

Designing Model for Oral Presentation Instruction in Indonesian Tertiary Context

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Abstract

The purpose of oral presentations is to prepare students with the necessary skills for the professional environment. However, it has been observed that the courses offered by universities in East Kalimantan, Indonesia are designed in general English, which may not cater to the specific needs of the learners. This research is intended to determine the optimal oral presentation; however, this study is required to analyze the demands and appropriate model of oral presentation education in tertiary context. Data was gathered through questionnaires and interviews. The questionnaire results show that students need more opportunities to practice logical arguments, pronunciation, collaboration, and regular use of mobile learning to improve their understanding and attitude towards it. Instructors recognize the importance of peer projects and mobile learning in facilitating discussions and sharing among learners and instructors, as it enhances their learning experience. They revealed that online mobile applications such as editing online documents and instant messaging can help to do great collaboration in preparation and implementation phase. According to the result of the need analysis, the authors propose Mobile Technology Enhanced Collaborative Learning (MCOP). It is an oral presentation learning model that emphasizes the importance of utilizing collaboration and technology aspects in learning. The development of the instructional model will provide teachers with a concise and transparent path for teaching oral presentations using mobile technology. This model offers students opportunities to develop their oral presentation skills. The students will have transformational experiences for both their personal and social development.

Keywords: collaborative learning, higher education, mobile technology, oral presentation

1. Introduction

The development of ESP courses has experienced immense growth in many Asian Higher Education Institutions in response to the context of global economic exchange and skilled migration (Atai, M. R., & Dashtestani, 2013; Le Vo et al., 2016). In Iran, (Mazdayasna & Tahririan, 2008; Zohrabi, 2010) revealed instructors' frustration with their students' limited language proficiency, which prevented them from participating in communicative classroom activities. According to a number of case studies from Taiwan, Iran, and Hong Kong, the implementation of ESP courses in tertiary institutions has been plagued by a number of problems, including a lack of student motivation, a lack of contextually appropriate materials, difficulty creating courses for heterogeneous groups, and a lack of adequate ESP teacher training for English teachers (Chen, Z., & Goh, 2011; Thi To Hoa & Thi Tuyet Mai, 2016). A research study examining Latvian and Turkish English teachers' perceptions of their needs to successfully teach in ESP programmes revealed that teachers lacked preparation for teaching specialized English in the recently established ESP courses in both countries (Çelik et al., 2018)

In some Indonesian institutions and schools, the ESP instructor continues to teach general English, which is essential for the implementation of ESP. Similar to General English, the purpose of ESP courses at various institutions and schools remains the same. Based on (Poedjastutie & Oliver, 2017), the majority of ESP teachers focus on general English due to the low English proficiency of the majority of university freshmen. Due to a lack of exposure to speaking and listening abilities, pupils devote the majority of their learning time to grammar. Consequently, the development of pupils' communication skills may not be realized. In addition, the teaching model used at a private institution in Indonesia for general mandatory course learning is inconsistent with what experts recommend for higher level English instruction (Nation, 2012; Brick, 2012). First, a mismatch between the curriculum and the language proficiency of students. Due to the relatively low language skills of the students, it was discovered that the curriculum requirements could hardly be met. Second, when conducting an ESP course, it is crucial to take into account the materials that have been selected from commercial publications or self-created by instructors.

Prior to performing an ESP course, it is crucial to do a thorough analysis of the students' needs. In the context of Indonesia, researchers have conducted Need analysis studies for a variety of study programmes, such as (Parnawati & Ulinuha, 2019) on the Needs of English at the higher education level, (Susandi, N. K., & Krishnawati, 2016) on Nursing students, (Diana & Mansur, 2018) on ICT students. Generally, English has been taught in traditional ways at universities, with the exception of the oral presentation course, which was developed without conducting needs analysis. As a result, conducting a formal requirements analysis and identifying the difficulties

encountered by Non-English major students requires inquiry. As such, the goal of this study was to ascertain the English language requirements and difficulties faced by non-English major students at East Kalimantan universities. As a result, needs analysis (NA, hereinafter) is critical, serving as the foundation of ESP. NA is a critical component in developing a set of pedagogical frameworks for the ESP program (Ibrahim, Ali, Rahman, & Salih, 2013; Rahman, 2015; Khan, 2007; Mohammed, 2016; Wu, 2012). The term "needs analysis" refers to the process of determining and evaluating what students desire to learn, and the outcomes of this process are incorporated into a set of curriculum frameworks, which include a syllabus, teaching materials, classroom methods, and evaluation (Boakye & Mbong, 2016; Eslami, 2010; Guiyu & Yang, 2016; Rahman, 2015; Songhori, 2008; Zhu & Liu, 2014). Needs analysis is at the heart of ESP, as ESP has distinct qualities that set it apart from standard English. However, more research is needed in analyzing the needs of Non-English Major Program Students in Higher Education particularly in goal, wants, necessity and lacks in oral presentation competence.

2. Literature Review

This study compares the English for Academic Purposes (EAP) programmes in Indonesia to the international standard. In Indonesia, EAP programmes heavily rely on general English instruction, specifically the English for General Compulsory (Solikhah, 2013). The typical EAP course lacks a needs analysis, emphasises grammar and reading, employs teacher-created materials, and places an emphasis on TOEFL scores (Solikhah, I., Nurkamto, J., Waluyo, H. J., & Slamet, 2014). According to , EAP classes in Indonesia have a number of issues. None of the EAP instructors are qualified to instruct English as a Second Language (ESP). They have never studied EAP on their own before. Some of the instructors are field study (content) teachers who have never taught English as a second language before. Despite their degrees, some English Department graduates have never been trained to teach ESP. EAP courses are not considered EAP courses because they are not based on a thorough and systematic analysis of student needs. According to ESP research findings (Solikhah, I., Nurkamto, J., Waluyo, H. J., & Slamet, 2014) EAP classes in Indonesia have a number of issues. None of the EAP instructors are qualified to instruct English as a Second Language (ESP). They have never studied EAP on their own before. Some of the instructors are field study (content) teachers who have never taught English as a second language before. Despite their degrees, some English Department graduates have never been trained to teach ESP. EAP courses are not considered EAP courses because they are not based on a thorough and systematic analysis of student needs.

In conclusion, EAP procedures in Indonesian institutions employ pragmatic viewpoints to satisfy credit needs for undergraduates. In general, EAP courses are provided in one of four formats: as a general English course, as a requirement for a final exam, as a course leading to an EAP certificate, or as a public EAP course. The course of study is determined by the administration of each faculty, and the quality level for EAP courses is not explicitly established. When constructing educational materials and learning outcomes, they frequently overlook the inclusion of academic literacy, ensuring that students are only proficient in basic English, and they do not do a needs analysis.

3. Methods

To effectively identify and interpret learners' needs, the research team followed (Serafini et al., 2015) recommendations for conducting a needs analysis. This encompasses both internal and external sources, as well as quantitative and qualitative approaches. During the academic year 2021-2022, we conducted this research in the non-English language education department of a private institution of education in Indonesia. This study comprises information from two categories of participants: insider learners (223 students) and insider expert instructors (6). Serafini et al., (2015) point out that it is insufficient to solely use learners for needs analysis because they are uninformed of upcoming learning opportunities. In order to triangulate the data, requirements involve the utilisation of insider knowledge from specialists as well as outside experts. Six instructors from a private university hold master's degrees and have more than five years of experience teaching English language learners in higher education institutions. Each expert possessed a degree in education and prior research experience.

Before approaching the site, IRB approval was requested. The department chair then granted us access to seven classes on the general required course. Due to the COVID-19 epidemic, these courses were taught through online learning modes. Then, we addressed 223 undergraduate students between the ages of 16 to 29 and discussed the risks and benefits of the research. All participants were then selected based on several criteria, including (1) participation in a general mandatory course as part of a full course and (2) recalling all activities and experiences related to course execution.

The students' oral presentation needs were measured using questionnaire, developed by (Barrett, Neil & Liu, Gi-Zen & Wang, 2020; Barrett, Neil & Liu, 2016; Boticki, I., Looi, C.-K., & Wong, 2011; Serafini et al., 2015). This study's questionnaires were categorised into five categories based on their content (strongly disagree to strongly agree) and had 29 items. The questionnaire was found to be reliable, with a Cronbach Alpha value of 0.847%. Ten students who volunteered to be interviewed were given a guide including seven questions after gathering questionnaire data. Implementing an inter-rater agreement, two educational language specialists have vetted the questions. The questions centred on obstacles and teamwork. We did the interviews in Indonesia in order to lessen the students' fear and make it easier for them to express themselves. S (student), F (female), and M (male) were given as pseudonyms to protect the confidentiality of the participants' personal information. Thus, S1F, S2F, S3M, S4F, S5F, S6F, S7M, S8M, S9M, and S10F.

We utilised descriptive statistics for the Likert questionnaire, including percentage ratings for each topic. Based on the results of the questionnaire, semi-structured open-ended questions were used in the interviews to investigate students' and instructors' perspectives, issues, and challenges with oral presentations (DÉornyei, 2011). The use of semi-structured questions enabled a wider range of responses,

as new questions may arise depending on the direction of the argument (Burns, 1999). The interviews were analysed for themes using a method developed by (Bogdan, R. C., & Biklen, 1998), in which the interviews were translated from the students' native language, Bahasa, and transcribed in English.

4. Results

4.1 The Requirements of non-English major students in Oral Presentation

The findings from the interviews with the students and instructors are given as qualitative findings. The quantitative survey results are then provided to the students and instructors for analysis. It is divided into four categories: existing presentation skills, presentation needs, experience and perceptions of mobile language learning, and technology preferences and weaknesses.

Table 1. The Goals of Oral Presentation

Theme	Strongly agree	Agree	Somewhat agree	Disagree	Strongly disagree
Presentation familiarity	7,8%	57,5%	4%	32,3%	1,6%
Presentation frequency	2%	28%	2%	61%	7%
Design knowledge	15%	70%	0%	13%	2%
Content and structure knowledge	4%	35%	2%	56	3%
Language knowledge	3%	30%	2%	61%	4%

In terms of goals, the students agreed that they are familiar with English presentations, they know how to design presentations although only 39% agreed they know about the content and structure of the presentation. As an exception, 61% of the students still need more opportunities to do English oral presentations to improve their language knowledge because only one third of the students know how to do it in English language. In the content and structure knowledge category, 59% stated that they had problems with the structure of content and 65% of students still had problems using language.

From the results of the table, it can be seen that the students have a great deal of experience and familiarity with oral presentations and design elements in presentations. However, despite their exposure to these skills, they still struggle in several key areas. One of the major challenges they face is with presentation frequency, as students may not have enough opportunities to practice their speaking skills in front of a live audience. Additionally, students may lack content and structured knowledge, making it difficult for them to effectively organize and present information in a logical and engaging manner. Finally, language knowledge can also be an issue, with students struggling to articulate their ideas clearly and accurately. This is supported by qualitative data collected from interviews and surveys with students, which highlight the areas in which they feel most confident and those in which they need further support and development.

Table 2. Interview Outcomes Related to the Goals of Oral Presentation

Theme	Subtheme	Excerpts (N)	Sample Excerpts
Goals of Oral presentation	The students gain self-confidence	3	English can increase knowledge and can build self-confidence because it will improve our english skill. english its not about theory, building self-confidence during presentations is crucial. In presentation skill same as public speaking skill, which in this day this skill is very useful for us.(S8M)
	The students easily to understand to organise ideas	4	In order to be able to explain, organize, and present a presentation effectively using English. In addition, the ability to present in English can improve the ability to speak in English. It is very important to have presentation skills in English in order to be able to present something with a wide scope, not only for people who understand Indonesian. So that my presentation can be understood properly.(S3M)
	The students present attractive presentation	1	Because the ability to speak English has a close relationship with the progress of a country, that's why it is very important for everyone to have good and attractive Presentation skills.(S7M)
	The students prepares for academic forum	8	When making presentations in international forums, there is no difficulty in carrying out the presentation task. Students should be given many opportunities for English presentations with various types of assignments such as individual presentations, group presentations and short oral presentations.(S6F)
	The students prepare for future job	16	Nowadays there are many jobs that require being able to speak English because apart from practicing good English, conducting presentations in English also helps increase career opportunities and growth in professional performance. Students must provide various tasks and language knowledge of oral presentation to prepare students for their future job.(S1F)

In summary, the students have a general understanding of the design of English presentations, however, only 39% have knowledge of the content and structure of presentations. The majority of students require more opportunities to practice English oral presentations in order to improve their language skills, with 59% of students having problems with the content structure and 65% still having language difficulties. The objectives of oral presentations, as determined through interviews, are to enhance students' self-confidence, facilitate the ability to organize ideas, have strong presentation skills in English to reach a wider audience, present in an engaging manner, prepare for academic forums, and prepare students for future job opportunities. Effective communication skills, particularly in the English language, are crucial for personal and professional development and the advancement of a country. Having good presentation skills in English can greatly impact one's success in various areas of life and increase chances for career growth.

Besides investigating the goals, students also argued that they have specific needs for their oral presentation needs. Table 4 shows the details of students' needs.

In table 3. Presentation needs describes 6 themes that explore information related to the needs of students in oral presentations.

Table 3. The Students Needs in Oral Presentation

Theme	Strongly agree	Agree	Somewhat agree	Disagree	Strongly disagree
Design needs	3%	40%	2%	50%	5%
Language needs	46%	52%	1%	1%	0%
Content and structure needs	4%	35%	1%	56%	2%
Body language needs	49%	50%	0%	1%	0%
Time management needs	48%	50%	0%	2%	0%
Speaking style	44%	53%	1%	2%	0%

The results of the survey and interview process reveal that most of the students acknowledge the need to improve their presentation skills, particularly in terms of language proficiency (46% strongly agree and 52% agree), time management (48% strongly agree and 50% agree), speaking style (44% strongly agree and 53% agree), and body language (49% strongly agree and 50% agree). Furthermore, a majority of the students (58%) indicated the need to acquire additional knowledge on the content and structure of oral presentations. These findings align with the objectives identified through the interview process (table 4), emphasizing the importance of developing comprehensive presentation skills for effective communication and personal and professional growth.

Table 4. Interview Outcomes Related to Presentation Needs

Theme	Subtheme	Excerpts (N)	Sample Excerpts
Presentation need	The students' need of development structure	2	My lack of understanding of the placement of words in compiling sentences using English. (S4F)
	The students need learning assistance	5	I believe the teacher showed us a lot of videos in class about how to begin, end, and make some gestures. The teacher told us which ones were good and which were bad. (S7M)
Language needs	The students need	3	If I make a linguistic, nonverbal, or pronunciation error while giving a presentation, perhaps the teacher will intervene and help me understand my blunder while we are still in the midst of giving the presentation. (S3M)
	learn body language	1	"I do not make proper eye contact and body language with the audience and the teacher during presentation because I am afraid of the teacher for making negative evaluation. (S6M)
Content and structure needs	The students prepare for future job	3	Students must provided various tasks and language knowledge of oral presentation prepare student on their future job. (IS3F)
	Language needs	2	The majority of students still don't know how to make a good introduction and presentation content. (IS2F)
Language needs		3	the students performed an oral presentation focused more on the content than on language mastery. The students must get the phrases and useful language, spesific vocabularies and so on. (IS4M)

Based on the qualitative data analysis, it is consistent with the survey results that the students have the following presentation needs: the need for a clear development structure, the need for learning support, the need to improve their language skills, and the need to learn effective body language. The students have difficulties in arranging words in a grammatically correct and appropriate manner when constructing sentences in English. They recognize this as a hindrance in their ability to effectively communicate and convey their ideas. In an effort to overcome this challenge, their teacher provided visual demonstrations and guidance on proper techniques for beginning, ending, and using gestures during a presentation. The teacher's approach was well received by the students, as they believed that the teacher showed them many videos in class to illustrate these techniques.

The students have expressed a hope or expectation that the teacher will be supportive and intervene during the presentation if they make any linguistic, nonverbal, or pronunciation errors. This reflects a positive attitude towards the teacher's willingness and ability to help the students during their presentation. The students believe that the teacher may intervene in real-time to help them understand and correct their mistakes, rather than waiting until after the presentation is finished. However, despite this positive outlook, the students have expressed a fear of negative evaluation from the teacher. This fear is causing them to not make proper eye contact and use appropriate body language

during their presentations. The students believe that this fear is preventing them from engaging effectively with both the audience and the teacher, potentially hindering the impact and effectiveness of their presentation.

The next crucial requirements for effective presentation in the English language are experience and perception. Experience encompasses the individual's prior knowledge, skills and exposure to similar situations. It refers to the individual's past interactions and understanding of related scenarios that shape their approach to new challenges. On the other hand, perception encompasses the individual's interpretation of their surroundings and experiences. It involves the attitudes, beliefs, and expectations that influence their understanding and interpretation of events.

Both experience and perception play a vital role in determining the requirements for presentation in the English language. These two factors shape an individual's approach to the presentation and their ability to effectively communicate and convey their ideas to the audience. A comprehensive understanding of these two requirements can greatly enhance an individual's presentation skills and ensure that their message is effectively conveyed to the audience.

Table 5. The Students' Experience and Perceptions towards Mobile Language Learning

Theme	Strongly agree	Agree	Somewhat agree	Disagree	Strongly disagree
Peer project frequency	7%	39%	3%	46%	5%
Peer projects increase knowledge	22%	64%	0%	13%	1%
Attitudes to a mobile learning	9%	60%	1%	28%	2%
Like working with peers	11%	54%	2%	32%	1%
Projects increase motivation	14%	65%	1%	20%	1%

For experience and perceptions towards mobile language learning, 60% of students agreed working with peers will increase understanding, and 65% agreed that presentation projects would increase motivation. Finally, 54% of students agreed that they like working with peers which is proven by 60% of students who agreed they had a positive attitude to mobile learning but 46% of students still need to have more opportunities on English Ops so they can do it more frequently.

The results of a study on students' experiences and perceptions towards mobile language learning revealed that a significant majority of the participants agreed that working with peers would enhance their understanding. Specifically, 60% of the students concurred that collaborating with their peers would increase their comprehension. Additionally, 65% of the participants agreed that presentation projects would boost their motivation. Furthermore, the data revealed that a majority of the students (54%) liked working with their peers, which is evident from the fact that 60% of them reported having a positive attitude towards mobile learning. However, 46% of the students expressed the need for more opportunities to practice English using mobile devices.

The findings of the study were further supported by the qualitative data, which included statements from the students about the collaboration during the project and their attitudes towards mobile learning. The students emphasized the importance of working with peers and the role it played in enhancing their understanding and motivation.

Table 6. Interview Outcomes Related to Collaboration during the Project

Theme	Subtheme	Excerpts (N)	Sample Excerpts
Scaffolding	The students do Collaboration	8	i think this is a good thing because through collaboration, we can have more ideas rather than a subjective point of view on a certain issue because when a person reads a report, he/she will be more subjective. However, if everyone discusses it together, they will have more perspectives, no matter what kind of perspectives they are. (S6F)
	The students are like working with peers	2	Working with a partner makes me feel more secure than working alone. Because my peer assists me in responding to questions from the audience. Cooperation contributes significantly to the presentation's success. On stage, my confidence could be boosted by my partner's assistance. (S1F)
	Attitudes to a mobile learning	4	Train in discussions with friends via WhatsApp to send documents and voice notes and Google doc for collaborative drafting of presentations. (S10F)

The students highlighted the benefits of collaboration, both in terms of generating a diverse range of ideas and perspectives on a particular issue and in terms of improving the success of a presentation. The student also emphasized the security and confidence boost that comes from working with a partner in a presentation. The student suggested using technology tools, such as WhatsApp and Google Docs, to facilitate training and preparation for discussions and presentations with friends, as this approach allows for flexible and efficient communication and collaboration.

Table 7. Instructor’s Perspective about Students’ Experience and Attitude towards Mobile Learning

Theme	Subtheme	Excerpts (N)	Sample Excerpts
Mobile language learning	Peer projects increase knowledge	3	find an oral presentation exam difficult because I have low self-confidence. Majority of students have low self-confidence, so that we tend to do peer project.(IS5M)
	Attitudes to a mobile learning	4	Various applications can help students to gain their better performance on drafting such as Google Docs and messaging applications such as WhatsApp.(IS2M)

The study showed that many students find oral presentation exams difficult due to a lack of self-confidence. To address this challenge, students tend to opt for collaboration with peers in projects. Additionally, the utilization of technology applications such as Google Docs and messaging platforms like WhatsApp can help improve students' performance in drafting tasks. The next step for students to develop their presentation skills is to understand and make use of technology preferences.

Table 8. Technology Preference

Theme	Strongly agree	Agree	Somewhat agree	Disagree	Strongly disagree
Design presentation on a smart phone	5%	50%	2%	40%	3%
Design presentation on a laptop	2%	27%	2%	65%	4%
Design presentation on a desktop	8%	45%	2%	40%	5%

In terms of technology to design presentations, the results indicate that among the students, 50% expressed a preference for using smartphones for presentation design, 45% reported using a desktop, and 27% indicated a preference for using a laptop. These findings are consistent with the results of accompanying interviews, further reinforcing the representation of the students’ technology preferences for presentation design.

Table 9. Interview Outcomes Related to Students’ Technology Preference

Theme	Subtheme	Excerpts (N)	Sample Excerpts
Implementing mobile application	The students use mobile application to assist pronunciation.	2	I do not always lack the confidence to present, but I frequently struggle with my pronunciation. Before I record my video, the Google Translate app on my phone assists me with the correct pronunciation of words. (S1F)
	The students use mobile application to design presentation.	3	There are many free applications on smartphones that can help design presentations such as Ms. power point, WPS office and Canva.(S9M)
	The students use mobile application to edit video.	4	More familiar with mobile applications for video editing such as FilmoraGO, Inshot and Capcut. (S8M)

The study found that pronunciation can be a challenge for students during oral presentations, but confidence levels vary. To address pronunciation difficulties, the student uses the Google Translate app on their smartphone. Smartphones offer various free applications for presentation design, including Ms. PowerPoint, WPS Office, and Canva, providing students with accessible and diverse design tools. Additionally, students are increasingly familiar with mobile video editing applications such as FilmoraGO, Inshot, and Capcut, which offer convenient tools for video editing on mobile devices. The findings suggest that students prefer using their smartphones for presentation projects due to their familiarity with mobile applications.

4.2 The Problems of non-English Major Students in Oral Presentation

The subsequent objective of this research is to examine the challenges faced by non-English major students during oral presentations in the English language.

Table 10. Presentation Skills which are Considered as Challenges Faced by non-English Major Students

Theme	Strongly agree	Agree	Somewhat agree	Disagree	Strongly disagree
Presentation tools	13%	59%	1%	26%	1%
Expressing words	14%	61%	1%	23%	1%
Fluency & pronunciation	26%	63%	1%	9%	1%
Ideas logically	18%	72%	1%	8%	1%

Based on the result, 63% agreed that they lack fluency and pronunciation in English and also 73% of students still struggling to construct ideas logically, and 61% of students experiencing problems in conveying their thoughts during a presentation.

Table 11. Interview Outcomes Related to What Students Lack in Oral Presentation

Theme	Subtheme	Excerpts (N)	Sample Excerpts
Difficulties and concerns	Anxious	3	“My anxiety causes me to make grammar errors... I also do not speak fluently in front of people due to my nervousness, so I use ginger extensively when preparing my presentation script. I also use it when we have to discuss via WA group chat because its ability to provide suggested corrections reduces my anxiety. (S8F)
	Confidence	2	Lack of confidence and easy to give up (S10F)
	Nervous ness	5	When I give a presentation, for example, I already have a general idea of what I’m going to say, but as soon as I step onto the stage, I forget what it is that I was supposed to say. (S1F)
Presentation skill	Challenging Conten	4	It’s hard to find quality references and arrange ideas for presentations.(S2F)
	Students lack at preparation	2	When I’m preparing a speech, I usually have the following materials on hand: I had no idea what the topic was, so I had to start from the beginning. (S4F)
	Students lack at preparation implementation	2	When we are giving a presentation, we rarely draw any conclusions and instead just say “thank you” to wrap things up. We are aware of how to draw conclusions, but when giving a presentation, you may on occasion use too many words or you may repeat what other people have already said. It is time that we got to the crux of the matter. (S2F)

The study found that a lack of confidence was a common issue among participants when giving oral presentations in English. This led to nervousness and anxiety, resulting in grammar errors. To address this issue, the participant reported using the Ginger application extensively when preparing their presentation script. The application’s ability to provide suggested corrections was found to reduce their anxiety. The study also found that finding quality references and arranging ideas for presentations was a challenge. Participants had difficulty remembering what they were supposed to say when they stepped onto the stage, and often struggled to find the right words during their presentations. Additionally, the study found that participants struggled to draw conclusions during their presentations and instead resorted to simply saying “thank you.” These findings highlight the importance of addressing issues of confidence and effective communication strategies in oral presentations.

Table 12. Instructor’s Perspective Related to Students’ Lacks

Theme	Subtheme	Excerpts (N)	Sample Excerpts
Lacks	Problems Linguistics	2	Most of the students had difficulty pronouncing words correctly, so they tended to mispronounce words when they did not know the correct pronunciation.(IS2F)
	Presentation creation	4	Students still difficult to organize my ideas logically and time management during oral presentation.(IS1F)

5. Discussion

To address the research questions, the discussion is divided into two sections (1) presentation learning needs, and (2) the appropriate model of oral presentation instruction of a general compulsory course.

The results of the student questionnaires revealed that while some students thought they were familiar with presentation skills. Students require more opportunities to practise making logical arguments and pronouncing words in English. Many English language learners, despite receiving some training in higher education, lack presentation skills, according to research (Barrett, N. E., & Liu, 2019; Chou, 2011; Tsai, 2010). It must be acknowledged that some students are familiar with basic Oral presentation design and structure, so any training must be tailored to the students’ needs.

Regarding the students’ need, most of the students agreed they need to learn presentation skills such as the language, time management, body language and learn more about content and structure in oral presentation. For instance, Participant 4 said “If I make a linguistic, nonverbal, or pronunciation error while giving a presentation, perhaps the teacher will intervene and help me understand my blunder while we are still in the midst of giving the presentation”. The majority of the students agreed to collaborate with their classmates and utilise mobile learning to create additional possibilities for English oral presentations so that they can be performed more frequently. For instance, Participant 5 said” Train in discussions with friends via WhatsApp to send documents and voice notes and Google doc for collaborative drafting of presentations”. This is in accordance with (Wong et al., 2015) which indicate that you should involve students in activities that combine different language abilities, such as online cooperation and linguistic knowledge. Online chat collaboration can facilitate the development of these skills.

Interestingly, the students prefer to use smartphones to design their oral presentation. For instance, Participant 8 said “... Before I record my video, the Google Translate app on my phone assists me with the correct pronunciation of words. Furthermore, The students admitted that they lack preparation of presentation, and then students experiencing problems in conveying their thoughts during a presentation. For instance, Participant 6 said” When I’m preparing a speech, I usually have the following materials on hand: I had no idea what the topic was, so I had to start from the beginning”.

In relation to determining the appropriate model for oral presentation instruction in general compulsory courses, insights were gathered from interviews conducted with both students and instructors.

The students emphasized the importance of oral presentation skills in the professional setting, and hence, stressed the need for a variety of tasks and language knowledge to be incorporated into the course to prepare them for their future careers. Additionally, they highlighted the need to learn presentation skills such as structuring their content, effective speaking style, and body language.

On the other hand, the instructors acknowledged that peer projects and mobile learning can facilitate students in sharing and discussing ideas among learners and instructors. They emphasized the potential of online mobile applications, such as editing online documents and instant messaging, in promoting great collaboration during the preparation and implementation phases of oral presentations.

Regarding of lacks, instructors mentioned that students lacks on problems linguistics such as difficulty pronouncing words correctly and Students still difficult to organize my ideas logically during oral presentation. Moreover, in line with the technology preference of the students admitted that prefer design presentation and discussion with smartphone such as using mobile Google Docs, mindmap and Instant messaging likes WhatsApp application. Moreover, students also utilize an online dictionary to check their pronunciation and record or edit the video using free licenses such as CapCut, Filmora, Video Maker, Screen Record App, etc.

According to the result of the need analysis, the authors propose Mobile Technology Enhanced Collaborative Learning (MCOP). It is an oral presentation learning model that emphasizes the importance of utilizing collaboration and technology aspects in learning. The development of the instructional model will provide teachers with a concise and transparent path for teaching oral presentations using mobile technology. This model offers students opportunities to develop their oral presentation skills. The students will have transformational experiences for both their personal and social development. Social-constructivist theory contributes to the uniqueness of the developed product at the higher education level. This is necessary for determining the effectiveness of mobile-enhanced collaboration learning models in assisting students in the study of oral presentation skills.

Identified guidelines for instructors interested in establishing a mobile technology collaborative instruction for oral presentations. Firstly, Instructors must do need-analysis in order to gather information about the students' goals, necessities, wants, and lacks. Knowing the learning needs by using questionnaires and interviews are proposed to know what the student needs to do in order to learn. Secondly, The instructors prepared lesson plans, learning materials, students worksheets related to the teaching activities and designing performance tests and observation sheets.

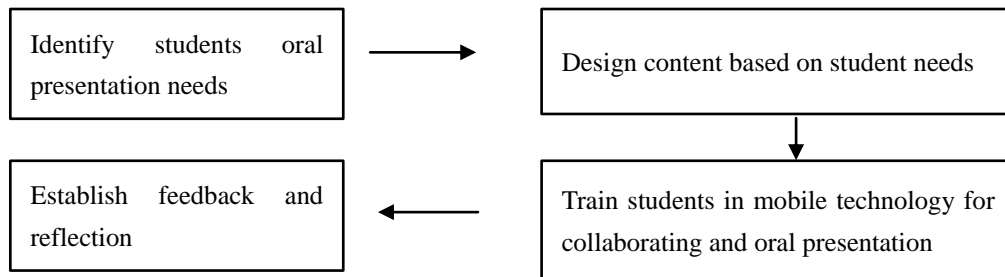


Figure 1. Guidelines for instructors

Thirdly, instructors must determine the attitudes of students toward mobile tools in order to provide training. Peer-based instruction can be utilized because students frequently have prior experience with self-learning or using mobile apps for schoolwork. The instructors give explicit instruction and guided discussion to help learners understand the objectives and expected roles in presentation. The instructors can create a discussion forum where students can pose clarifying questions of the lecturer and each other following the synchronous session. During this phase, instructors facilitated discussion to aid students in comprehending the presentation's objectives and roles. After the synchronous session, instructors create a forum where students can pose clarifying questions to the lecturer and to one another.

In the next phase, students should brainstorm their ideas together by mapping out the information they have about the topic. This process can be done by using mobile mind map application and instant messenger, whichever the students find comfortable to use. They can write out any ideas they can use to interact with the audience, or engage them, and jot down what questions, explanations, and information they want the audience to be provided with. Finally, after the materials are ready to be put in order. They need to organize their ideas into visual aid to create a logical presentation, so the information flows well. They may use such as mobile PowerPoint or any other alternative application that can support their presentation visually (ex. Google Docs, Canva, LibreOffice Impress, Prezi, Keynote, etc). Finally, Instructors give feedback and evaluation aligned with oral presentation in the Learning management system. The students also complete a peer observation to monitor each member's actual involvement in group work. Due to the fact that feedback has been identified as an essential component of presentation training (van Ginkel et al., 2015), it is necessary to implement both instructor and peer feedback. All of the observation and oral presentation becomes the reflection to do the next planning action.

6. Conclusion

In conclusion, the study found that students require more opportunities to practice making logical arguments and pronouncing words in

English. The majority of the students agreed that they need to learn presentation skills such as language, time management, body language, and content and structure in oral presentation. The proposed Mobile Technology Enhanced Collaborative Learning (MCOP) model offers a concise and transparent path for teaching oral presentations using mobile technology, which emphasizes the importance of utilizing collaboration and technology aspects in learning. The guidelines for instructors who want to establish a mobile technology collaborative instruction for oral presentations include the need for analysis, preparation of lesson plans and learning materials, determining the attitudes of students toward mobile tools, explicit instruction and guided discussion, brainstorming of ideas using mobile mind map application, and evaluation of the presentation performance. Overall, the MCOP model offers students opportunities to develop their oral presentation skills, which contributes to their personal and social development.

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