20-21 years old	37%
3	22-23 years old	51%
4	24 years old and above	10%

Interesting percentage with 51% age group being from 22-23 years old. It could be an indication that it would be a requirement for younger adults and the current job market, which require graduate employees to effectively be able to communicate and transport ideas.

Q3. Highest Academic Level

Table 5

Percentage for Highest Academic Level

1	Diploma	25%
2	Degree	75%

As for academic level it is in tandem with the findings in Q2 e.g. the common age group for university students

Q4. FACULTY (CHOICES)

Table 6

Percentage for Faculty Choices

1	FSPPP	91%
2	FSKM	4%
3	FSR	5%

The participation of 91% of Faculty of Administrative Science and Policy Studies students in the questionnaire. The high number attributed to the focus of the faculty students for the survey of this research.

Findings for Fear of Oral Presentation

This section presents data to answer research question 1: How does fear of oral presentation influence learners? Fear of oral presentation can be caused by (i) external factors and (ii) internal factors.

Table 7

Mean for External factors

(i) External Factors

Item	Mean
EFQ1 The marks I will get for the presentation	4
EFQ2 The size and composition of the audience	4.1
EFQ3 The venue of my presentation	3.8
EFQ4 The time of day of my presentation – (some people are better in the morning and some in the evening)	3.5
EFQ5 My personal state of emotional wellbeing (personal problems	3.7
EFQ6 My previous low marks (what if I get low marks again?	4
EFQ7 My previous high marks (what if I am not able to get another high mark?)	3.8

As for external factors, it was determined that presenting the size and composition of the audience was the most significant approach by respondents, with a mean score 4.1. This is followed by the marks I will get for the presentation and previous low marks with a mean value of 4. The venue of my presentation and previous high marks have the same mean value with a mean 3.8. Personal state of emotional wellbeing and the time of day of my presentation to have a mean value of 3.7 and 3.5.

(ii) Internal Factors

Table 8

Mean for Internal factors

Item	Mean
IFQ1 my nervousness	4.3
IFQ2 My insufficient preparation	3.7
IFQ3 My lack of presentation abilities	4
IFQ4 My physical appearance	3.7
IFQ5 I am not as good as others	4
IFQ6 I forget your words	3.7
IFQ7 I fear large audience	4

As for internal factors, it was found out that nervousness was the most significant factor with a mean of 4.3. This is followed by lack of presentation abilities, feelings of not good compared to others and fear of a large audience with the same mean of 4.0

Findings for Communication Strategies

This section presents data to answer research question 2: How do learners use communication strategies? In the context of this study, communication strategies are (i) socially effective, (ii) fluency oriented, (iii) negotiation for meaning strategies, (iv) accuracy oriented strategies, and (v) message reduction, orientation and non-verbal strategies.

(i) Social-Affective Strategies

Table 9

Mean for Social-Affective Strategies

Item	Mean
SASQ1 I try to relax when I feel anxious.	4
SASQ 2I try to enjoy the conversation.	3.9
SASQ3I try to give a good impression to the listener	4.2
SASQ 4I actively encourage myself to express what I want to say	3.9
SASQ 5I don't mind taking risks even though I might make mistakes	3.5
SASQ 6I try to use fillers when I cannot think of what to say.	3.6

As for the social-affective strategies, it was determined that presenting a good impression to the listener was the most significant approach utilised by respondents, with a mean score of 4.2. This is followed by attempting to relax when worried with a mean value of 4. Attempting to enjoy conversation and giving a good impression to the listener were found to have the same mean value with a mean 3.9. Attempting to utilize fillers when they cannot think of anything to say and taking risks despite the possibility of making mistakes were found to have a mean value of 3.6 and 3.5.

(ii) Fluency Oriented Strategies

Table 10

Mean for Fluency Oriented Strategies

Item	Mean
FOSQ1 I pay attention to my rhythm and intonation.	3.8
FOSQ 2I pay attention to my pronunciation	3.9
FOSQ 3I pay attention to the conversational flow	3.9
FOSQ4I change my way of saying things according to the context.	3.9
FOSQ5I take my time to express what I want to say	4
FOSQ6I try to speak clearly and loudly to make myself heard	3.8

As for fluency oriented strategies, it was revealed that, respondents take time to express what the respondents wanted to say with a mean of 4.0. It was followed by paying attention to the respondents pronunciation and conversational flow with a mean of 3.9. Respondents also feel that changing the way of saying things according to context is one of the important aspects in fluency oriented strategies with a mean of 4.0.

(iii) Negotiation for Meaning Strategies

Table 11

Mean for Negotiation for Meaning Strategies

Item	Mean
NMQ 1 I make comprehension checks to ensure the listener understands what I want to say	3.9
NMQ 2 I repeat what I want to say until the listener understands.	3.8
NMQ 3 While speaking, I pay attention to the listener's reaction to my speech.	4
NMQ 4 I Give examples if the listener doesn't understand what I am saying.	4

Table 11 shows the result for negotiation for meaning strategies. Items NMQ3 and NMQ4 share the highest score, even though the items are not significantly different. It shows that learners will give attention to the audience's reaction and they also give examples if the audience does not understand what he or she is saying. However, the item NMQ2, has the lowest score which is 3.8 indicating that the learner will repeat until the listener understands.

(iv) Accuracy Oriented Strategies

Table 12

Mean for Accuracy Oriented Strategies

Item	Mean
AOSQ1 I try to emphasize the subject and verb of the sentence.	3.5
AOSQ 2I notice myself using an expression which fits a rule that I have learned	3.7
AOSQ 3I correct myself when I notice that I have made a mistake.	4
AOSQ 4I try to emphasize the subject and verb of the sentence.	3.7
AOSQ 5I try to talk like a native speaker.	3.5

Table 12 shows the result for accuracy oriented strategies. I notice myself using an expression which fits a rule that I have learned and try to emphasize the subject and verb of the sentence, with a mean score of 3.7. This is followed by trying to emphasize the subject and verb of the sentence and try to talk like a native speaker with a mean value of 3.5.

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

Table 13

Mean Message Reduction, Orientation and Non-verbal Strategies

Item	Mean
MRQ1 I reduce the message and use simple expressions.	4
MRQ2 I use words which are familiar to me.	4.2
MRQ3 I replace the original message with another message because of feeling incapable of executing my original intent	3.6
MRQ4 I try to make eye contact when I am talking	3.8
MRQ5 I use gestures and facial expressions if I can't communicate how to express myself	4

As for message reduction, orientation and nonverbal strategies, respondents feel that using words that are familiar to them is the most preferred strategy with a mean of 4.2. This is followed by using gestures and facial expressions if the respondents can't communicate on how to express themselves, and reduce the message and use simple expressions with a mean of 4.0.

Findings for Relationship between fear of oral presentation and use of communication strategies

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

Table 14
Correlation

		TOTMeanCS	TOTMeanOP
TOTMeanCS	Pearson Correlation	1	.174*
	Sig. (2-tailed)		.046
	N	131	131
TOTMeanOP	Pearson Correlation	.174*	1
	Sig. (2-tailed)	.046	
	N	131	131

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

Correlation analysis shows that there is a low positive significant association between fear of oral presentation and communication strategies ($r= .174^*$) and ($p=.046$). The coefficient is significant at the .05 level. According to Jackson (2015), positive correlation is measured on a 0.1 to 1.0 scale. The 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 the use of communication strategies does influence a person's perception of fear in oral presentation.

Conclusion

Summary of Findings and Discussion

This study examines the causes why undergraduate students have an oral communication fear. Additionally, it identifies the student's fear of speaking in front of an audience through the prism of communication techniques. The researchers discovered that communication strategies will contribute to the learners' fear of oral communication from the overall findings and discussion that were given. According to the results, the audience's size and diversity was the external element that affected oral communication the most ($M=4.1$), while time preferences were the least important ($M=3.5$). This is consistent with a prior study by Ibrahim et al (2022), which found that students' fear of oral presentations was primarily caused by audiences or peer pressure.

Then, internal issues might also cause public speaking anxiety. According to the study, respondents' nervousness scored higher on average ($M = 4.3$), and physical attractiveness, forgetting words and insufficient preparation were found to be the least significant predictor of fear of public speaking ($M = 3.7$). This result is consistent with Ibrahim et al (2022), that students experience anxiety when speaking in front of their peers. On the other hand, the research suggests that the cognitive component and behaviour factor are two additional sources of public speaking anxiety. According to the results, the respondents said that making a good first impression on the listener, fixing their own errors, and speaking in words they are comfortable with are the most common tactics for them. These techniques enable them to feel comfortable speaking as well as increase their self-assurance. A study by Yuksel et al (2021) stressed the value of self-correction in breaking down language barriers and improving communication. The majority of respondents concur that clear communication is facilitated by fluency in speaking and positive interactions with listeners. Costa et al (2022) asserted that effective content delivery made the produced utterances simple for the listener to understand. Thus, by using these communication techniques, students can effectively develop their speaking abilities.

Pedagogical Implications and Suggestion for Future Research

The dread of oral communication is examined through the lens of communication strategies in this research. According to this study, communication strategies do influence a student's perception of fear in oral presentation. Educators should establish a more relaxed atmosphere in which students can increase their self-esteem and public speaking confidence. To encourage students to speak outside of the classroom, educators should strive to create a friendly, helpful, and non-threatening learning environment. They should expand their research on communication anxiety in order to develop training techniques that greatly minimize students' fear of oral communication. Students should be encouraged to view oral communication as an opportunity to distinguish themselves, rather than as a compulsion. Educators must also embrace student-centered teaching strategies, allowing students to do all the talking and lecturers intervene only when they believe students require clarification. A general participatory approach to teaching and teacher duties that use communication tactics, as well as developing positive attitudes and a pleasant environment, are also helpful strategies for enhancing students' oral communication abilities.

Due to the significance of oral communication in determining a learner's language proficiency, it is crucial to conduct additional research on their fear of oral communication. Since fear of oral presentation is an issue of common occurrence, more research specifically experimental research should be conducted to have a better understanding of fear of oral communication. Apart from that, a greater sample size and a more exhaustive model can aid in producing more accurate results. In addition, it would be interesting to do further research comparing the causes of fear of oral communication at different institutions in order to determine the parallels and variances that may exist. Further, it would be fascinating to examine the levels of fear of oral communications among female and male students.

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