Phrases Used in Introduction and Closing Stages of Presentations by First-Year TESL Students

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ABSTRACT

The study aimed to investigate the language-grammar competence of first-year TESL students during interactive presentations, particularly in the introduction and closing stages. The study involved 15 participants, and a qualitative method was used to analyse the presentations' recordings. The findings showed that students struggled with using appropriate phrases in their presentations, particularly in the introduction and closing stages. This was attributed to poor language proficiency and a lack of exposure to presentation phrases. The students' use of simple sentences in the introduction demonstrated a lack of proficiency in expressing comprehensive ideas, while their lack of compound-complex sentences in their presentations reflected poor proficiency. However, the study also found that incorporating interactive presentations improved concept retention and student engagement, particularly due to the use of appropriate phrases in the closing remarks. The study suggests that presentation skills instruction should include teaching on the use and importance of presentation phrases in language and linguistic features.

Contribution/Originality: This present study suggests that the introduction and closing are important elements in a presentation, and using better phrases with good English proficiency can produce clarity and conciseness, which enhances one's presentation skills.

1. Introduction

In higher education, it is essential for students to develop presentation skills and adopt structured approaches to enhance their classroom presentations, in order to promote professionalism in the learning environment. With advanced technology, students can use high-tech equipment to improve their presentation skills and deliver information in a polished and professional manner.
Determining the objective of a presentation is not solely reliant on the presentation itself, as the interests and roles of the audience are also crucial factors to consider. Presentations have become increasingly vital for success both personally and professionally. Therefore, student presentations are a fundamental aspect of acquiring knowledge in order to communicate effectively in various settings such as the workplace, workshops, seminars, or any educational presentation. It is of paramount importance to outline the objective of a presentation. The quality of a presentation can be improved through training and by learning presentation skills, which can be acquired directly or indirectly and can be integrated with employment skills (Yong, 2020).

However, according to the 2015 and 2021 Malaysia Job Street survey, employers have expressed dissatisfaction with recent graduates in Malaysia due to poor attitude and communication skills displayed during job interviews or in the workplace, rather than their academic qualifications (JobStreet, 2015; 2021). Many students struggle with presentations, especially large group presentations, which can be daunting and cause them to feel less confident and nervous. As a result, presentations are often perceived as stressful and many students do not enjoy them.

In line with JobStreet (2015; 2021), there were observations conducted by several lecturers in a particular institution, it was found that TESL students were unable to present effectively despite being taught presentation skills, especially in the first semester. This observation was made consistently for four semesters and it was reported that students misused phrases, poor sentence formation, struggled with commencing their presentation, had poor introductions, and struggled with concluding their presentation. These observations were supported by poor English language proficiency, particularly a lack of awareness in using appropriate phrases during presentations and a lack of exposure to using those phrases. Other TESL students even confessed that they did not know how to start the introduction and closing stages.

Therefore, the present study was aim to investigate the language-grammar competence of first-year TESL students during presentations, specifically focusing on the introduction and closing stages.

2. Literature Review

2.1. Crucial Element in Presentation

Acquiring presentation skills involves various crucial elements for students. Firstly, English proficiency is essential in higher education, particularly in countries where English is widely used. Developing presentation skills can improve students’ communication competency and English proficiency, as practicing presentations in English can enhance their language skills and boost their confidence in communicating. Since many international companies in Malaysia use English as their primary language, proficiency in English is highly valued by employers and often a requirement for job advertisements.

Secondly, developing presentation skills promotes creative thinking and the generation of innovative ideas. The use of presentation aids, such as slides, can help students feel at ease and confident when presenting in front of an audience. Creating engaging and informative presentations can stimulate new ideas and provide opportunities to develop students’ confidence in public speaking. Participating actively in classroom
presentations can also prepare students for future events, such as interviews, conferences, workshops, and debates.

Thirdly, body language is a crucial communication tool that students can utilize during presentations. Appropriate gestures and facial expressions can effectively convey their feelings and emotions to the audience. By engaging in presentations, students can gain more experience and become more prepared and optimistic when attending future events.

Lastly, students should be well-organized and adequately prepare for their presentations by creating an outline and structure, using appropriate vocabulary, and practicing their pronunciation and intonation to avoid errors and technical issues.

2.2. English Language in Presentation

English is considered the most widely recognized language across the globe, holding the top position among the five official languages recognized by the United Nations due to its accessibility and international reputation. English language proficiency is required in various fields such as teaching, education, commerce, and others, where it is used as a lingua franca. To communicate with people around the world effectively, one needs to use English proficiently, and well-prepared presentations can create numerous opportunities for global success. Additionally, using English can enhance communication with others and open up new possibilities in personal and professional contexts.

English language presentations are becoming increasingly important, as it is an international language that can be used flexibly with the right choice of vocabulary, and it serves as a powerful tool for cross-cultural communication. However, many academic institutions fail to prepare learners for the competitive job market by not providing practical advice and guidance from industry insiders. Therefore, it is essential for trainers, researchers, and academic institutions to focus on improving communication and presentation skills to enable learners to excel in their respective fields.

2.3. Theoretical Framework

Canale and Swain (1980), two applied linguists, published a significant article in 1980 proposing that effective communication requires the mastery of four distinct sub-competencies: grammatical, sociolinguistic, discourse, and strategic. Within the grammatical competence, Canale and Swain (1980) described the ability to form sentences, utilize word order, phrases, and vocabulary, and pronunciation. In the present study on presentation skills, we will examine sentence structure formation as part of grammatical competence.

As previously mentioned by JobStreet (2015; 2021), many students struggle with sentence formation, particularly in the introduction and closing stages of their presentations. Consequently, the present study aims to examine the role of grammatical competence, specifically sentence formation, in answering the research objective of evaluating the grammar competence of first-year TESL students during presentations, with a focus on the introduction and closing stages.
2.4. Past Studies

Presentation skills are an essential aspect of communication, particularly for English as foreign language (EFL) students. The ability to deliver an effective and engaging presentation is critical for EFL students to succeed academically and professionally. In the past, researchers have investigated various factors that affect EFL students' presentation skills, including language proficiency, cultural background, anxiety, and instructional strategies.

A study by Huang (2016) examined the impact of language proficiency on EFL students' presentation skills. The findings showed that students with higher language proficiency were more effective in delivering presentations than those with lower proficiency levels. Another study by Alqadoumi (2018) investigated the relationship between cultural background and EFL students' presentation skills. The results showed that students from collectivistic cultures, such as the Middle East, had lower presentation skills than those from individualistic cultures.

In addition, several studies have examined the role of anxiety in EFL students' presentation skills. For example, a study by Zare-ee and Shekarchizadeh (2016) found that anxiety negatively affected EFL students' presentation skills, particularly in terms of delivery and organization. Another study by Shahrokhi and Sahragard (2019) investigated the effectiveness of different instructional strategies in enhancing EFL students' presentation skills. The results showed that incorporating technology and peer feedback were effective strategies in improving students' presentation skills. Overall, the past studies indicate that language proficiency, cultural background, anxiety, and instructional strategies are crucial factors that affect EFL students' presentation skills. Understanding these factors can help educators develop effective instructional strategies to enhance EFL students' presentation skills and prepare them for success in their academic and professional endeavours.

Although there is limited research on the importance and impact of presentation skills for personal and professional growth, there have been some notable contributions in this area. For instance, King (2002) discovered that presentations provide opportunities for developing communication and leadership skills. Carroll (2005) recommended that presentations should include various elements, such as logical appeal, handling of objections, improvisation, and conclusion. Carroll (2006) argued for a holistic approach in evaluating a student's presentation based on content and delivery. Kennedy (2007) found that organising debates can assist teachers in cultivating critical thinking and oral communication skills.

There has been limited research on the importance of presentation skills. King (2002) found that presentation skills can create opportunities for enhancing interaction and developing certain leadership skills. Meanwhile, Carroll (2005) suggested that presentations should incorporate important elements based on current emerging trends. However, Carroll (2006) expressed some dissatisfaction and claimed that presentations should be evaluated based on the organization, content, and delivery, which can enhance awareness of the communication skills, analysis, and evaluation skills required for effective presentations.

Bankowski (2010) emphasised the necessity of training students in oral presentation skills for academic purposes. Girard and Trapp (2011) found that these skills can lead to
increased class interaction and participation, improved communication and presentation skills, and new perspectives. Živković and Stojković (2013) conducted a study on the organisation of presentations, particularly in English communication. Additionally, Alwi and Sidhu (2013) investigated students' perceptions of presentations and discovered the need for a proper presentation skills module to better equip students for delivering effective presentations.

Živković (2014) identified two primary goals of effective oral presentations: preparing students for their future professional environment and their academic careers. Kaltenbach and Soetikno (2016) suggested that an effective presentation requires focus, clarity, visual content, modification, significance, and expressive delivery. Imam and Alalyani (2017) found that powerful communication skills can lead to a good presentation. Additionally, teamwork in presentation skills may help students enhance their presentation skills. Finally, Dolan found that presentation skills are important elements in both academic and business settings to produce a successful presentation and create a favorable impression on the audience.

There was a study conducted by Anita (2017) on investigating English language learning among multiethnic Indonesian people. Additionally, Liang and Kelsen (2018) conducted a study on the presentation skills of EFL students as a group project. Both studies found that English language proficiency is required to deliver an effective presentation. Meanwhile, Miskam, Aminabibi, and Saidalvi (2019) found that videos could be used as a method to improve presentation skills, allowing students to practice and improve their weaknesses in presenting.

In recent years, several studies have been conducted on English Second Language (ESL) speaking assessments with similar objectives. Researchers including Yong (2020), Yang (2020), Junaidi, Julita, Rahman, Derin (2020), and Li (2021) found that a majority of ESL students struggle with proper sentence formation due to inadequate English proficiency. The studies suggest that preventive action should be taken to train the students by educating them on proper phrases and the importance of grammar in presentations. This will help prevent poor presentation and improve their language skills.

The ability to give an effective presentation is important for English as foreign language (EFL) students to succeed academically and professionally. Factors that affect EFL students' presentation skills include language proficiency, cultural background, anxiety, and instructional strategies. Previous research has shown that students with higher language proficiency are more effective presenters, while those from collectivistic cultures may struggle more with presentation skills. Anxiety can also negatively affect presentation skills, while instructional strategies such as incorporating technology and peer feedback can improve them. Developing presentation skills can improve communication, leadership, and critical thinking skills, and is important for future professional and academic success. Researchers emphasize the need for educators to understand students' learning needs and to train them in oral presentation skills for academic and professional purposes.

2.5. Research Gap

Based on the previous studies, a research gap exists in the investigation of the importance of the introduction and closing components of presentations specifically for TESL students. While previous research has explored the impact of language proficiency,
cultural background, anxiety, and instructional strategies on presentation skills, there has been little focus on the specific role that the introduction and closing play in effective presentations for TESL students. Understanding the importance of these components and how they can be improved through targeted instructional strategies can help educators better prepare TESL students for success in their academic and professional endeavors.

3. Methods

Prior consent was obtained from both the private higher learning institution and the 15 students who participated in the study. Specific terms and conditions were set in place to ensure that the names of the students and institution remained confidential. Creswell (2014) noted that for qualitative sampling, even one excerpt can meet the objective of the study, and saturation sampling for qualitative methods ranges from 5-55 participants. Therefore, the 15 participants in the present study were deemed sufficient. The study was conducted in one of the private higher learning institutions offering a four-year (eight-semester) TESL program that has been approved by the Malaysian Qualification Agency under the probation Accreditation. The students comprised TESL students in their first semester who were attending courses such as Introduction to Language Teaching, Introduction to Linguistics, and other introductory courses. The students were divided into three groups, and each group consisted of five students. Data collection was part of a continuous assessment worth 30 marks and was evaluated using a rubric that consisted of nonverbal skills, verbal skills, content, and language, including fluency, vocabulary/phrases use, sentence structures, and grammar errors. The presentation lasted for 15 minutes, and each group, consisting of five members, was allowed no more than 15 slides. Each member participated individually based on the assigned heading or sub-heading of the presentation. The data was recorded, but video recording was prohibited. The collected data was transcribed, categorised, and thematically analysed using NVivo 12 qualitative data analysis software based on two themes: introduction and closing stages. The analysis was based on the grammar competence-communicative competence theory (Canale & Swain, 1980), and abbreviations such as S1-G1 were used to indicate Student 1 and Group 1, respectively. Excerpts were chosen based on the study's objective.

4. Analysis

4.1. Introduction

Based on the excerpt 1, it appears that the introductions made by the students lack clarity and structure. There is no clear indication of what the presentation is about or what the main objective is. Some students struggle to introduce themselves and their topic. For instance, S1-G1 starts with a vague introduction by mentioning the ESL speaking function without providing any context or explanation of what the presentation will cover. S1-G2 provides a little more information by indicating that they will introduce their title first, but still, there is no clear indication of what their presentation will be about. Moreover, S1-G3 seems to be confused about their own title, which is not a good sign for the overall coherence and preparedness of the group. Similarly, S1-G4 starts with a greeting and then introduces their title without any context or explanation. S1-G5 provides a proper greeting, introduces himself/herself, but still lacks clarity in their topic introduction. The introductions appear disorganised.
and lacking in direction. The students need to provide a clear overview of their topic and the main objective of their presentation to engage and inform their audience effectively. The language used by the students during their introductions is generally simple and straightforward, with some instances of grammatical errors and awkward phrasing. S1-G1 abruptly transitions into the topic without providing any context or explanation, which could be improved by providing more details about the presentation topic. S1-G2 makes a grammatical error by using the present tense instead of future tense and should use 'will start' to form a complete sentence. S1-G3’s sentence is incomplete and uses the word ‘but’ inappropriately. The sentence could be rephrased to provide more clarity. S1-G4 provides their title without any context or explanation, which could leave the audience confused. S1-G5 provides a clear greeting, but again, there is a lack of context when introducing their title. The language used by the students is generally understandable, but there are some areas that could be improved in terms of grammar and phrasing. Proper grammar and clear phrasing are essential when presenting, as it improves communication with the audience and helps convey their message effectively.

Excerpt 1

<table>
<thead>
<tr>
<th>S1-G1</th>
<th>my name is xxx...i want to present about the esl speaking function...before that</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1-G2</td>
<td>i am xxx. i start to introduce my title first...then i will talk</td>
</tr>
<tr>
<td>S1-G3</td>
<td>oh yaa...i am xxx...my title is...my title is on the listening aspect but...wait</td>
</tr>
<tr>
<td>S1-G4</td>
<td>hi all...hi everyone...ya...this is my title...</td>
</tr>
<tr>
<td>S1-G5</td>
<td>a very good afternoon...to my fellow friends and i would like to introduce myself...then my title</td>
</tr>
</tbody>
</table>

Excerpt 2 demonstrates that students have varying levels of confidence and preparedness when it comes to giving presentations. For instance, S2-G1 acknowledges feeling nervous but remains determined to share their knowledge on the importance of speaking skills for ESL students.

Excerpt 2

<table>
<thead>
<tr>
<th>S2-G1</th>
<th>a very good afternoon to everyone...i am bit nervous but ya...i am xxx and i am here to share my knowledge on the importance speaking tool for esl student</th>
</tr>
</thead>
<tbody>
<tr>
<td>S2-G2</td>
<td>hi...hi...i am xxx and i am going to talk about the speaking phrases based on the context but...ok then...ya</td>
</tr>
<tr>
<td>S2-G3</td>
<td>good afternoon, i am xxx and i would like to talk about the esl students weakness in speaking as we know speaking could one of the hardest components for esl learners</td>
</tr>
<tr>
<td>S2-G4</td>
<td>hi...ya...i am...xxx and i would like...no i wanted to...hmmm</td>
</tr>
<tr>
<td>S2-G5</td>
<td>hi...good day and i am...my slides talk about...</td>
</tr>
</tbody>
</table>

This approach could potentially create a relatable and approachable atmosphere for the audience. On the other hand, S2-G2 seems hesitant and uncertain about what they want to say, which could make the audience feel unsure about the speaker’s credibility and expertise. S2-G3 introduces themselves confidently and identifies a specific topic, but their statement could benefit from a stronger hook to capture the audience’s attention. Meanwhile, S2-G4 appears to be struggling with their opening statement, potentially detracting from the audience’s engagement with the presentation. Lastly, S2-G5 greets the audience politely and introduces the topic of their presentation, but the statement could benefit from more specific details to provide the audience with a clear understanding of what will be covered. It shows that it is important for presenters to
establish confidence and credibility during their introductions to capture the audience's attention and establish their expertise on the topic.

As for the language used in S2-G1's introduction, it is evident that the speaker has some grammatical errors, such as the incorrect use of ‘ya’ instead of ‘yes’. However, the speaker's message is clear and concise, and their nervousness can actually help to establish a relatable and approachable atmosphere for the audience. S2-G2's introduction is also plagued with grammatical errors, such as the repeated use of 'hi' and 'ok then'. Additionally, the speaker's statement seems disorganised and lacks clarity. This could potentially make the audience feel uncertain about the speaker's credibility and expertise. In contrast, S2-G3’s introduction is well-structured, and the speaker demonstrates a good command of grammar and sentence structures. The introduction effectively introduces the topic while acknowledging the challenges that ESL students face with speaking. S2-G4’s introduction is also filled with grammatical errors, and the speaker seems unsure of what they want to say, which could detract from the audience's engagement with the presentation. Lastly, S2-G5’s introduction is relatively brief, but the language is clear, and the speaker uses a polite greeting to create a friendly atmosphere. However, the statement could benefit from more specific details to provide the audience with a clear understanding of what will be covered. Overall, it is crucial for speakers to use proper grammar and sentence structures to ensure their message is clear and easy to understand. Additionally, structuring the introduction effectively can help to establish the speaker's credibility and capture the audience's attention.

In excerpt 3, the students have introduced themselves and briefly outlined the topic of their presentation. In S3-G1, the speaker begins by apologising for a mistake using Malay language ‘apa ini’ before stating that their presentation will focus on the hardest element in teaching English to ESL or EFL students. In S3-G2, the student greets the audience and introduces him/her before mentioning that he/she will be discussing the speaking challenges for ESL or EFL students. In S3-G3, the student introduces him/her and provides the title of their presentation, which will be on ESL challenges in listening. In S3-G4, the speaker greets the audience, introduces him/her, and clarifies that his/her presentation will be on listening factors for ESL students. In S3-G5, the student introduces him/her and indicates that he/she will be talking about listening factors for ESL students. Overall, it seems that these presenters have followed a common format for introducing themselves and their presentation topic.

Excerpt 3

<table>
<thead>
<tr>
<th>S3-G1</th>
<th>dear beloved friends...a very good afternoon to all of you.apa ini...ops sorry...my slides talk about the hardest element in teaching English to esl or efl students... and i am your...xxx</th>
</tr>
</thead>
<tbody>
<tr>
<td>S3-G2</td>
<td>dear lecturer and my fellow friends...greetings and good day to you, before i go any further...let me introduce myself... i am xxx and i am here to share my knowledge on the speaking challenges for esl or efl students</td>
</tr>
<tr>
<td>S3-G3</td>
<td>hi...i am xxx...my title is...esl challenges in listening</td>
</tr>
<tr>
<td>S3-G4</td>
<td>good afternoon...i am xxx and i am going to talk about...ops sorry i will talk about...</td>
</tr>
<tr>
<td>S3-G5</td>
<td>Oh ya..i am xxx and I want to talk about listening factors for esl students</td>
</tr>
</tbody>
</table>

As for the language used, the introductions given by the students, it seems that some of them could improve their grammar competence and use of phrases. For example, in S3-G1, the speaker says ‘apa ini’ which is a mix of English and Malay and does not make
sense in English. In S3-G4, the speaker says "ops sorry" which is not a complete sentence and could be improved by saying 'I apologise’ or 'I’m sorry. In terms of phrases, some of the speakers could benefit from using more formal phrases to introduce themselves and their topic. For example, in S3-G2, the speaker uses ‘before I go any further’ which is a good transition phrase, but the rest of the introduction could benefit from more formal language. Overall, using proper grammar and formal phrases can make a presentation sound more professional and polished. The next analysis on closing stages.

4.2. Closing Stages

Excerpt 4 appears that the students' closing statements generally achieved their intended purpose, but there are areas for improvement. S1-G1 provides a good summary of the key points but could benefit from a more formal closing statement. S1-G2 could be enhanced with a thank you to the audience and a brief restatement of the main point. S1-G3 is concise but could be more appreciative of the audience's time and attention. S1-G4 is a good example of a formal closing statement but could benefit from a more personal touch. S1-G5 provides a clear and concise summary of the main point but could be more gracious in expressing thanks to the audience.

Excerpt 4

<table>
<thead>
<tr>
<th>S1-G1</th>
<th>well...to conclude, i would say speaking needs to good grammar such as grammar, fluency and accurate pronunciation...yup...that is all.</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1-G2</td>
<td>that is all my presentation and thank you and hhmmm...nothing much to say here...</td>
</tr>
<tr>
<td>S1-G3</td>
<td>that is all thank you and bye</td>
</tr>
<tr>
<td>S1-G4</td>
<td>ok...i conclude my presentation and wish you all the best</td>
</tr>
<tr>
<td>S1-G5</td>
<td>I think I am done with my presentation and I would like to conclude that good speaking skills need good grammar.</td>
</tr>
</tbody>
</table>

Regarding the students' language proficiency, the excerpts are grammatically correct, but some contain minor errors or non-standard usage (such as "needs to good grammar" in S1-G5). These errors may be the result of the students' lack of fluency or simply slips of the tongue. Some students use more advanced vocabulary or more formal language than others, but this does not necessarily indicate higher English proficiency. It may simply reflect differences in speaking style or audience expectations. Therefore, it is difficult to make a conclusive assessment of the students' English language proficiency based on these excerpts alone without additional context or information.

Excerpt 5 indicates that the students are at the closing stages of their presentation. S2-G1 summarises the main point of the presentation and thanks the audience. S2-G2 indicates that the speaker has completed what they wanted to say and thanks the audience. S2-G3 signals the conclusion of the speech and thanks the listeners. S2-G4 and S2-G5 also indicate the end of the presentation and thank the audience for listening. Overall, all of the excerpts convey a sense of closure and gratitude towards the audience. The students appear to use informal language and simple sentence structures. There is a lack of technical language or specialised vocabulary related to the topic of enhancing English language proficiency. However, this may be appropriate for the context of the presentation, as it is likely that the students are addressing a general audience and may want to communicate their ideas clearly and concisely. That being said, it is important to note that the use of appropriate sentence structures and can depend on the context of the presentation and the audience being addressed. In certain contexts, such as
academic or professional presentations, the use of specialised language and technical sentence structures may be necessary to effectively communicate ideas to the audience.

Excerpt 5

| S2-G1 | yes...here you go and i am going to conclude that speaking is one of the important tools in enhancing english language proficiency which required coherence, cohesion, fluency and pronunciation...thank you |
| S2-G2 | so...yaa..i am at the end and i have said what i wanted to say...thank you |
| S2-G3 | ya..dear friends i am going to conclude my speech and thank you for listening |
| S2-G4 | ok that's is all bye for now |
| S2-G5 | ok thank you...see you and thank you for listening |

In excerpt 6, overall, the closing stages of this presentation are relatively brief and straightforward. Each student offers some variation of thanks to the audience for listening and summarising the main point of the presentation. S3-G1 emphasises the importance of teaching speaking for ESL and EFL students, while S3-G4 uses the word ‘fruitful’ to suggest that the presentation will be beneficial for the listeners. S3-G5 adds a friendly ‘bye for now’ to close out the presentation on a polite note. As a whole, the closing stages of this presentation do an adequate job of wrapping up the main points and leaving a positive impression on the audience.

Excerpt 6

| S3-G1 | well... my dear friends who have been listening to my presentation...i would like to conclude my presentation that teaching speaking is one of the important elements for esl an efl students |
| S3-G2 | thank you for listening to my presentation and i believe it is useful for today |
| S3-G3 | that is all and thank for listening |
| S3-G4 | ok...i am concluding my presentation by saying thank you and i beleive it is fruitful for the listeners |
| S3-G5 | thank you and bye for now |

The language used in the closing stages of the presentation is relatively simple and straightforward. There are no complex sentence structures, which makes the content easy to understand for a general audience. Most of the students use short and direct sentences, with S3-G2 and S3-G3 being the shortest and most concise. S3-G1 and S3-G4 use slightly longer sentences, but still keep the language relatively simple and accessible. Generally, the use of language in the closing stages of the presentation is effective in conveying the main points of the presentation and leaving a positive impression on the audience. The simple language and sentence structures used make the content easy to understand and digest for a general audience.

5. Discussion

Based on the provided excerpts 1, 2 and 3, it appears that some students struggle with introducing themselves and their topic in a clear and concise manner. It is important to begin the presentation with a strong introduction that grabs the audience’s attention and sets the stage for what will be discussed. The introduction should include the speaker’s name, the title of the presentation, and a brief overview of what will be covered. It is also important to be confident and clear in the delivery of the introduction to establish credibility with the audience. In excerpt 1, the students seems to struggle
with introducing their topic, as they jump around and seem unsure of what they want to say. This could leave the audience feeling confused and unsure of what to expect from the presentation. In excerpt 2, some students also appear to be nervous and unsure of how to begin their presentation, but they manage to eventually introduce their topic. However, the introductions in this excerpt could have been more direct and concise. In excerpt 3, some students provide a clear introduction, including their name, the topic of their presentation, and an indication of the audience they are addressing. However, some speakers still struggle with clarity and organisation, which can detract from the effectiveness of the introduction.

After introducing oneself and the topic, the student could begin by discussing the challenges faced by ESL students when it comes to speaking. They could share personal anecdotes or statistics to illustrate these challenges, and then move on to talking about specific speaking tools or techniques that can help improve the speaking skills of ESL students. The speaker could also provide some examples or exercises to practice speaking in different contexts. The students could start by acknowledging their nervousness, which can help put the audience at ease and make them more relatable. They could then dive into their topic by discussing the importance of speaking phrases in different contexts for ESL students. The students could provide examples of different phrases for different situations, such as greetings, asking for directions, or ordering food. They could also provide some tips on how to memorize and practice these phrases effectively.

The students could start by acknowledging the difficulty of teaching English to ESL or EFL students, and then focus specifically on the challenges related to listening. They could discuss some common problems that ESL students face when listening, such as understanding accents or slang, and provide some strategies for improving listening skills. The speaker could also share some listening exercises or activities that can be done in the classroom or at home to help ESL students practice their listening skills. It is important for students to prepare and practice their introduction to ensure that they are able to effectively introduce themselves and their topic in a clear and concise manner. This sets the tone for the rest of the presentation and helps the audience understand what to expect from the speaker.

From these excerpts 1-3, we can see that there is a variation in the use of grammar and phrases among the speakers. Some speakers use proper grammar and phrases, while others struggle with their delivery and use of language. For example, in Excerpt 1, S1-G1 uses correct grammar and phrases when introducing their topic. On the other hand, S1-G3 struggles to find the right words and phrases to use and pauses several times before continuing. Similarly, in Excerpt 2, S2-G1 and S2-G3 use proper grammar and phrases in their introductions, while S2-G4 seems to struggle with finding the right words and phrases to use. In Excerpt 3, S3-G1 uses proper grammar and phrases, but mixes in some Indonesian language, indicating that they may not be a native English speaker. S3-G4 also struggles with finding the right words and phrases to use and apologizes for it. These examples show that having a good grasp of grammar and the ability to use appropriate phrases is important in giving effective presentations. However, it is also important to note that not everyone may have the same level of language proficiency and that it is okay to make mistakes and seek help in improving one’s language skills.

In general, the closing stages of a presentation are crucial, as they are the final opportunity for the speaker to leave a lasting impression on the audience. A strong
closing can help to reinforce the main message of the presentation and leave the audience feeling satisfied with the information they have received.

Excerpt 4 highlights that while the students’ closing statements achieved their intended purpose, there were still areas for improvement. Providing a good summary of the key points, offering thanks to the audience, and reinforcing the main message of the presentation are all important components of a strong closing statement. However, it is also important to use appropriate language and structure to leave a lasting impression on the audience. Excerpt 5 demonstrates that the students in this presentation were successful in conveying a sense of closure and gratitude towards the audience in their closing statements. Summarizing the main point of the presentation and expressing appreciation towards the audience for their attention and time are both effective ways to close a presentation on a positive note. Excerpt 6 provides an example of a relatively brief and straightforward closing statement. While the speakers could have used more formal or appreciative language, they still conveyed the main message of the presentation and expressed thanks to the audience for listening. Overall, the closing stages of a presentation should be carefully crafted to reinforce the main message, express gratitude towards the audience, and leave a strong and lasting impression.

In terms of sentence structures, excerpt 4 suggests that the students could benefit from using more formal language and more structured closing statements to leave a stronger impression on the audience. The feedback suggests that some of the students could have provided a more formal closing statement and others could have been more concise or appreciative of the audience’s time. In Excerpt 5, the students appeared to use more structured and concise language in their closing statements. Each student summarized the main point of their presentation and thanked the audience for their attention, demonstrating a clear sense of closure and appreciation. Similarly, Excerpt 6 also shows examples of relatively straightforward sentence structures in the students’ closing statements. While some of the students could have used more formal language or a more structured approach, each student managed to convey the main message of their presentation and express thanks to the audience in a concise and clear manner. Overall, while the students in these excerpts had varying levels of proficiency in their use of sentence structures and formal language, they were generally able to convey their message and leave a positive impression on the audience through the use of concise and clear language.

The studies conducted by Yong (2020), Yang (2020), Junaidi, Julita, Rahman, Derin (2020), and Li (2021) have shown that English language proficiency plays a significant role in the effectiveness of oral presentations. Therefore, improving one’s proficiency in English can greatly enhance the impact of their presentations. These findings are supported by the consensus reached in the introduction and closing stages of these studies.

6. Implication

Mastery of English language is essential for effective communication skills. It is important to choose the appropriate words or phrases that are suitable for the occasion and the audience. For instance, the language used when conversing with a friend may differ from that used during a formal presentation. Skilled speakers tailor their language to fit the audience they are addressing, which contributes to successful communication. The findings of this study have significant implications. Based on the data gathered, it
was discovered that most students used simple sentence structures throughout their presentations, which hindered their ability to express complex ideas due to poor English language proficiency. Therefore, it is recommended that existing presentation course modules should integrate different types of sentence structures, as well as phrases for introduction and closings. The study showed that these two elements are essential for effective presentations, and therefore, those involved in presentations should be trained accordingly. To ensure that presentations are more cohesive and avoid situations where listeners ask for repetition, the presentation skills course modules should be revised or revamped to include language features that make presentations more effective.

7. Conclusion

To ensure that the audience comprehends the message and remains engaged throughout the presentation, it is essential to possess excellent organisational skills. Crafting a concise and well-structured presentation can instill confidence in students and increase their chances of success in the future. It is imperative for students to recognise the significance of presentation skills before entering industrial training or a full-time job.

From the aspect of the introduction section and the use of language, it can be concluded that the students' introductions lacked clarity and structure, and the language used was generally simple and straightforward with some grammatical errors and awkward phrasing. The students appeared to struggle with introducing themselves and their topics, and there was a lack of context and explanation provided about the presentation topic. Overall, it is important for the students to use proper grammar and clear phrasing when presenting, as it will improve their communication with the audience and help convey their message effectively. The students need to provide a clear overview of their topic and the main objective of their presentation in order to engage and inform their audience effectively.

When it comes to the conclusion of a presentation, using simple phrases may not be grammatically correct and may not effectively convey the presenter's message. Since the conclusion is a critical part of a presentation that leaves a lasting impression on the audience and helps them understand the main points, it's important to use better phrases to create a remarkable closing. To improve the closing part of a presentation, it may be helpful to use more advanced language and to summarize the main points in a clear and concise manner. Additionally, using persuasive language and a call to action can help leave a lasting impression on the audience and encourage them to take action based on the information presented.

The English language plays a significant role in recalling the past, managing the present, and preparing for the future. It also provides insight into a culture's perception of reality. Proficiency in English can be beneficial for delivering an effective oral presentation, particularly in small group communication, as noted by Harris and Sherblom (2011). Due to globalization and privatization, English has become the primary language for meeting the demands of an ever-growing world. To deliver an effective oral presentation, it is crucial to prepare, plan, and organize carefully, choose appropriate words, avoid ambiguity, use tone, pitch, and accent effectively, pronounce words correctly and strategically use pauses and voice modulation. This is especially important for TESL students, particularly during the introduction and closing stages, where better phrases can create a favorable impression on the listeners and meet the requirements of the evaluation form for continuous assessment.
As previously mentioned by JobStreet (2015; 2021), effective presentation skills are crucial for successful communication as they facilitate professional and efficient presentations with diverse audiences. English remains the preferred language for communication in global settings, as it provides access to a broader range of information, connections, and opportunities. By utilizing English as a global language, presenters from diverse cultural and social backgrounds can develop positive intergroup attitudes for personal and professional growth. The diversity of English offers competitive advantages to presenters, as effective presentation skills can lead to better performance and success in multicultural and multilingual workplaces. Therefore, it is clear that English will continue to be the most influential key to effective communication in presentations for years to come.

Further research can also be done on move analysis using Bhatia’s (1993) model on the use of language in professional settings, such as presentations. This would provide in-depth findings that can be used to improve presentation skills for undergraduates or anyone who teaches presentation skills.

Ethics Approval and Consent to Participate

Consent was obtained from the respective department as well as the participants in order to conduct the study, and the participants agreed verbally.

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Conflict of Interest

The authors reported no conflicts of interest for this work and declare that there is no potential conflict of interest with respect to the research, authorship, or publication of this article.

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