Fear of Oral Presentation: Pair Vs Group

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Abstract
There are four types of communication skills taught in a language classroom, namely speaking, writing, reading and listening. These four skills are also separate language skills known as productive and receptive skills. Speaking and writing are categorised as the productive skills. This study aims to identify learners' speaking abilities through oral presentations. Language learners fear oral presentation due to negative evaluation and social-environment factors. One way to lessen the burden and fear of speaking among learners is by focusing on group activities when it comes to language learning. This study is done to investigate how language learners feel about pair and group work oral presentation. This quantitative research will investigate the prevalence of fear of oral presentation among learners of English as a second language. 56 respondents were purposively chosen to answer the survey. Findings in this study has shown that learners are equally affected by their external and internal fear when it comes to oral presentation. Findings of this study bear interesting pedagogical implications in the teaching and learning of oral presentation.
Keywords: Language, Oral Presentation, Fear, External Fear, Internal Fear

Introduction
There are four types of communication skills taught in a language classroom; speaking, writing, reading and listening. These four skills are also separate language skills categorised as the productive and receptive skills. Speaking and writing are known as the productive skills. These skills require some form of language output, while reading and listening are known as the receptive skills. Alternatively, sometimes the productive skills are referred to as the active skills and the receptive skills are referred to as the passive skills.

Language skills such as listening and speaking are also considered as conditional knowledge as learners need to know when or why they use the language skills to communicate (Rahmat et.al., 2022). It is a norm to assess language leaners' speaking abilities through oral presentations. As such language learners fear oral presentation because of negative evaluation and also social-environment factors (Aliyu et al., 2019). Rahmat (2019) reports that fear of anxiety in learning can be vicious cycle. One fear leads to another fear and eventually, language learners lose confidence in speaking the target language.

One way to lessen the burden and fear of speaking among learners; instructors focus on group activities when it comes to language learning. Class discussions do more than just facilitate interactions, they help learners discover knowledge in a group (Rahmat, 2020). Class discussions allow language learners to use the language in a less threatening environment than the formal lessons. Learners get to practice speaking without fear of being reprimanded for making mistakes. Even when conflicts occur, the negotiation process actually improves learners' problem solving and critical thinking skills (Rahmat et.al., 2021). The more team members there are in the group, the more chances that conflicts may occur. Do language learners prefer working in small groups (pair) or larger groups (more than 3)? This study is done to investigate how language learners feel about pair and group work. Specifically, this study is done to answer the following questions;

- How do external factors influence fear of oral presentation?
- How do internal factors influence fear of oral presentation?

Literature Review
The Importance of Oral Presentation
It is a norm for courses in universities to end in oral presentations. Oral presentation skills can benefit students in many ways. According to Zivkovic (2014), students need to be given many opportunities to practice language in situations which encourage them to communicate their needs, ideas and also opinions. When students present a topic well, they are sharing knowledge in a constructive way for both the audience and themselves. Dealing with comments help them to pick up problem solving skills and at the same time sharpen their critical thinking skills (Alwi & Sidhu, 2013)
reported that many ESL students perceived these oral activities positively as an opportunity for them to practice English, learn about the values promoted in English-medium universities, and refine their presentation skills. Students who are aware of the importance of oral presentation skills struggled to improve their skills and they viewed the classroom oral activities as medium for them to practice and seek for advice and comments from the lecturer. Hence, Kho & Leong (2015) felt that it is important for students to master oral presentation skills as they may need to use these skills when they enter the working world.

Past Studies
The qualitative study by Grieve et al (2021) was done to investigate the fears experienced by students. The study also explored the strategies used by students who fear public speaking, including oral presentations. It was also done to determine whether their fear affected their experience of higher education. A qualitative survey comprising four open-ended questions was completed by 46 undergraduate and postgraduate students with a fear of public speaking from the University of the West of England (UWE), Bristol. Thematic analysis was used to identify the following six themes, namely; fear of being judged, physical symptoms, uncertainty about the topic, negative effect on university experience, practice and

preparation, and more practical support needed. The results of this survey identify the specific fears students have in public speaking. Findings also provided evidence of the overall negative effect on their higher education experience.

Another recent study by Ibrahim et al (2021) on students fear of speaking in public through the lens of social cognitive theory. 171 students took part in the study with majority of them in the group of 18-20 years old. The study revealed that peer factor or audience is the major factor affecting their fear to speak in public. The findings also showed respondents' strategies when overcoming their fear by correcting themselves and trying to give good impression to the audience. These strategies boost their confidence and give them the bravery needed.

Next, a quantitative study was done by Naser & Isa (2021) to identify the level of public speaking anxiety and the correlation between students' public speaking anxiety in oral presentation class and English-speaking classroom performance. 150 students responded to a survey on classroom anxiety. The findings showed that majority of respondents experienced a moderate level of anxiety. However, it is prevalent that despite having good academic results, most respondents had speaking anxiety during public speaking presentations.

Another study of Gufriyansyah & Khairani (2019) explored the level of public speaking anxiety on 97 students (54 psychology students, and 43 medical students). Data were collected with PRPSA (Personal Report of Public Speaking Anxiety) to identify the categories of public speaking anxiety. Findings reveal that 47.4% of students had low public speaking anxiety, 48.5% in moderate category of public speaking anxiety, and only 4.1% in the high category of public speaking anxiety. Result showed that there was a difference of public speaking anxiety based on listener's characteristic on psychology students. Students who spoke in front of the listeners with higher educational level were more anxious than those who spoke in front of the listeners with lower educational level.

Finally, a study by Aliyu et al (2019) was done for a period of 12 weeks using a pre-post quasi-experimental research design. An intact class of 16 undergraduates in a stylistic class in north-eastern Nigeria was selected for the study. A questionnaire and semi-structured interviews were used to collect data for the study. Findings reveal that the students' anxiety levels significantly reduced in all the five levels of speaking anxiety, psychological anxiety, fear of making grammatical mistakes, fear of negative evaluation, English classroom speaking anxiety, social-environmental factors, and perception factor. The findings also show that the students' speaking anxiety is mostly due to fear of negative evaluation and social-environmental factor.

Conceptual Framework
This study is rooted from (Endler, 1980). With reference to Figure 1, whether the students are doing the presentation in an pair or in a group, they will face fear. The fear can be either (a) external or (b) internal. Among some types of external fear are the marks, the size of and composition of the audience, the venue and position of the presentation. In addition to that, external fear also includes the time of the day of the presentation, and the personal state of the speaker. Next, internal fears include the speakers' nervousness, insufficient preparation by the speaker, and the speakers' lack of presentation abilities. In addition to that, sometimes the speaker worry because of his/her physical appearance, and low esteem.
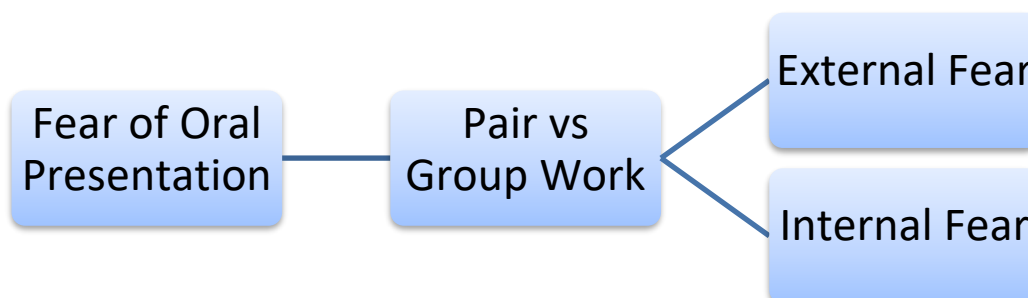
| Fear of Oral Presentation | — | Pair vs Group Work | External Fear |
| | | | Internal Fear |

Figure 1- Conceptual Framework of the Study-
Fear of Oral Presentation: Pair vs Group Work

Methodology
This quantitative research is done to investigate the prevalence of fear of oral prestation among learners of English as a second language. The instrument used is a survey adapted from (Endler, 1980). 56 respondents were purposively chosen to answer the survey. The survey has 3 main sections. With reference to Table 1, section A has items on the demographic profile. Section B has 8 items on External factors and section C ad 7 items of internal factors.

Table 1
Distribution of Items in Survey

SECTION	Factors	No of Items
A	**External Factors**	8
B	**Internal factors**	7
C		15

Table 2
Reliability Statistics

Reliability Statistics

Cronbach's Alpha	N of Items
.857	15

Table 2 presents the reliability statistics for the instrument. SPSS analysis revealed a Cronbach alpha of .857 thus showing a high internal reliability of the instrument used. Data is collected online via goggle form. Data is then analysed using SPSS version 26. Analysed data is presented in the form of percentages and mean scores to answer the 2 research questions.
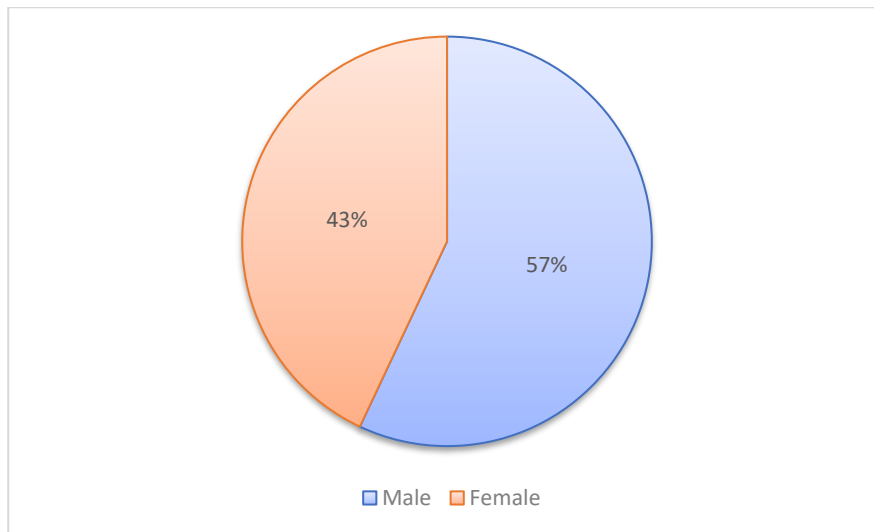
Findings
Findings for Demographic Profile

Figure 2 -Percentage for Gender
Figure 2 presents the percentage for gender with 57% are male and 43% are female respondents.
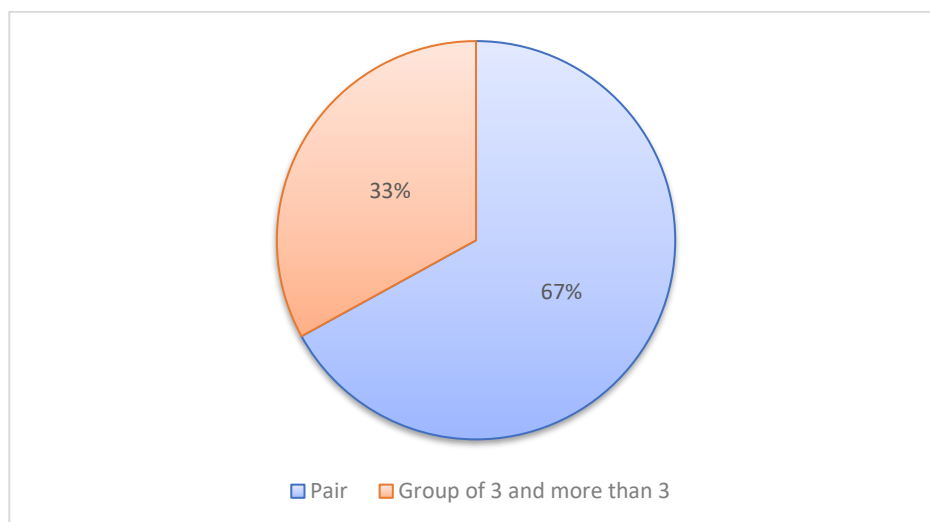

Figure 3- Percentage for Group Preference

Figure 3 shows the percentage for group preference. 67% prefer pair work while another 33% prefer group of 3 and more.

Findings for External Fear
This section presents data to answer research question 1: How do external factors influence fear of oral presentation? In the context of this study external factors are represented by 8 items.
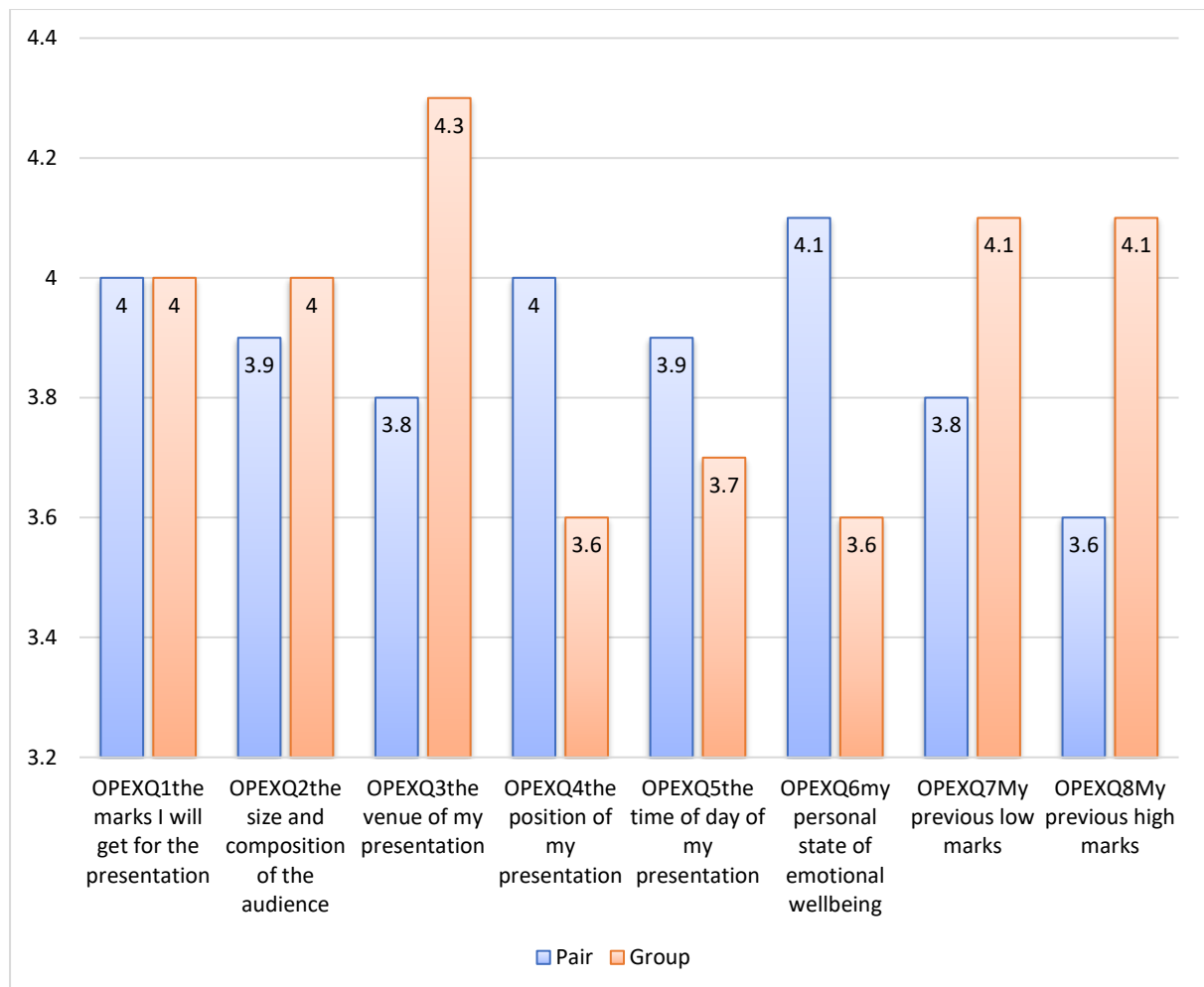
Figure 4- Mean for External factors

Figure 4 presents the mean for external fear. 4 items show higher mean for group work compared to pair work. For item "size and composition of the audience" , respondents in favour of group work has a higher mean (4) compared to pair work (3.9). Next, for item " venue of my presentation", respondents in favour of group work has a higher mean (4.3) compared to pair work (3.8). For item " previous low marks", respondents in favour of group work has a higher mean (4.1) compared to pair work (3.8) and for item "previous high marks" , respondents in favour of group work has a higher mean (4.1) compared to pair work (3.6).

On the other hand, for item "time of day of my presentation", respondents in favour of pair work has a higher mean (4) compared to group work (3.6). for item " time of day of my presentation", respondents in favour of pair work has a higher mean (3.9) compared to group work (3.7).

Findings for Internal Fear
This section answers research question 2: How do internal factors influence fear of oral presentation? In the context of this study, 7 items represent internal fear.
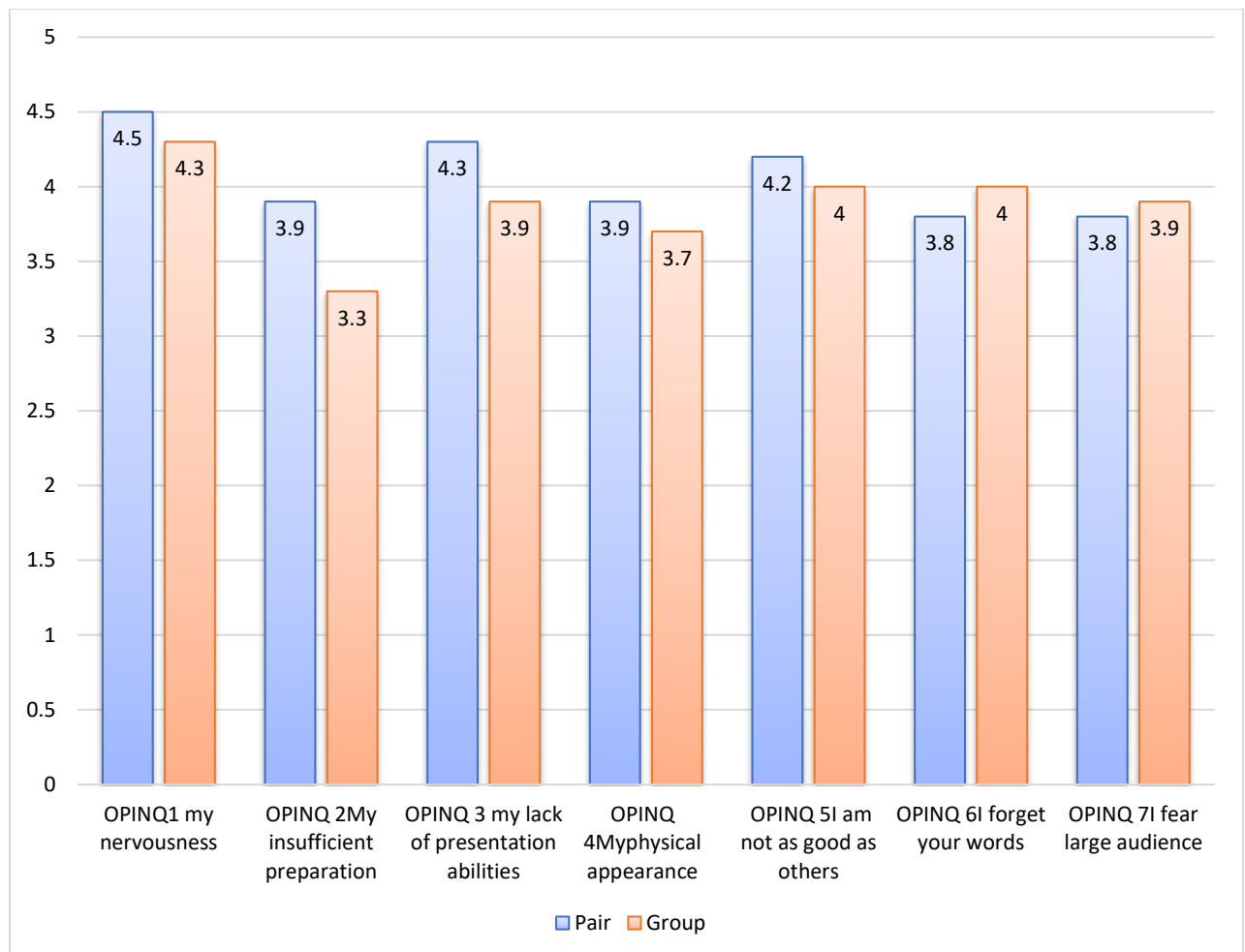
Figure 5-Mean for Internal Factors

Figure 5 presents the mean for internal factors. Only 2 items had higher mean for group work than pair work. For item "forget your words", respondents in favour of group work has a higher mean (4) compared to pair work (3.8). For item "fear large audience", respondents in favour of group work has a higher mean (3.9) compared to pair work (3.8).

On the other hand, 5 items showed higher mean for pair work compared to group work. For item "my nervousness", respondents in favour of pair work has a higher mean (4.5) compared to group work (4.3). For item " insufficient preparation ", respondents in favour of pair work has a higher mean (3.9) compared to group work (3.3). For item " my lack of presentation abilities ", respondents in favour of pair work has a higher mean (4.3) compared to group work (3.9). For item " physical appearance ", respondents in favour of pair work has a higher mean (3.9) compared to group work (3.7). For item " am not as good as others ", respondents in favour of pair work has a higher mean (4.2) compared to group work (4).

Conclusion
Summary
External Fear
Both pair work and group work were anxious of their oral presentation marks. Group is more concerned with the venue than pair work. Those who favoured group were more concerned with their previous low and high marks. Those who favoured pair work were concerned with

their personal state of emotional well-being. This is also reported by Aliyu et al (2019); Grieve et al (2021) who found that the external circumstances can impact the presenters.

Internal Fear
Generally, those who favoured pair work were more concerned by their nervousness, insufficient preparation, lack of presentation skills and having low self-esteem. The study by Naser & Isa (2021); Gufriyansyah & Khairani (2019) also found that the learners' personal characteristics could pose as hindrance to their oral presentation.

Pedagogical Implications
Both external and internal fears can have a negative impact on oral presentations. They can cause a person to become self-conscious, forgetful, or unconfident. Findings in this study has shown that learners are equally affected by their external and internal fear when it comes to oral prestation. Grieve et al (2021) suggested that higher education institutions should acknowledge public speaking fear among some students and provide more support in oral presentation assessments. Future research could focus on both hindrance and facilitating factors for learners oral presentation.

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