

Perceived Factors Affecting the Oral Presentation Skills in Classroom Interaction of English Major Students

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ABSTRACT: This study examined the perceived factors affecting the oral presentation skills of first-year to fourth-year English major education students at a private institution in Cagayan de Oro City for the School Year 2024–2025. It aimed to determine the respondents' profiles in terms of sex and year level, assess their perceptions of internal factors (personality traits and content mastery) and external factors (time management and classroom environment), and identify significant differences based on sex and year level. Utilizing a descriptive research design, the study involved 115 respondents selected through stratified random sampling, and data were gathered using a validated Likert-scale survey questionnaire to ensure reliability. Findings revealed that students perceive both internal and external factors as significant in oral presentations, with confidence, content mastery, and time management identified as key contributors to effective presentations. First-year students struggled more with content organization and time management, while higher-year students demonstrated better control due to increased experience. Although no significant difference was found based on sex, male students placed more emphasis on the classroom environment's influence. Based on the findings, educators are encouraged to enhance students' confidence, provide structured training on content organization, and offer time management workshops, as well as create a supportive classroom environment to help students overcome presentation anxiety. Future research may explore additional factors affecting oral presentation skills to develop more targeted interventions.

KEYWORDS: personality traits, content mastery, time management, classroom environment

INTRODUCTION

Oral presentation is one of the most important skills students need in both school and real-life settings. It allows them to explain ideas, show what they know, and communicate with confidence. However, doing well in oral presentations does not only depend on speaking ability. There are other factors that may affect how students perform when they present in front of others.

This study focused on two main types of factors: internal factors and external factors. Internal factors refer to what is happening inside the student, such as their personality traits and content mastery. For example, a student's confidence, attitude, and understanding of the topic are all part of internal factors. On the other hand, external factors come from the outside, like time management and the classroom environment. These include how well a student prepares, how much time they spend practicing, and whether the classroom is supportive or distracting.

According to Syathroh (2020), students who know their topic well and are well-prepared tend to perform better in presentations. Nguyen and Pham (2021) also highlighted that being comfortable with English helps students explain their thoughts more clearly. Trila and Anwar (2020) added that students who lack preparation often lose confidence, especially when asked questions during a presentation.

The research study on understanding how both internal and external factors specifically affect the oral presentation skills of English major students, particularly in the context of sex and year level differences. While existing research highlights the significance of oral communication skills for academic and professional success, there is insufficient empirical data on how factors such as personality traits, content mastery, time management, and classroom environment influence students' performance. Additionally, while many studies address the general challenges of oral presentation, such as anxiety and lack of preparation, few have explored these factors in a comprehensive framework that also compares the perceptions and experiences of different demographic groups, like male versus female students or first-year to fourth-year students. The study aims to fill this gap by providing a detailed analysis of these variables and how they impact oral presentation skills in classroom interaction.

The researchers observed that some students in the English department of a private university faced challenges during oral presentations in class. These challenges included a lack of confidence, difficulties in organizing ideas, understanding the topic, inadequate preparation, and unfamiliarity with the classroom environment, which hindered the effectiveness of their presentations.

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Addressing these issues requires appropriate strategies. Therefore, the researcher was motivated to conduct a study titled, “Perceived Factors Affecting the Oral Presentation Skills in Classroom Interaction of English Major Students.”

METHODOLOGY

The study employed a descriptive research design to examine the perceived factors affecting the oral presentation skills of English major students. This design was chosen to describe the characteristics and perceptions of the respondents regarding internal factors (personality traits and content mastery) and external factors (time management and classroom environment). Data were collected through a survey questionnaire using a four-point Likert scale to measure students’ level of agreement with 20 statements—10 addressing internal and 10 addressing external factors. The respondents consisted of 115 students from first to fourth year, selected through stratified random sampling based on year level using the Slovin formula to ensure proportional representation across groups.

The gathered data were then scored according to predefined mean score ranges to categorize responses from “Very High” to “Very Low” perception. For data analysis, descriptive statistics such as mean and standard deviation were utilized to summarize students’ perceptions, while inferential statistics like the t-test and ANOVA were used to determine significant differences when grouped according to sex and year level. This methodological approach allowed the researchers to identify how various internal and external factors influenced the students’ oral presentation performance in classroom interactions.

RESULTS AND DISCUSSION

This section presents the results with the analysis, interpretation, implications, and support. The presentation is according to the objectives of the study.

Perceived Internal and External Factors Affecting Oral Presentation Skills

Table 1 shows the perceived internal and external factors affecting the oral presentation skills of English major students. The internal factors include Personality Traits and Content Mastery, while the external factors consist of Time Management and Classroom Environment.

Table 1 Perceived Internal and External Factors Affecting Oral Presentation Skills of English Major Students

Factors	x	SD	Description	Interpretation
Personality Traits	2.96	0.40	Agree	High Perception
Content	2.83	0.44	Agree	High Perception
Overall Internal Factors	2.89	0.38	Agree	High Perception
Time Management	2.62	0.48	Agree	High Perception
Classroom Environment	3.24	0.43	Agree	High Perception
Overall External Factors	2.93	0.38	Agree	High Perception
Overall Internal and External Factors	2.91	0.35	Agree	High Perception

Note: 3.26–4.00 = Very High Perception; 2.51–3.25 = High Perception; 1.76–2.50 = Low Perception; 1.00–1.75 = Very Low Perception

The results show that students have a high perception of both internal and external factors influencing their oral presentation skills. Among all indicators, the classroom environment obtained the highest mean ($\bar{x} = 3.24$), highlighting its strong influence on confidence and performance. This supports the idea that a positive learning atmosphere enhances students’ communicative competence (Cabrera, 2018). Personality traits and content mastery also yielded high perceptions, showing that self-confidence, motivation, and mastery of the topic contribute to effective presentations (Syathroh, 2020; Trila & Anwar, 2020). These findings affirm that oral presentation skills are not only dependent on language proficiency but also on personal and situational conditions that affect how learners express themselves.

Significant Differences in Perceived Internal Factors when Grouped according to Sex

Table 2 presents the differences in the perceived internal factors affecting oral presentation skills when respondents are grouped according to sex.

Table 2 Differences in Perceived Internal Factors When Grouped According to Sex

SEX								
Perceived Internal Factors	Male (n =25)		Female (n = 90)		t Value	f	p	Remarks
	x	Interpretation	x	Interpretation				

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Personality Traits	3.07	Very High Perception	2.92	High Perception	1.645	2.49	0.12	Accept Ho
Content Mastery	2.88	High Perception	2.82	High Perception	0.652	0.42	0.52	Accept Ho
Overall Internal Factors	2.98	High Perception	2.87	High Perception	1.248	1.63	0.21	Accept Ho

The results reveal no significant difference in perceived internal factors between male and female respondents ($p > 0.05$). Both groups have high perceptions of personality traits and content mastery as vital to oral presentation performance. This implies that confidence and preparedness are equally valued by both sexes (Carducci, 2020). It also supports the view of Loureiro et al. (2020) that gender does not determine one's communication apprehension level. Thus, internal aspects such as attitude and content understanding are universally acknowledged as essential to presentation success.

Significant Differences in Perceived External Factors when Grouped according to Sex

Table 3 shows the perceived external factors when respondents are grouped according to sex, covering time management and classroom environment.

Table 3 Differences in Perceived External Factors When Grouped According to Sex

SEX								
Perceived External Factors	Male (n =25)		Female (n = 90)		t Value	f	p	Remarks
	x	Interpretation	x	Interpretation				
Time Management	2.74	High Perception	2.58	High Perception	1.430	1.91	0.18	Accept Ho
Classroom Environment	3.39	Very High Perception	3.20	High Perception	2.022	4.85	0.03	Reject Ho
Overall External Factors	3.06	High Perception	2.89	High Perception	2.054	3.86	0.06	Accept Ho

A significant difference was found in the classroom environment ($p = 0.03$), where males had a slightly higher mean, indicating they are more influenced by environmental factors during presentations. This suggests that supportive physical and social classroom conditions enhance students' confidence (Bodie, 2010). Time management, however, showed no significant difference between sexes. The findings emphasize that regardless of gender, adequate preparation and conducive learning environments play a vital role in oral communication performance.

Significant Differences in Perceived Internal Factors when Grouped according to Year Level

Table 4 presents the perceived internal factors when grouped according to year level, specifically personality traits and content mastery.

Table 4 Differences in Perceived Internal Factors When Grouped According to Year Level Factors

YEAR LEVEL											
Perceived Internal Factors	First-Year (n = 40)		Second-Year (n = 35)		Third-Year (n = 27)		Fourth-Year (n = 13)		f	p	Remarks
	x	Int	x	Int	x	Int	x	Int			
Personality Traits	2.90	High Perception	3.03	High Perception	2.93	High Perception	2.98	High Perception	0.79	0.505	Accept Ho
Content Mastery	2.79	High Perception	2.88	High Perception	2.73	High Perception	3.03	High Perception	4.13	0.010	Reject Ho
Overall Internal Factors	2.84	High Perception	2.96	High Perception	2.83	High Perception	3.01	High Perception	2.03	0.121	Accept Ho

A significant difference exists in content mastery ($p = 0.010$) across year levels, with fourth-year students showing higher means. This reflects how academic experience enhances knowledge and confidence in presenting (Nguyen & Pham, 2021). The result

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indicates that senior students have developed stronger content organization and mastery due to repeated exposure to oral activities, supporting the notion that practice refines presentation competence (Syathroh, 2020).

Significant Differences in Perceived External Factors when Grouped according to Year Level

Table 5 presents the perceived external factors when grouped according to year level, which include time management and classroom environment.

Table 5 Differences in Perceived External Factors When Grouped According to Year Level

YEAR LEVEL											
Perceived External Factors	First-Year (n = 40)		Second-Year (n = 35)		Third-Year (n = 27)		Fourth-Year (n = 13)		f	p	Remarks
	x	Int	x	Int	x	Int	x	Int			
Time Management	2.52	High Perception	2.68	High Perception	2.48	Low Perception	3.03	High Perception	12.06	<.001	Reject Ho
Classroom Environment	3.21	High Perception	3.30	Very High Perception	3.20	High Perception	3.23	High Perception	0.308	0.82	Accept Ho
Overall External Factors	2.87	High Perception	2.99	High Perception	2.84	High Perception	3.13	High Perception	4.11	0.011	Reject Ho

Results reveal a significant difference in time management ($p < 0.001$) among year levels, with fourth-year students showing greater awareness and preparation. This suggests that experience improves students' ability to manage practice schedules and overcome anxiety (Trila & Anwar, 2020). Proper time allocation allows students to refine their delivery, leading to higher presentation effectiveness.

Summary of Findings and Implications

Overall, both internal and external factors are perceived as highly influential in students' oral presentation skills. Confidence, mastery, preparation, and environmental support are vital to successful performance. While no significant differences were observed by sex except for classroom environment, distinctions across year levels reveal that experience strengthens mastery and time management.

The results suggest that educators should provide training focused on confidence-building, structured content organization, and effective time management strategies. A supportive classroom environment should also be maintained to minimize anxiety and encourage expressive communication among learners.

CONCLUSION

The study revealed several key findings. First, in terms of the respondents' profile, the majority were female students (78.3%), and the highest number of respondents were first-year students (34.8%). Second, students perceived both internal and external factors as highly influential in their oral presentation skills. Specifically, personality traits and content mastery (internal factors) were seen as significant, with students agreeing that confidence and understanding of the topic greatly impact their ability to present effectively. Similarly, time management and classroom environment (external factors) were also perceived as crucial, with students acknowledging that proper preparation and a supportive environment enhance their presentation skills.

Third, the study found no significant differences in the perception of internal and external factors when grouped by sex, except for the classroom environment, where male students perceived it as more influential than female students. However, significant differences were observed when grouped by year level, with fourth-year students showing higher perceptions of content mastery and time management compared to lower-year students.

Based on the findings, the study concludes that both internal and external factors play a significant role in shaping students' oral presentation skills. Personality traits, such as confidence and introversion/extroversion, along with content mastery, are critical internal factors that influence students' ability to present effectively. Externally, time management and classroom environment are equally important, as they affect students' preparation and comfort levels during presentations. The study also concludes that while sex does not significantly influence most perceptions, year level does, with senior students demonstrating greater confidence and better time management skills due to accumulated experience and exposure to oral presentations.

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