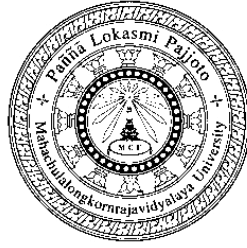# A STUDY OF ENGLISH SPEAKING PRESENTATION TECHNIQUES OF BACHELOR OF ARTS STUDENTS IN ENGLISH PROGRAM AT MAHACHULALONGKORNRAJAVIDYALAYA UNIVERSITY

Khurleng Rajinda

A Thesis Submitted in Partial Fulfilment of

the Requirements for the Degree of

Master of Arts

English (International Program)

Graduate School

Mahachulalongkornrajavidyalaya University

C.E. 2018

A Study of English Speaking Presentation Techniques of

Bachelor of Arts Students in English Program

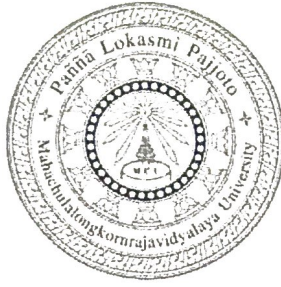at Mahachulalongkornrajavidyalaya University

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The Graduate School of Mahachulalongkornrajavidyalaya University has approved this thesis of "A Study of English Speaking Presentation Techniques of Bachelor of Arts Students in English Program at Mahachulalongkornrajavidyalaya Universtiy" in partial fulfillment of the requirement for the degree of Master of Arts in English (International Program).

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Abstract

The purposes of this study are 1) to study the English Speaking Presentation Techniques of Bachelor of Arts Students in English Program at Mahachulalongkornrajavidyalaya University. 2) to propose the solution of English Speaking Presentation techniques of Bachelor of Arts Students in English Program at Mahachularlongkornrajavidyalaya University. The number of the participnat are consited of 134 persons. The instrument used in this research is both qualitative and quantitative method. The tools used for collecting data were questionnaire, in-depth interview, and participant observation with students and then the information was analysed by using percentage, means, averages and standard deviation (S.D).

The result of research has been found that:

After doing this research, the level of presentation techniques of the students has been found that most of respondents know the English speaking presetation techniques which is at the high level as shown at below.

Introduction. It is found that most of respondents use the presentation techniquges of introuduction which is at the high level equal to $\bar{x}$ = 3.76 average.

Body of presentation. It is found that most of respondents use the presentation techniques on body of presentation which is at the high level equal to $\bar{x}$ = 4.09 average.

Delivering messages. It is found that most of respondents use the presentation techniques about delivering messages which is at the high level equal to $\bar{x}$ = 3.56 average.

Using voice. It is found that most of respondents use the presentation techniques about using voice which is at the high level equal to $\bar{x}$ = 3.70 average.

Conclusion. It is found that most of respondents use the presentation techniques about conclusion which is at the high level equal to $\bar{x}$ = 3.73 average.

Presentation supporting techniques. It is found that most of respondents use the techniques presentation about presentation supporting techniques which is at the high level equal to $\bar{x}$ = 3.76 average.

Presentation preparations. It is found that most of respondents use the techniques presentation about presentation preparations which is at the high level equal to $\bar{x}$ = 3.93 average.

The suggestions on the students' presentation techniuques have found that the Bachelor of Arts students should prepare the topic by gathering information or data. And students should practice more and more before making a presentation. And should learn the presentation techniques for improving communication skills, learn to pronounce clearly, gain more confidence when making a presentation with clear accent, and try to make the audience to understand what the speaker is saying. Furthermore, as a suggestion from participants, the presenter should have enough information, enough preparation, and adequate practice. And Presenters have to make a short note for not missing the main points and practicing more and more.

Acknowledgements

This research would never have been completed without the support and guidance of various people at Mahachularlongkornrajavidyalaya University and my supporter.

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Thirdly, Without them it would never been completed for me, so my warm thanks go to all of my friends and students who are studying in English Program both Faculty of Humanities and Buddhism at Mahachularlongkornrajavidya-laya University, Wangnoi, Ayutthaya, Thailand, who were giving me information concerned with my research title.

Lastly I would like to thank my parents who have given my life, my elder brother, teacher, ordination devotees, and lay devotees, for their unfailing help, motivation, unceasing supporting and encouragement to me the whole of my studying time.

Ven. Khurleng Rajinda

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List of Tables and Charts

List of Abbreviation and Symbols

MCU	=	Mahachulalongkornrajavidyalaya University
Etc.	=	Et cetera
EFL	=	English as a foreign language
( )	=	Bracket
" "	=	Quotation mark
%	=	Percent
$\bar{X}$	=	Average
S.D.	=	Standard Deviation
U.S.	=	United State
LCD	=	Liquid Crystal Display
Co., Ltd.	=	Company Limited

Chapter I

Introduction

1.1 Background and Significance of the Problems

       English language is a powerful key to open for communication. It is a global language that people of different languages used to communicate and involve in business and other areas. It also supplied approach to much of the planet's knowledge. Thus, having a good command of the language is such as to bring many advantages because it allows communicating with people around the world and having first-hand approach to the latest knowledge. Many countries have brought out educational improves in every years by lowering the age of first exposure to English language. Presentation is a part in communication and it is the basic to be public speaking then presentation becomes more important for those who want to be a good speaker and succeed in business, even in group, party, in studying etc.

       Moreover, some of students face with presentation in classroom that problems may be connected with many reasons for them but each people might not be the same. In addition, Reinsch and Shelby examined the importance of communication abilities as viewed by employees. Young professionals who had recently left the workplace to begin an MBA program were asked to describe specific communication needs and to identify the needs embedded in action. They took the view that management communication courses should be refocused to define oral communication more broadly so as to prepare graduates for some of the more common types of challenges.[1]

       Oral presentation, according to Levin and Topping, is planned and practiced speech that is not memorized or read from notes but is introduced by a

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[1] Reinsch, N. L., Jr., & Shelby, A. N., **What communication abilities do practitioners need? Evidence from MBA students,** (Business Communication, Quarterly), 1997), p. 23.

presenter to an audience. Joughin adds that we can look at oral presentation from three perspectives: presentation as a transmission of the ideas of others to a passive audience with anxiety at a low level, presentation as an imparting of the material studied from which students seek to make their own meanings from the ideas of others; and presentation as a position to be disputed and defended by persuading the audience. In the second perspective, the audience is actively judging students' performances, and students reply to audience questions. Hence, students experience some stress. In the third perspective, students are aware that they are the focus of attention, which creates even more pressure than in the first two situations.[2]

Al Mashharawi examines that speaking is fundamental and basic to human communication. If the goal of a language course is truly to communicate in English, then speaking skill should be taught and practiced in the language classroom. When the communication is included in the classroom, it will definitely raise general learner motivation and making the classroom a dynamic and effective environment.[3] According to Scott, learning to speak a foreign language requires more than knowing its grammatical and semantic rules. Students should know how native speakers use language in real life situations and have the ability to communicate with others effectively. Diversity in interaction involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress and intonation.[4]

Although, we have known many famous people experience on presentation to listener or customer as Steve Job who is founder of Apple and so on we can see that how they were presented. Presentation is not just for students or who is studying but it can support to many people succeed in business and their researching job. So, to be a good presenter in public we should know how to present

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[2] Nowreyah A. Al-Nouh, **EFL College Students' Perceptions of the Difficulties in Oral Presentation as a Form of Assessment,** Sciedu Press, p. 7. (Online), Resource: www.sciedu.ca/ijhe, Published: (January 12, 2015).

[3] Al-Mashharawi, B., "Evaluating Teacshers' Performance in Teaching Speaking Communicatively in Preparatory Stage in Jabalia Area", **M.A. Thesis,** (The Islamic University of Gaza, Israel, 2006), p. 4.

[4] Scott, T., **How to Teach Speaking**, (London: Longman Press, 2005), p. 12.

on using international languages likely English language. That why we must know the techniques presentations in English language.

On another thing, presentation has been becoming one of the most part of essential in communication skills. It is the most necessary too that allowed effective processing of messages or discussion to people. Presentation can be used to inform, motivate, persuade as well as order or change listener's attitudes or ideas. In addition, because of listening to presentations, the audience can be easy to gathering knowledge about a given title. Gamston and Wellman stated that presentations, "when they are internalized and broadly shared, help individuals and groups meet the goals of schooling".[5] Thus, presentation is widely used on a daily basis as conference speech, press briefings, sales presentation etc.

Additionally, as I am a student of MCU, I have seen many Bachelor of Arts students not so confident when they are making a presentation in the classroom. Some students are good of English, but they do not know how to present in correct ways because they have not spoken in the front of many people. But some are not good at English speaking and discuss for a long time they just look at on what they have written and presented. So here I would like to research the technique of them about how they are presenting and improving themselves in English presentation in the classroom. I think that this research will be helpful for those who want to practice to be a good presenter then connects to good in public speaking in the future.

1.2 Objectives of the Research

1.2.1 To study the English speaking presentation techniques of Bachelor of Arts students in English Program at Mahachulalongkornrajavidyalaya University.

1.2.2 To propose the solution of English speaking presentation techniques of Bachelor of Arts Students in English Program at Mahachulalongkornrajavidyalaya University.

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[5] Garmston, R., & Wellman, B., **How to make presentations that teach and transform,** (Danvers: Association for Supervision and Curriculum Development, 1992), p. 10

1.3 Statement of the Research Questions

1.3.1 What are the techniques of English speaking presentation of Bachelor of Arts students in English Program at Mahachulalongkornrajavidyalaya University?

1.3.2 What are the ways to propose the solutions for techniques of English speaking presentations of Bachelor of Arts students in English Program at Mahachulalongkornrajavidyalaya University?

1.4 Scope of the Research

This research is aimed at the study of English presentation problems of B.A. students in English, Faculty of Humanities and Faculty of Buddhism at Mahachulalongkornrajavidyalaya University. The study is divided into four scopes as the following.

1.4.1 Scope of Content

The scope of content focuses on books, concept, textbooks, articles, questionnaire paper, and interviews with students in English Program.

1.4.2 Scope of Population

The scope of the population in this study focuses on 134 B.A. students in English at Mahachulalongkornrajavidyalaya University, Wangnoi, Ayutthaya, Thailand.

1.4.3 Scope of Place

The scope of the place focuses on the B.A. students in English program at MCU Wangnoi, Ayutthaya, Thailand.

1.4.4 Scope of Time

This study will last for four months, starting from October 2017 to February 2018.

1.5 Definition of the Term used in the Research

1.5.1 **B.A. students** refer to students who are studying English Program, Faculties of Buddhism and Humanities, Mahachulalongkornrajavidyalaya University.

1.5.2 **English** refers to English language that is used by Bachelor of Arts students in the classroom.

1.5.3 **MCU** refers to Mahachulalongkornrajavidayalaya University.

1.5.4 **Presentation** refers to short speech in classroom, small group as party, company, business but here will concern presentation in classroom or other as well.

1.5.5 **Techniques** refer to the ways of doing or the techniques using on presentation in English by Bachelor of Arts students in English major.

1.6 Expected Benefits of research

1.6.1 Knowing the English speaking presentation techniques of Bachelor of Arts students in English Program at Mahachulalongkornrajavidyalaya University.

1.6.2 Understanding the way to propose the solutions of English presentation techniques of Bachelor of Arts Students in English Program at Mahachulalongkornrajavidyalaya University.

Chapter II

Literature Review and Research Works Concerned

This chapter will be studied the review of literature. It is divided into important part as following:

2.1 Communication.

2.2 Definition of Presentation.

2.3 Type of Presentation.

2.4 Academics Presentation.

2.5 Presentation as a Form of Assessment

2.6 Presentation in a foreign language.

2.7 PowerPoint presentation in English classroom instruction.

2.8 The Concept of presentation

2.9 Research Works Concerned

2.1 Communication

Communication is the process of transmitting information and common understanding from one to one person to another.[6] That is including to writing and speaking that why it can say that communication is important, because everywhere as administrative function and activity as organization, leading, monitoring administrators communicate with each other. Further, communication means the process of people sharing thoughts, idea, and feeling s with each other in a commonly understandable way.[7] For the purpose of communication are;

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[6] Keyton, J., **Communication and organizational culture: A key to understanding work experience,** (Thousand Oaks, CA: Sage, 2011), p. 5.

[7] Ms. Benjawan Plangkham, Anxiety in English Public Speaking classes among Thai EFL undergraduate Students. **M.A. Thesis,** (Department of Careers Language Institute: Thammasat University, 2011), p. 6.

communicating to influence, communicating to gather information, communication make social contact, and communicating to relieve or avoid tension.

2.1.1 Importance of English Speech communication

Many of studies have point out and stated about importance of oral communication, Yong professionals who had recently left the workplace to begin an MBA program were asked to describe specific communication needs and to identify the needs embedded in action. They look the view that management communication course should be re-focused to define oral communication more broadly so as to prepare graduates for some of the more common types of challenges.[8] In addition to this, "Waner's survey of 30 U.S. faculty member and 35 U.S. business professionals also found considerable agreement between practitioners and academics, her survey instrument investigated whether respondents perceive business communication competencies with similar degrees of importance"[9] as writing oral communication basic English and other. Communication is not just using for talking with each other day by day it supports to successful in work or target of our life as employers improve oral presentation more than writing skills. They need good skills in public speaking, interpersonal communication skills, developing their good confidence, and interviewed skills.

Although, oral presentations plays an important part in professional communications. A recent survey of more than 700 managers rate the ability to communicate ideas and plant effectively in front of audience as important career skill.[10] Having all most all (97 percent) of the respondents rated speaking skills either very important or important to their job but there is only 73 percent responded that

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[8] Reinsch, N. L., Jr., & Shelby, A. N., **What communication abilities do practitioners need? Evidence from MBA students,** (Business Communication, Quarterly, 1997), p. 23.

[9] Waner, K. K. **Business communication competencies needed by employees as perceived by business faculty and business professionals.** (Business Communication, Quarterly, 1995), pp. 51-50.

[10] Rebecca E. Burnett, **Technical Communication,** (California: Wasdsworth, 1994), p. 620.

they had spent more time writing as their responsibilities increased.[11] On the other hand, the assessment criteria are already established by the classroom teacher, with students' ideas not incorporated into these pre-existing rubrics. This lack of student input might lead to a low reliability of peer assessment. Because students are not well aware of the description of each evaluation criterion, some students might not be able to assess their peers' performances properly. Thus, their views might be different from those of their instructor. Additionally, pre-existing criteria might deprive students of the aforementioned benefit of increased autonomy from peer assessment activities because they are not involved with establishing the criteria.[12]

Many previous researchers were stated how communications are importance to humanity. the importance of oral communication and not to be overstretched today more than ever we weed that power to communicative effectively. Communication is the real key to making you become very powerful become important become very successful in whatever you do.[13] It is a best way to living and understanding at society with other communication is key to your success—in relationships, in the workplace, as a citizen of your country, and across your lifetime. Your ability to communicate comes from experience, and experience can be an effective teacher, but this text and the related business communication course will offer you a wealth of experiences gathered from professional speakers across their lifetimes. You can learn from the lessons they've learned and be a more effective communicator right out of the gate.[14] Furthermore, Cosling and Ward also state that "the use of oral communication in the workplace was important and

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[11] Ibid. p. 5.

[12] Ayman H. A. Enein, "Difficulties Encountering English Majors in Giving Academic Oral Presentations during Class at Al-Aqsa University", **M.A. Thesis,** (Faculty of Education English Teaching Methods Department: Islamic University of Gaza, Israel, 2011), p. 33.

[13] Ferando G., The important of oral Communication, (Online) Resources, https://www.youtube.com/watch?v=wh07kCalyiY. (Cited, 1.12.2017)

[14] Mclean, Scott, **Communication for Business Success,** (Unnamed Publisher, 2012), p. 10.

frequent as perceived by business graduate employees"[15] as having been saying we use communication skill in everywhere.

Moreover, Communication is structured to change some combination of knowledge levels, attitudes, beliefs, and behaviours in other. It springs from a need to control the environment, to manage things, to be influential, and to maximize environmental rewards. Instrumental communicative events that we cope with, manage, and manipulate our word. Through this form of communication, we make known our beliefs and attitudes, we impart our knowledge, we influent others. Communication is to gather information that seek out interaction with others for purposes of gathering information, information about ourselves, about other, and about the world around us. It is also too difficult to learn much about others unless we interact with them unless we engage them in communicative activity and communication also becomes the mean by which we learn about the world in which we live. We need social contact. We need enjoy this contact and actively seek relationships with other people. It is through communication that we initiate, maintain, and develop those relationships.[16]

To maximize your chances for landing a good job and doing well at it, you should work on your communication skills-even if you think they're already pretty good. Communication will become even more important as you progress through your career; the better you are at it, the more likely you are to be promoted.[17] Additionally, speech communication is important because it is one of the primary tools that man employ to manipulate, to control, and to understand his environment. Further, for at least most individuals, skill in utilizing the spoken word

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[15] Crosling, G, & Ward, "Oral communication: The workplace needs and uses of business graduate employees", **The ESP Journal**, Vol. 21, No. 1, 2002, p. 53.

[16] Richard F. Whitman & Paul H., Boase**, Speech Communication Principles and Contexts,** (London: Collier Mancmillan, 1983), pp. 26-28.

[17] Thomas N. Huckin and leslie A. Olsen, **Technical Writing and Professional Communication for nonnative speakers of English,** (Singapore: McGraw-Hill, 1991), p. 3.

provides one of the major means of maximizing the rewards obtained from the environment and minimizing the punishments.[18]

2.1.2 Good communication skills

The good communication skills was important it has been underline in oversee, the American Society for Engineering Education conducted a survey which academic subject most needed for engineering careers in industry. These was responses including to writing, public speaking, working with individuals, working with group, and talking with people so oral communication skills is conversing, interviewing, listening, giving oral presentation. On the other hand, Language is different from other subjects because language is basically used to communicate with other people in order to explain people's language ability. So distinguishes between the term 'competence' and 'performance'. In his view, competence refers to "the speaker-hearer's knowledge of his language" while performance refers to "the actual use of language in concrete situations".[19] Canale and Swain suggest four components of communicative competence:

1. Grammatical competence. Knowledge of the sentence structure of a language.

2. Sociolinguistic competence. Ability to use language appropriate to a given context, taking into account the roles of the participants, the setting and the purpose of the interaction.

3. Discourse competence. Ability to recognize different patterns of discourse, to connect sentences of utterances to an overall theme to topic; the ability to infer the meaning of large units of spoken or written texts.

4. Strategic competence. Ability to compensate for imperfect knowledge

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[18] Gerald R. Miller, **Speech Communication**, (Bobbs-Merrill, 1966), p. 2.

[19] Hymes, D.H., **On Communicative Competence, In J.B. Pride & J. Holmes (Eds)**, (New York: Sociolinguistics Selected readings, 1972), p. 4.

of linguistic, sociolinguistic, and discourse rules or limiting factors in their application such as fatigue, distraction or inattention.[20]

Moreover, to defines the communicative competence as "the expression, interpretation and negotiation of meaning involving interaction between two or more persons or between one person and a written or oral text". She believes that the goal of any language teaching program needs to be the development of this communicative competence of learners: the expression, interpretation and negotiation of meaning.[21]

On the other hand, communication to be effective, the content needs to be clearly understood, meaningful and interesting to the audience. Effective communication in presentations needs a combination of content that fits the purpose, and good presentation and communication skills. There are many influences on how well students communicate and on how well they are understood by our audience. It is useful to consider these influences under three broad areas:

Verbal communications:

> a- Limit one's use of jargon.
>
> b- Explain new or complex terms.
>
> c- Speak clearly.
>
> d- Use an interesting tone of voice.
>
> e- Finish sentences.[22]

Visual communications

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[20] Canale, M. & Swain, M., **Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing,** Oxford: Applied Linguistics, (Oxford University press, 1980), p. 32.

[21] Savignon, S. & Berns, M. (Eds). "Initiative in Communicative Language Teaching. Reading", **M.A. Thesis**, (Addison-Wesley, 1983), p. 249.

[22] Chivers, B. and Shoolbred, M**., A Student's Guide to Presentations,** (First published by SAGE Publications Ltd, 2007), p. 33.

When the student thinks about what makes presentations effective, it will be useful to consider how the learner can use images to communicate more effectively. At this stage it will be useful to remember these principles:

a- Use images to improve understanding.

b- Use images to save time.

c- Use images for interest.

d- Use images for impact.[23]

Non-verbal communications:

The learner will also need to think about non-verbal communication, that is how the student communicates using body language. The student may not have the time to read about it while preparing your presentation. However, there are some key principles that the students can use to improve their non-verbal communication during the presentation.

a- Choose whether to stand or sit.

b- Keep still.

c- Keep their hands still[24]

2.1.3 Oral Communication Process

At the first time for your speech, you will try to find the ways to speech like another person say to other. Anyhow, the kind of oral communication requiring the seven components, they are; speaker, message, channel, listener, feedback, interference, and situation. When we were making presentation to addresses audience willing focus on these components.25

The oral communication process contains seven components as followings:

1. Speaker; the speaker is the person who share a speech performance.

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[23] Savignon, S. & Berns, M. (Eds), "Initiative in Communicative Language Teaching. Reading", **M.A. Thesis**, (Addison-Wesley, 1983), p. 143.

[24] Ibid, p. 147.

[25] Richard F. Whitman, Paul H. Bose., **Speech Communication: Principles and Contexts**, (London: Colier Macmillan, 1983), P. 31.

2. Message; the word that presenter communicates what is said and how it is said is the message.

3. Channel; Radio, television telephone, or in person world be channel.

4. Listener; the person who receive the communication message.

5. Feedback; occurs when the receiver responds to the sender's message and returns the message to the sender

6. Noise; is anything that distorts the message. Different perceptions of the message, language barriers, interruptions, emotions, and attitudes are examples of noise.

7. Situation; time and place in which oral communication occur.

2.2 Definition of Presentation

Presentation is the giving of something to someone, especially as part of a formal ceremony or a speech or talk in which a new product, idea, or piece of work is shown and explained to an audience.26 Indeed, Presentation is a type of speech. Typically, when we think of a definition speech, a political speech, a speech of tribute, or some similar event that is more public in nature than a presentation would be. Presentations are speeches that are usually given in a business, technical professional, or scientific environment. The audience is likely to be more specialized than those attending a typical speech event.27 Additionally, presentation is the appearance of something, which someone has worked to create,28 the act of showing or giving.

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[26] **Oxford Learner's pocket Dictionary,** (4th ed), (Oxford: Oxford University press, 2008), p.340.

[27] Steve, Mandel, **Presentation Skills: A practical Guide to better Speaking,** (3th ed), (Mandel Communications, 2000), p. 1.

[28] Collins Cobuild **Advanced Learner's English Dictionary,** (New ed), London: Harpper Collins, 2006), p. 1128.

2.3 Types of Presentations

2.3.1 Informal Presentations

Informal mean not seriously or not formal. So, an informal presentation consists of your professional peers or your immediate subordinates or supervisor. Informality with this audience is appropriate because those people probably familiar with you and your work. Informal presentation often take place in weekly departmental meetings, another type of informal presentation occurs when a group of people want to learn new information follow by extensive discussion.[29] The most common type of presentation the presentation that give to your peers or colleagues in organization on an ongoing basis. Here, might expert an audience of up to 50 people and often the purpose will be to impart information and allow for some kind of discussion.[30] Indeed, to giving an informal presentation may not have time to prepare and practice anything as member of group have meeting and the group asked you to present or talking something about meeting or asking your idea.

2.3.2 Formal Presentation

A formal presentation may not be familiar with either you or you work. Formal presentations usually take more time and effort to prepare because you need to provide more background information and adjust the material to the audience's needs. For example, in a formal presentation you might justify departmental reorganization to corporate executives, introduce your company's manufacturing and inspection capabilities to international customers or explain research findings at a professional society conference.[31] Where the boss kindly requests that you deliver a formal address at the annual conference for all staff. Even if working in a small organization, presenters are familiar with the room set up,

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[29] Rebecca E. Burnett, **Technical Communication,** (California: Wasdsworth, 1994), p. 621.

[30] Theo, Theobald, **Develop your Presentation Skills,** (US: Kogan Page Limited, 2016), p. 15.

[31] Rebecca E. Burnett, **Technical Communication,** (California: Wasdsworth, 1994), p. 624.

the necessary technology is all in place and having access in advance for rehearsal. It is likely to be scrutinized more closely by an audience of knowledgeable peers and colleagues, not to mention to boss.32 Moreover, to successful in giving formal presentation should be good prepare, sufficiently in practicing, and deliver with powerful and enthusiasm. The present delivering will be much more interesting if it is good in practicing and preparation.

2.4 Academic presentation

Academic presentation is the presenter's activity which through from communicate with the audience calling academic because these presentations concerned to colleague or university life. The courses also taught in the part of university and academics. In EFL context, academic oral presentation involves oral communication using English as a foreign language. It has been noted that people who have difficulty in communicating with people are likely to experience more anxiety in a foreign language class because these people encounter many various difficulties that negatively affect their ability during the oral presentation.33

Moreover, it was found that a difference between the lecturer and the students about that establish an academic presentation goal. This may also contribute to students' anxiety about oral presentations because students were likely uncertain about the quality of their preparation and performance. Oral presentation is a common task in graduate seminars in which presenters lead seminar discussion. An oral presentation may seem to be a straightforward activity, involving understanding the assigned material, summarizing it and presenting it to the

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32 Theo, Theobald, **Develop your Presentation Skills,** (Kogan Page Limited, US, 2016), pp. 15-16.

33 Horwitz, E. K., Foreign Language anxiety, **The Modern Language Journal**, Vol. 70, No. 2, pp. 125-132.

instructor 23 and classmates. However, it has been shown that oral presentation requires constant negotiation and decision making for it to be successful.[34]

On the other hand, EFL graduate students face a dual task, of learning English and using it to present ideas. Both of these tasks can be anxiety-provoking, and it is likely that EFL students experience considerable stress with academic speaking. Moreover, speaking activities have been identified as the most anxiety-provoking activity in a foreign language classroom.[35] Further, an oral presentation can be more challenging as a means of communication than a basic conversation. It requires various abilities to construct a productive and successful presentation. For instance, students could benefit from oral presentation skill in developing a speaking ability. However, it is a difficult skill to develop.[36]

2.5 Presentation as a Form of Assessment

Presentation skills where been considering one of the most important skills needed for top level education and future works, but some are still faced in presentation as form of assessment. Studies of oral assessment have occasionally noted the potentially inhibiting role of anxiety in affecting students' ability to perform.[37] Echoing with the concept of a student-centered approach to instruction, students can take an active role in their own language learning through the use of peer assessment activities. Opposed to teacher-only assessment, oral performances can also be evaluated from the views of learners' peers. Obtaining

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[34] Wu, M. C., "Academic Oral Presentations: A Study of 5 Graduate Students in Taiwan". **The 25th International conference of English teaching and learning**, (Taiwan: National Taiwan Normal University, 2008), p. 20.

[35] Hilleson, M., **I Want to Talk with Them, but I Don't Want them to Hear: An introspective study of second language anxiety in an English-medium school. In K. M. Bailey & D. Nunan (Eds.), Voices from the language classroom: Qualitative research in second language education,** (Cambridge: Cambridge University Press, 1996), p. 30.

[36] Lucas, S. E., **The art of Public Speaking,** (New York: Random House, 1989), p. 26.

[37] Joughin, G., "Student conceptions of oral presentations", **Studies in Higher Education,** 32-3, 323-336. 2007 (Online) Resources, http://dx.doi.org/10.1080/03075070701346873

feedback from peers is vital to communicative language learning situations like oral presentations because of the notion of interaction between learners.[38] Furthermore, students can achieve a higher level of learning through interaction with their peers and instructors.[39]

Additionally, pre-existing criteria might deprive students of the aforementioned benefit of increased autonomy from peer assessment activities because they are not involved with establishing the criteria.[40] instructors will find out what aspects of oral presentation students consider important. Thus, it is very necessary that teachers create their own criteria to assist the learners, but instructors themselves ought to give their students the assessment criteria in advance in order to get ready for the presentation and 24 know exactly the points of weakness and strength in their presentations. However, defining and creating the evaluation rubric together with their instructor, learners will gain more responsibility for their learning as well as to improve the reliability of the peer assessment activities themselves.[41]

Moreover, Elliott and Chong found that students' personal traits were the reason behind their feelings of anxiety during oral presentation. Second, the audience and the instructor were believed to be main reasons for students'

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[38] Rust, C., Price, M., & O'Donovan, B., "Improving Students' Learning by Developing their Understanding of Assessment Criteria and Processes", **Assessment and Evaluation in Higher Education,** Vol. 28, No. 2, 2003, p. 155.

[39] Earl, S.E., "Staff and Peer Assessment: Measuring An individual's Contribution Group Performance", **Assessment and Evaluation in Higher Education, Journal,** Vol. 11**,** 1986, p. 63.

[40] Rust, C., Price, M., & O'Donovan, B., "Improving Students' Learning by Developing their Understanding of Assessment Criteria and Processes", **Assessment and Evaluation in Higher Education, Journal,** Vol. 28, No. 2, 2003, p. 150.

[41] Ayman H. A. Enein, "Difficulties Encountering English Majors in Giving Academic Oral   Presentations during Class at Al-Aqsa University". **M.A. Thesis.** (Faculty of Education English Teaching Methods Department: Islamic University of Gaza, Israel, 2011), p.24.

unwillingness to present.[42] Some studies, on the other hand, listed the benefits of oral presentation, such as helping instructors cater to students' learning styles, practicing speaking, providing students with a deep understanding of the presentation topic, and providing independent, critical learning to facilitate cooperative learning and to introduce students to technology.[43] Additional, lack of presentation skills were seen to play a crucial role in students' feelings of anxiety (e.g., researching, planning, organizing, practicing, and presenting.[44]

Furthermore, linguistic problems were seen as the most challenging during oral presentations, and the challenge facing students results from trying to convey their thoughts and at the same time understand what is said despite limited language ability.[45] Assessment at the CBE varies. Instructors have the freedom to choose their own mode of assessment. However, the general requirement is 100 points to be distributed as follows: 50 points to be assigned for the final written exam and 50 points for course work. Two quizzes are required at minimum in addition to one mid-term written exam. The rest of the points are usually assigned to oral presentations, projects, and other assignments.[46]

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[42] Nowreyah A. Al-Nouh, "EFL College Students' Perceptions of the Difficulties in Oral Presentation as a Form of Assessment", **International Journal of Higher Education,** Vol. 4, No. 1, 2015, p. 138.

[43] Al-Issa, A.S. & Al-Qubtan, R., "Taking the floor: Oral presentations in EFL classrooms", **TESOL Journal,** Vol. 1, No. 2, 2010, p. 230.

[44] Leichsenring, A., **What do 1st year Japanese EFL students learn by preparing and presenting a group work oriented oral presentations?** Online submission to the Institute of Education Sciences, 2010. (online) Recourse: http://eric.edu.gov./

[45] Dornyei, Z. & Kormos, J., "The role of individual and social variables in oral task performance", **Language Teaching Research,** Vol. 4, No.3. 2000. pp. 275-300.

[46] Nowreyah A. Al-Nouh, "EFL College Students' Perceptions of the Difficulties in Oral Presentation as a Form of Assessment", **International Journal of Higher Education,** Vol. 4, No. 1, 2015. P. 137.

2.6 Presentation skill in a Foreign Language

Internationally, academics and practitioners agree that the university curriculum has to focus more on accounting students' writing and oral communication skill development.47 On the other hands many studies consistently agree that communication skills are considered the most important skill for new accountancy graduates as required by accounting practitioners and professional groups.48 Presentation in English analyzes what make a speaker sound dynamic and enthusiastic. It identifies the key skills employed by all effective presenters. The basics of introducing your topic, structuring your talk and referring to visual aid are dealt with.[49]

During the first decade of the current millennium, there have been an increasing number of discussions about how individuals communicate with each other in multicultural environment and the need to understand difference cultures.[50] For the meanwhile, cultural knowledge is becoming an important asset to global employees; effective knowledge sharing and creation issues have to vital at the same time.[51] You cannot give a good presentation unless you have something to say. Being confident about your content is crucial. Presenting in English helps you to identify

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[47] Simons, K., &Higgins, M., "An examination of practitioners' and academicians' views on the content of the accounting curriculum", **The Accounting Educators,** Vol. 5, 1993, pp. 24-34.

[48] Ablin, M. J., & Crockett, J. R., "Integrating necessary skills and concepts into the accounting curriculum", **Education for Business Journal,** Vol. 66, 1991, pp. 325-327.

[49] Mark Powell, **Presenting in English: How to give successful presentations,** (UK, Thomso Heinle, 1996), p .6.

[50] Peltokornpi, V., "Intercultural communication patterns and tactics: Nordic Expatriates in Japan", **International Business Review,** Vol. 16, No.1, 2007, p. 73.

[51] Leonard, D., & Sensiper, S. "The role of tacit knowledge in group innovation", **California Management Review,** Vol 40, No.3, 1998, p. 120.

and organize all the key words and phrases you are likely to need and teaches you to make simple visuals work for you.[52]

2.7 PowerPoint presentation in classroom instruction

Many researchers have pointed out about English presentation in classroom with using PowerPoint presentations. As here, using of digital media, including document cameras, dedicated computer projection systems and interactive whiteboards, enables users to make animated, interactive presentations with movement and video. And this contributes much to English language classrooms.[53] And also several researchers reported that colleges found PowerPoint-based lectures more interesting than traditional lectures.[54]

Visual aids have been a part of presentation for decades from the days of the humble flipchart through to the overhead projector, with its accompanying acetates, to electronic projection via computers using (mainly) PowerPoint and on to multimedia displays on whiteboard technology.[55] On the other hand, to examine learners' perceptions about PowerPoint presentations used in English classroom teaching, classroom action research and a questionnaire were conducted in a class consisting of 50 learners in a Preparatory Year English Program at jazan University, Suadi Arabia. The results showed that PowerPoint presentation were preferred over traditional methods of lecture delivery. Learners also had positive[56]

2.7.1 Benefits of Using PowerPoint Presentations

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[52] Mark Powell. **Presenting in English: How to give successful presentations,** (UK: Thomso Heinle, 1996), p. 6.

[53] Oommen, A., Teaching English as a global language in smart classrooms with PowerPoint presentation**. English Language Teaching Journal** Vol. 5(12) p. 27

[54] Catherina, F. "Beyond presentation: Using PowerPoint as an effective instructional tool", **Gified Child Today** Vol. 2, No. 10, 2010, p. 31

[55] Theo, Theobald. **Develop Your Presentation Skills,** (3[ed]) (US: Kogan page Limited, 2016), p. 56.

[56] Oommen, A., "Teaching English as a global language in smart classrooms with PowerPoint presentation", **English Language Teaching,** Vol. 5, No. 12. 2012. p. 35

PowerPoint is a visual aid, so use images and graphics to add something to your words and keep the audience's interest.[57] Prior literature had examined how PowerPoint presentation help teachers improve teaching and how they also help learners get teachers' messages. Another significant benefit of PowerPoint presentation of classroom instruction is that they help learners focus and reduce distractions. One study has shown that a total of 72% of students want PowerPoint presentations to be adopted in all English language classes. The five most appreciated components of the method were variation of fonts, the use of illustrations, a preference for light-colored background, the use of colors, and the line-by-line projection of lecture concepts.[58]

In additionally, here are they can do three things by visual aids. First, they can form the structure of a presentation, which is especially useful for you when you are faced with putting it together; slides tend to lead us to big ideas and so ordering those in a way that is logical will help in forming your core. Second, when you are on your feet in front of the audience, these visual aids can as prompt to what you are going to say, replacing a full script or even cue cards. If constructed well, the visual presentation will lead you to tell your story in a logical and well-ordered way. The third benefit of good visual aids is that they should enhance your monologue, adding some new information, presentation ideas in a graphical way that makes them easier to understand, or providing a visual stimulus, such as a dramatic picture that will complement your words.[59]

Again, highly effective use of PowerPoint presentation can also help learners to attend to and retain much of what they see in sideshows. So one of researcher reported that student scores on tests were improved with PowerPoint in classroom instruction as opposed to traditional chalk walk-and- talk lectures. The

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[57] Theo, Theobald. **Develop Your Presentation Skills,** (3th ed.,) (US: Kogan page Limited, 2016), p. 68.

[58] Szaboa, A., & Hastings, N., "Using IT in the undergraduate classroom: Should We replace the blackboard with PowerPoint?", **Computer and Education,** Vol. 35, No.3. 2000, p. 179

[59] Theo, Theobald. **Develop Your Presentation Skills,** (3th ed.,) (US: Kogan page Limited, 2016), pp. 56-57

results were confirmed by Lowry's study in 1999. It was found that students' scores on tests were improved with PowerPoint lectures compared with traditional lectures (51.8% versus 43.5%). Most students found the use of a PC (43%) more appealing than visual aids (22%), presentation format (16%) lecture structure 16%), and clarity (12%).[60] Moreover, EFL students and confirmed that using PowerPoint learners to experience a world of real language opportunity. They reported that the use of this presentation software in a friendly, non-threatening classroom atmosphere activates the use of all four language skills.[61]

In addition, visually engaging presentations will inspire your audience. And yes, they require a bit of work, especially in the planning phase. As a communications coach, I work with CEOs and other top executives on their media, presentation, and public speaking skills.[62] Further, learners learn most effectively when PowerPoint presentation appeal to their five sense. Therefore, the presentations design should respond to learners' diverse learning styles, such as visual, auditory, kinesthetic, and creative by employing multimedia methods, such as sounds, images, color, action, design, etc. Additionally, PowerPoint is a useful tool that can be used for initial teaching, for practice and drilling, for games, for reviews, and for tests.[63] Again, PowerPoint can be used as a multimedia and interactive tool to enhance the effectiveness of classroom instruction in many ways and in every subject area. Pictures, animation, sound effects, and music can significantly enhance the quality of the presentation.

Moreover, Presentation software such as PowerPoint makes it far too easy

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[60] Fisher, D. L., "Using PowerPoint for ESL teaching", **TESL Journal,** Vol. 9, No. 4 2003, Retrieved Dec 10, 2017. From http://iteslj.org/Techniques/FisherPowerPoint.html.

[61] Scholnik, M., & Kol, S., "Using presentation software to enhance language learning", **TESL Journal** Vol. 5 No. 3 1999. p.20.

[62] Carmine Gallo, **The Presentation Secrets of Steve Jobs: How to be Insanely Great in Front of any Audience.** (US: MCGrall Hill, 2010), p.15.

[63] Fisher, D. L., "Using PowerPoint for ESL teaching", **TESL Journal,** Vol. 9 No. 4 2003. Retrieved Dec 10, 2017. From http://iteslj.org/Techniques/FisherPowerPoint.html.

to overload the brain, causing it to work way too hard. Open PowerPoint, and the standard slide template has room for a title and subtitles, or bullets.[64] It is easy to use attractive fonts, photos. Clipart, tables, and graphs in PowerPoint. Moreover, these tools can be used repeatedly when instructors modify lessons. Therefore, teachers save time on handing out instructional material, writing on the blackboard, repeated speech and so forth.[65]

2.7.2 Pitfalls in using PowerPoint presentations

PowerPoint usage it helps teachers communicate information more quickly, but does not necessarily help them analyse whether or not the information is accurate, relevant, or current. The more information they have, the more important it becomes to learn critical analysis, visual literacy, and information literacy skills. Also, PowerPoint is one of the most widely used software applications. An instructor can import graphics, audio, quotes, and music or link to simulations or Web pages. Using PowerPoint enables instructors to incorporate multimedia into presentation slides, which optimizes a student's visual learning experience. However, the misuse of this tool has sparked debate among educators since the presentation software started to gain popularity in the educational environment in 1998.[66]

Furthermore, teachers do not need to write information on the blackboard, but just click the mouse. Therefore, teachers are likely to give too much information in one class, which can make it difficult for learners to understand. Moreover, learners are easily overwhelmed with a large amount of information on PowerPoint slides.[67] Then the default bulleted format of text, arguing that it encourages narrow-minded thinking and oversimplifies concepts that are perhaps far

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[64] Carmine Gallo, **The Presentation Secrets of Steve Jobs: How to be Insanely Great in Front of any Audience,** (MC Grall Hill, 2010), p. 88.

[65] Miltenoff, P., Teaching with technology: Multimedia and interactivity in social science education. **Multimedia Schools,** Vol. 67, No. 120. 2006. p.33.

[66] McDonald, K., "Examining Power Poitlessness", **Cell Biology Education,** Vol.3, No. 3. 2004. pp. 160-161.

[67] Miltenoff, P., "Teaching with technology: Multimedia and interactivity in social science education", **Multimedia Schools,** Vol. 67, No. 120. 2006. p. 67

more complex than a list of ideas. Additionally, PowerPoint presentations reduce a student's need to think critically about the information being presented. Processing information, an important step in the leaning process, is often removed when PowerPoint is misused or overused.[68]

Although PowerPoint is an effective tool in English language teaching, several researchers have criticized its usage. Some researcher also reported that students feel ignored in the classroom when the instructor is focusing on the presentation and not playing attention to the class. Because of the need to advance to the next slide, the instructors in most case may not be able to leave the podium.[69] Instead of interacting with learners during the class, they instructors tend to focus on the technology.[70] Moreover, the effectiveness of presentations depends largely on the quality, relevance, and integrity of the content. Flashing words or images on slides won't make the content relevant if they are not on point. Gradually, an audience may become bored with a presentation if the content is not appropriately supported.[71] And also, instead of the lavish use of technology classroom instruction should be driven by the curriculum and appropriate content. Furthermore, focusing on graphics, animations, or sound effects more than course content, classroom discussion, or effective communication is a pitfall when giving PowerPoint presentations.[72]

2.8 The concept of presentation

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[68] McDonald, K., Examining PowerPoitlessness. **Cell Biology Education,** Vol.3, No. 3. 2004. p. 150.

[69] Voss, D., "PowerPoint in the classroom: Is it really necessary?" **Cell Biology Education,** Vol. 3., No. 3, 2004. p. 155.

[70] Oommen, A. "Teaching English as a global language in smart classrooms with PowerPoint presentation", **English Language Teaching Journal,** Vol. 5, No. 12. 2012. pp. 55-56.

[71] Tufte, E., **PowerPoint is evil: power corrupts. PowerPoint corrupts abolutely.** (Online) Resource: http://www.wired.com/wired/archive/11.09/ppt2.html.

[72] Keefe, D. D., & Willett, J. D. "A case for PowerPoint as a faculty authoring system", **Cell Biology Education**, Vol 3, No. 3. 2004. p.156.

2.8.1 Preparation

Preparation is the key to success.[73] In order to give effective presentation, you need to prepare carefully. Beginning with your consideration of the audience the more you know about the audience you are speaking to, the more likely you are to tailor the presentation to their needs and interests and focus on information that relevant to them. Also, they assume a high degree of technical expertise, expect facts to substantiate points, and will probably as more difficult questions than any other audience.[74] What is more, Good preparation and planning are essential for successful presentations. The quality of your presentation usually reflects the amount of preparation the student has done. Many students feel overwhelmed with the work needed for a presentation and may not know how to approach the task. Some students underestimate the amount of preparation needed to give their academic presentations.[75]

Furthermore, Effective presentations are built on strong speaking rehearsal. It is the important step for any presenters preferring to present with confidence.[76] And also after preparation for the presentation, in order to avoid any mistakes while making the actual presentation, rehearsal is another task for the presenter to follow. What is more, preparation and planning will help you reduce nervousness and appear more confident and more knowledgeable to your listener. As you walk onto the podium feeling the eye of your audience on you, you will be grateful for every bit of effort you have invested into your speech preparation.[77]

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[73] Theo Theobald, **Develop your presentation Skills,** (3th ed.,) (US: Kogan Page Limited 2016), p. 146.

[74] Richard F. Whitman, Paul H. Base, **Speech Communication: Principle and Contexts,** (New York: Macmillan, 1983), p. 623.

[75] Emden, J. and Becker, L., **Presentation Skills for Students: Houndmills, Basingstoke,** (Hampshire: Palgrave Macmillan, 2004), pp.1-4.

[76] Lvey, A., **Presentation rehearsal techniques – 5 top things to do before you present,** 2008, Retrieved January 10, 2018. From http://EzineArticles.com/?expert=Andrew_lvey

[77] Arina Nikitina, **Successful Public Speaking,** 2011, Retrieved January 10, 2018. . From https://bookboon.com/ p. 34.

Moreover, the speaker should complete their speech with the allotted time. And the speaker should be concerned about making sure that structure of the presentation matches the sequence of the visual aid is the presenter's concern.[78] Indeed, Poor preparation before an intelligent, discerning audience automatically downgrades your credibility—your ethos. If you are unprepared, or even worse, if you tell listeners that you are ''not an expert on this subject,'' they immediately turn off to your message, no matter how good it is. On the other hand, excellent preparation is immediately obvious. It increases your credibility. Preparation impresses your listeners and makes them more open and receptive to your message.[79]

The more the speakers understand the audiences' needs, the better the speaker can prepare a speech to meet the audience' interest that is regarding audience analysis, it is essential to the speakers' preparation effort.[80] Additionally, rehearsing can raise speakers' confidence and reassure the speakers to be familiar with both materials and presentation skill.[81] On the other hand, after having decided what the presentation will be about, the presenters have to ask themselves what the purpose of presentation is and what response the presenters want from the audiences. As shown is the results, most of the respondents thought that they could determine the purpose of the presentation well.[82]

Besides that, here to prepared yourself before making presentation a following:

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[78] Downey, T., **Using PowerPoint in oral presentations**, (Online) Resource: http://www.lc.unsw.edu.au (Cited: 10 January 2018).

[79] Brain Tracy, **Speak to Win: how to present with power in any situation**, (New York: American Management Association, 2008), p. 18.

[80] Laskowski, L., **A. U. D. I. E. N. C. E. (It's your key to success),** 1996, (Online) Resource: http://www.ljlseminars.com/catalog.htm. (Cited 11 January 2018).

[81] Downey, T., **Using PowerPoint in oral presentations**, 2007, (Online) Resource: http://www.lc.unsw.edu.au (Cited 11 January 2018).

[82] Lundberg, R., **Step in planning a presentation**, (Corvallis: Oregon State University, 2009), p. 27.

Firstly, analyse your audience, and limit your topic, sometime your listener may be known your topic so you have to ask yourself for example what listener want to know or need to know, how much you listener already get to know about your information they know that or not. And if they already know what you present it will be bored but if you give them much information it will be long and fast they will be overturn.

Secondly, determine your primary purpose what do you want to your listen know and believe what you are presenting. You be able to do that so having in mind that it clear and can build presentation circa it.

Thirdly, select effective supporting information, it is kind of information can be support the main point on presentation talk. For listener to remember what have speakers saying must had support information as a short sentence or three points for all presentation talk so speaker should choose wisely supporting information.

Fourthly, choose an appropriate pattern of organization when presentation the supporting information can be a single dominant pattern organization. if telling something about one topic for example talking about how to taking five precept it might want to organize information in to list of instruction, chronologically ordered. So, speaker should choose one that appropriation to subject, primary purpose and to listener.

Prepare an outline it is the significant point for speaker and listener, speaker should keep it in short to the main point, main supporting point the point should be in content according to topic. It should not write down all the text what are the speaker are going to say.

2.8.2 Characteristic of good Presentation

The word "presentation" is underline as an alphabetical technique like this…

P – Practice   R – Read your audience

E – Ear, not eye   S – Short word, short sentences

E – Examples   N – Never be boring

T – Transitions   A – Answers and questions

T – Time   I – introductions

O – Opening and closings   N – Nervous, stage fright.[83]

In fact, speaking skill can be underline as using language skills and communication. Language skill includes phonetic, vocabulary and grammar, i.e. the ability to pronounce and intone correctly and the accurate use of vocabulary and grammar. Communication skill concerns the ability of a speaker to convey a message that factor such as the speaker's knowledge of a particular topic, and the ability to speak objectively and straightforwardly in appropriate accordance with the circumstances; in short, the ability to express the meaning of a given speech effectively.[84]

In additionally, all good presenters have one thing in common, enthusiasm, both for their subject and for the business of presenting it. Enthusiasm is infectious. Audience can't help but be affected by it. And the best public speakers always make what they say sound as if it really matters. They know that if it matter to them, it will matter to their audience. Many things contribute to the success of a presentation – new and unusual content, a clear structure, a good sense of timing, imaginative use of visual aids, the ability to make people laugh and think.[85] An effective presentation should have three major functions which are voice, body language, and appearance. For instance, voice plays a large part in how to present rather than what to present in the speech deliver. Body language indicates the movements of the body that convey the presenter's emotion, attitudes, and thoughts.[86]

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[83] Kalish, K., **How to give a terrific presentation,** (New York: American Management Association, 1997), p. 9.

[84] Watsana Kowittaya, "An evaluation of learning and teaching English course Foundation of Education", Unpublished **M.A. Thesis**, (Bangkok: Chulanlongkon University, 1982), p. 34.

[85] Powell Mark, **Presenting in English: how to give successful presentations,** Global. ELT: Christopher Wenger, 2002), p. 6.

[86] Kalish, K., **How to give a terrific presentation,** (New York: American Management Association, 1997), p. 15.

According to Brown speaking should be requirement skills as following:

Producing the sound, stress patterns, rhythmic structures, and intonations of the language;

Using grammatical structures perfectly;

Assessing the distinctiveness of the target audience, including shared knowledge or share points of reference, status and power relations of the participants, interest levels, and differences in perspectives;

Selecting vocabulary that is understandable and suitable for the audience, the topic being discussed, and the setting in which the speech act occurs;

Applying strategies to develop comprehensibility such as emphasizing key word, rephrasing, or checking for listener comprehension;

Using gestures or body language; and playing attention to the success of the interaction and adjusting components of speech such as vocabulary, rate of speech, and complexity of grammar structures to maximize listener comprehension and involvement.[87]

2.8.3 Presenting Opening or Introduction

Make quick judgments about the sort of presentation you have ask to do, so that you can put an appropriate amount of time and effort into it. Consider the importance of the speech to you rather than just looking at the size of the audience or the prestige of the even.[88] An introduction in an expository speech that it capture the attention of the audience, On the other hand, actively seek out local opportunities to get you started on the speaker circuit; compile a file containing contact details and the requirements of each group. Keep as much variety in your content as possible. This will expose you to a much greater range of audiences. Stay alert to new opportunities, do not be a shrinking violet and be sure to volunteer for

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[87] Brown, H. D., **Teaching by principles: An interactive approach to language pedagogy**, (Englewood Cliffs, NJ: Prentice Hall Regents, 1994), p. 15.

[88] Theo Theobald, **Develop your presentation Skills,** (3th ed.,) (Kogan Page Limited, 2016), p.13.

any speaking engagement you can.[89] Moreover, starting with what the audience currently knows building on that information helps you to thwart audience boredom brought on by covering rote information.[90]

Additionally, stay alert to all the different things you can put in future presentations: illustrative stories with a good moral at the end, quotations, one-liners and jokes.[91] To open directly with something interesting supporting material is the best advices for introduction presentation, for example if speaker were talked about goal of life then speaker should explain or asking question how life is important or what purpose people live in this world etc. In fact, we tell stories all day long. It is how humans have always communicated. We tell stories with our words and even with our art and music. We express ourselves through the stories we share. We teach, we learn, and we grow through stories. Story is an important way to engage the audience and appeal to people's need for logic and structure in addition to emotion. Humans are predisposed to remembering experiences in the narrative form; we learn best with a narrative structure. Humans have been sharing information aurally and visually far longer than we have been getting information by reading lists.[92]

Further, a good opening presentation are avoid the negative, at the start, stay in control by making a positive statement that assert, say something nice be complimentary to you hosts, or about the venue. And rehearse your opening few lines so you can deliver them unscripted and with confidence.[93] So here are the tips for beginnings;

Set the right tone; it means the tone of your opening should do two things; it should say something about the kind of presenter you are; are you

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[89] Ibid, pp. 18-20.

[90] Lynn S. Lewis, **Ten Steps to Success Presentation**, (USA: ASTD press, 2008). p.9.

[91] Theo Theobald, **Develop your presentation Skills**, (3th ed.), (US: Kogan Page Limited, 2016), p. 25.

[92] Garr Reynolds, **Presentation Zen,** (New York: New Riders, 2012), pp. 81-84

[93] Theo Theobald**, Develop your presentation Skills,** (3th ed.), (Kogan Page Limited, 2016), pp. 88-95.

businesslike and matter of fact, and it should signal the kind of content you are about to deliver.

Agree or disagree; we know that everything will be some arguments on the topic what you are going to talk. If opening with question and measure something to your topic that will be a good opening statement for you.

Make laugh; having a witty opening line is a great way of getting the audience. Sometime presenter should have a witty to talk before presentation go on.

Tell it straight; it is better to leave the comedian back in the dressing room and present in a much more matter of fact way. Because, sometimes straight is good.

2.8.4 Delivering Message

To successful presentation it should be good in delivering because it is important for between presenter and audience if message cannot reach to listener discussion of presentation will be fail. So a good deliver can greatly increase the peak of attention paid by the audience. A well-delivered speech should hold a much higher peak of attention than the same speech read individually by each number of the audience. A good deliver can sent message to audience in clearly each idea, each sentence, each image, and each word can be delivered. Also, the quality of good delivery is easily demonstrated. To developing good deliver it should to read is aloud without thinking about it and read it several times more, asking yourself. So here how to practicing delivery as following:

1. Prepare the speech thoroughly so that you know you have a good product; this knowledge will help you avoid feelings of dread or failure.

2. Make a clear, careful outline of the speech and learn the outline by heart, to a one- or two-page outline if it is well constructed takes the average colleges student about seven or eight minutes. Learn the outline so well that you can repeat each item form the bottom to top. An outline so well learned will not be forgotten; you will not have to fear forgetting the major ideas of your speech.

3. Practice the speech from the memorized image of the outline, working hard to re-create the meaning and feeling of each word and each idea. When you have an image you take the time and effort to re-create in your mind's eye each

image before or as you tell of it.[94] If so, you follow as suggestion above you will be a speaker that can be in good delivering message.

2.8.5 Presenter's Voice

When presenting or speaking in front of people using voice is so important. Because it can attract to who are listener. Sometime we have to strong voice or low, high even volume as pause and play.

Volume: when you making a presentation you are increasingly going to be amplified by a microphone even loudly, quietly. However, these is a minimum level, a point where a voice becomes. The audience will begin to doubt your voice that quiet and weak. By the way, during the presenting of your address you should make your voice rise and fall a great presenter will benefit through rise and fall. It put interest, draws the audience in and builds credibility in what you are saying. So here we should do for volume;

Keep your chin up,

Look at the audience, if you must turn away from them, stop talking.

Talk to an imaginary person behind those furthest away from you and if you speak loud enough for that imaginary person to hear, so will others.

Do not shout the voice you should use is akin to coaxing a child or a dog to come to you from some distance, without fear of being chastised.

Speak louder for what you must communicate and adopt a siligtly softer voice for what you could communicate.

If you have relatively high pitch to your voice, you need to drop that pitch to successfully raise the volume.[95]

Passion: sometime you should show some emotion you can do with your voice rising and falling. It will happen much more naturally it is a apart of your presentation you feel really strongly about. While presenting pause a moment and

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[94] Otis M. Walter, **Speaking to inform and persuade,** (London: Collier Macmillan, 1982), p. 145.

[95] Brian Lomas, **Successful Presentations,** (UK: Viva Books. 2010), p.153.

think and inside your head, try to hear in difference your voice. It can make your audience intention with your speaking.

Pace: if you just speaking loudly and looking like angry all the time at your presentation your audience will be lost intention to listening to your point. So slow down that is the general rule for the infrequent speech maker. You get used to controlling the pace of your speech and once you have mastered it. Further, adopting a slower pace of speaking than your normal speed will automatically improve your pronunciation, and each your word is clearly spoken, you may have to listen to a recording of your voice. So here to use when making presentation;

The beginning section of your presentation:

Start at a slow pace, in first gear. People need to get used to the sound of your voice and they will find it easier if you speak slowly. Gradually pick up the pace into second gear, slowing down to first gear again when you reach the end of the beginning and the first signpost.

The middle section:

Say the first heading in first gear move into second gear for what you should communicate and if you include anything that you could say and heading before speeding up again and so on until you reach the end of the middle section.

The end section:

Starting in first gear, you are unlikely to advance beyond second gear in this section[96]

2.8.6 How to Closing or conclusion

In many ways, to endings can be more difficult than openings, often because there is an element of uncertainty over what will happen next. Your end sentence should be written and rehearsed just as rigorously as your opening. It should have impact, it should have no doubt that you've finished and it should end 'Thank you.' And also whatever you have presented, even if the content has been doom and gloom laden, you have to leave your audience believing thing will be

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[96] Theo Theobald**, Develop your presentation Skills,** (3th ed.), (Kogan Page Limited, 2016), p. 82.

better tomorrow; there is a bright new horizon and the future is filled with exciting opportunities. Another thing is a good, strong ending keeps the control with you it will help to make you look assertive and confidence. As well as audience like to know what's going on with a well-planned ending, you can manage their expectations.[97]

Moreover, the close function is more than a ceremonious conclusion that does little more than thank the member of the audience for their time. The close should consist of a solid and concise verbal statement for the conclusion of the speaker. It should not omit the related point of the presentation.[98] On the other hand, the words you say at the beginning, and especially at the end of your talk, will be remembered longer than almost any other part of your speech. Some of the great speeches of history have ended with powerful, stirring words that live on in memory. And also, the best strategy for ending with a bang is to plan your close before you plan the rest of the speech. You were then go back and design your opening so that it sets the stage for your conclusion. Sometime you can end with your topic summary or story, inspiration, and laughing.[99]

Another important thing is to smile, especially in the conclusion. Even if the content is serious, we should still find opportunities to show that we like our audience.[100] The conclusion of speaking might be a understandable summary of the view point that have been presented and the giving point for the future. It is the best ways to end your presentation as simply and understandable for a beginner. Furthermore, the same advice that pertains to introductions may help it work out a conclusion, or a story also makes the point, and provides a strong conclusion. But if

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[97] Ibid, pp. 95-100.

[98] Arredondo, L., **Business presentation,** (New York: McGraw-Hill, 1993), p.68.

[99] Brain Tracy, **Speak to Win: how to present with power in any situation,** (USA: American Management Association, 2008), pp. 164-169.

[100] John, H. & Andrew, M., **Successful presentation,** (New York: Oxford University press, 2012), p. 69.

more expert speaker it might be choose to compose a conclusion that states, in the strongest language possible and position.[101]

2.9 Research Works Concerned

This studied is going to regard on "A Study of English Speaking Presentation Techniques of Bachelor of Art Students in English at Mahachularlong-kornrajavidyalalya". The researcher will report the research works concerned that relating to my studied paper, these already have done this topic about English speak presentation techniques in the other areas.

Warudpon Jermsawat has done to examine the language needs and problems that Thai engineers in Denso International Asia Co., s Ltd. And Denso Sales (Thailand) Co., Ltd. have when delivering English oral presentation at work. The aim focus was on language structures, language functions and presentation skills. The research data was collected using questionnaires which were constructed and checked under the guidance of an advisor. The participants of the study were 90 engineers working at Denso International Asia Co., Ltd. and Denso Sales (Thailand) Co., Ltd.

According to the finding of the study, the greatest need and problem regarding language structures was a knowledge of technical terms used in their area of specialization and the non-technical vocabulary used in general presentations. In addition, an ability to summarize key idea and clearly state opinions or ideas was also found to be very important. Other common language function problems were related to trend describing and pronunciation rules. The overall finding from the study with regard to language lacks and needs were divided into four categories as follows: the highest needs and problems experienced in the preparation step were related to presentation outlining and structuring. Whereas the highest needs and problems experienced in the delivery step were relate to key point conveying and question dealing. The need and problem involving with the presenter's appearance

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[101] Otis M. Walter, **Speaking to inform and persuade** (2th ed.), (London: Collier Macmillan Publishers, 1892), p. 44.

were concerned with correct body posture. While the highest visual aids need and problem were about selecting appropriate visual aids, designing slide and using media/equipment properly. Additionally, this study also concludes with suggestion for the development of English presentation training course to meet the target needs and solve their related problems.[102]

Ayman Hassan Abu El Enein did that, to identify the main difficulties encountering English Majors at Al Aqsa University of Gara while giving oral presentation. To achieve the aim of the study, the researcher applied two tools, a questionnaire and an interviews card. Through the interview card, the researcher elicited difficulties form forty seven English major throughout using main criteria of academic oral presentations. More difficulties were deduced from 154 student under three domains through the questionnaire.

The example of the study consisted of one hundred fifty for junior and senior English major student forming (40%) of the population of the study. These subjects were randomly selected to participate in the study. According to the questionnaire, the following results were reached: more than 58% of the students were in consensus that "Speaker don't act cheerfully and smile when speaking", "Presenter is unable to use tools such LCD and power point effectively", "Speaker don't keep eye-contact with audience", Speaker do not stick to the objectives of the speech" and Speaker do not use appropriate transitional words and clear signals" were serious difficulties encountering English major in give academic oral presentation. In light of the interview card, these findings were found: "purpose statement of the presentation is not explicit", there is not good choice of the topic", "Objectives are not clear", there is not a good connection of ideas", there are not well structured and clear conclusions" and "the presenter does not use suitable gestures to keep audience's attention" were major difficulties encountering students in giving academic oral presentation through the main criteria of academic oral presentation of the interview card

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[102] Jermsavat, Warudpon, "An Analysis of The English Oral Presentation needs of Thai Engineers", **M.A. Research Paper**, (Bangkok: Thammasat University, 2012), p. ii

Moreover, results showed, according to the two tools, that there were no statistically significant differences at due to classification. But there were statistically significant differences in favour of females due to gender through interview card. In conclusion, the researcher recommended carrying out further researcher on the difficulties encountering Al Aqsa University junior and senior students in giving academic oral presentation and concentrating firstly on organization of the academic presentation in light of effective main criteria to produce a good presentation.[103]

The above research paper is regarding to English presentation problems and skill even the way to improving presentation. Anyhow, it is similar to my title but the way to researching are quite different as objective, scope of the area and benefit of paper, methodology, information and university. On the other hand my research was talked about presentation techniques but this research paper has done for analysis of the English presentation.

Ms. Nattapan Tanntkul has done primarily investigated whether alternative financial statement presentation formats affected (a) investors' in earnings management. The impacts of OCI Disclosures and presentation formation were experimentally assessed in two experiments. In experiment 1, I manipulated three forms of financial statement presentation formats (SD, ONE and TWO), two levels of non-professional investors' knowledge (High and Low) and two types of investors (Professional and Non-professional) in 1 3x2x2 reduced factorial design.

The results showed that it was not only the financial statement presentation formation that matters but the knowledge level of non-professional investor matters as well in increasing non-professional investors' ability to detect earnings management activities. The result in Experiment 1 indicated that overall, no-professional investors with high level of knowledge had high tendency to detect earnings management activities and assessed stock price lower than those with low

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[103] Ayman H. A. Enein, "Difficulties Encountering English Majors in Giving Academic Oral Presentations during Class at Al-Aqsa University", **M.A. Thesis,** (Faculty of Education English Teaching Methods Department: Islamic University of Gaza, Israel, 2011), p. iv.

level of knowledge. Specifically, a more transparent accounting presentation formation (SD) could help non-professional investors with high level with level of knowledge detect earnings management activities and evaluate stock price more accurately than those in ONE and TWO conditions. Besides, non-professional investors with high level of knowledge could also take advantages form a more aggregate form of presentation format (ONE) and had a take a higher possibility to detect earning management activities than those in TWO conditions.

In Contrast, with insufficient accounting knowledge, non-professional investors with low level of knowledge in either ONE or TWO condition hardly detected earnings management activities and constantly evaluated stock price much higher than those in SD condition. Because no-professional investors with low level of knowledge in SD condition could get some benefits from more transparent presentation formation, they assessed stock price more accurately after they detected earnings management activities presented in the financial statements. In case of professional investors, with intense experience in financial statement analysis, professional investors, could always detect earning management activities and assessed the price of common stock correctly regardless of presentation formats of performance statements.

In Experiment 2, I conducted 3x2x2 mixed design with two between-subjects variables: Financial statement presentation formats (SD, ONE and TWO), Accountability (High and Low), and one within-subjects variable, incentive horizon (Short-term and Long-term.) The results in Experiment 2 showed that the three corporate governance mechanisms which were: a) obtaining more transparent form of financial statement presentation formation (SD), b) requiring managers to inform and provide some rational reasons to support their decisions to CEO and the board of directors (High Accountability) and c) compensating managers' benefit with long

term incentive bonuses (Long-term incentive horizon) could independently help lessen managers' willingness to engage in earnings management.[104]

This research some information relate to my thesis topic but not at all because as have been seeing the kinds of in that research saying. This research did about presentation formatting for manager, for my research do for presentation techniques. Anyhow, researcher point out the main different from with that such as Objective study, Scope of the place, definition of terms, research methodology and benefit of research as the result.

Chonlakon Buapan has done about in order to explore techniques and preparation in the presentation of the Master of Arts (English for Careers) students who have a high proficiency level of speaking at Language Institute, Thammasat University. This study consisted of 43 graduate students of The Master of Arts (English for Careers), Language Institute, Thammasat University who received grades in the course Cr 611 (Advanced English Oral Skills) from A to A. The questionnaire was used as the instrument in this study, consisting of four parts: background information of the respondents, the respondents' attitudes towards presentation techniques, the respondents' attitudes towards preparation on presentation, and suggestions and other opinions. The data were analysed by descriptive percentage, frequency, mean, and standard deviation.

The results showed that most of the subject had a good performance on their presentation techniques except dealing with audiences' question and language use with were revealed as at fair level. In the aspect of presentation preparation, the majority of the subjects were found good at this skill. However, the ability of preparing answers to audiences' possible questions was found to be fair. In addition

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[104] Tantkul, Nattapan, "The effective of Other Comprehensive Income disclosures and Presentation Formats on Investors' and Managers' Judgements,"**Ph.D. Dissertation**, (Bangkok: Thammasat University, 2013), pp. 1- 3.

to the study, the results will be beneficial for other students' self-development in term of oral presentation improvement.[105]

This thesis was observed about presentation techniques and it is every similarity to my researcher paper. Anyway, it is different to me, on objective research question, scope of research, definition of the term works, and research, methodology, results of research, information, and University.

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[105] Buapan, Chonlakon, "A Survey of Oral Presentation Techniques by High-Proficiency Graduate Students", **M.A. Research Paper**, (Bangkok: Thammasat Univesity, 2017), p. ii

Chapter III

Research Methodology

This chapter is to explain the research, which points out the subject of the study of English Speaking Presentation Techniques of Mahachulalongkornrajavi-dayalya University, Bachelor of Arts Students at the Faculty of Buddhism and Humanities. Quantitative and Qualitative Research method was used on this study. This chapter can be divided into five parts as below:

3.1 Research Design

3.2 Population

3.3 Research Tools

3.4 Data Collection

3.5 Data analysis

3.1 Research Design

The research was aimed to study English Speaking presentation techniques from Bachelor of Arts students at Mahachulalongkornrajavidayalaya University. This research is using quantitative and qualitative research method.

Quantitative research provided questionnaire for collecting information and then will be analysed.

Qualitative research provide for participant observation in the class when participants are making presentation and then analysing its result gathered from Bachelor of Arts students of Mahchulalongkornrajavidayalaya University. The purpose of this study is to explore the techniques of English speaking presentation by an interview with participants and observations of participants use for this study. Moreover researcher is also providing questions for in-depth interviews with participants about English speaking presentation techniques. The information will be analysed in the chapter four.

3.2 Population

Population consists of 134 Bachelor of Arts students studying English program at Mahachulalongkornrajavidayalaya University, Wangnoi, Ayutthaya, Thailand in which identifies as the subject of studying English speaking presentation techniques proposed as required course. In 10 of 134 participants are invited for interview and for other 124 are observed when participants are making presentation in the class.

3.3 Research Tools

This research is the quantitative and qualitative research method. so questionnaire, observation of participant when Bachelor of Arts students are making presentation in the classroom, and interview with participants.

3.3.1 Questionnaire

Part 1: The general background information of participants concerning their gender age, studying year, studying at faculty.

Part 2: Respondents attitudes towards the presentation techniques. The five points scale used for questionnaire as the following.

5. Very good

4. Good

3. Fair

2. Poor

1. Very poor

3.3.2 Observation participants and interviews

Topic as the following:

Introduction

Content

Delivering message

Using voice

Using visual aid

Conclusion

English Phrases at presentation time.

Moreover, other things are that the filed study based on research question for interview, it was created by the researcher and giving an assessor of the research tools to correct for accuracy. Then the researcher is going to interview who are concerned with this research.

3.4 Data Collection

Conducting in the process of doing interview with the students in this study in order to help the students to feel free to answer all of the questions, giving out presentation techniques from students who are studying at Mahachulalongkornravidyalaya University, Wangnoi, Ayutthaya,

As stated by the aim of the research is to establish and classify Presentation techniques by students at MCU. Before interviewing students, there will be preparing guidance of questionnaire and question for interviewing, including to recorder, interview's form, and questions possible to be useful in this research study. In most case, the questions could start from words such as 'When, What, and How' etc. Despite that, during interviewing with them, it should be noted that importantly, answers and knowledge which are from questions.

The purpose of the questionnaire and interview are to obtain data or information from informants. These are carried on in face to face conversations or interviewed via telephone. Subsequently the researcher sent a letter of self-introduction, research topic and research objectives to the students who participate in giving information, to be used in this research study. All of the students who join the interviews give their opinions, experience of presentation techniques. Importantly, the appointments with the students could be made the date, time and place of the interviews are confirmed.

For collecting information with questionnaire and Interviewing process has used time over one and a half month. They commenced in the period between 16 January to 18 February 2018. In these interviews, the researcher used an interview form to obtain basic biographical information and information pertaining to the background of the informants, such as given name, surname, gender, age, and studying year.

As the researcher has already informed the students of the targets at this research study, informal face to face conversational of interviewing was carried out. The whole of the answers and opinions about on presentation techniques from them were recorded by tape recorder and taking notes. The interview with students was brought in English. It used short times in the interview for each student.

Moreover, researcher will be a participant in the room when students have an activity or assignment about presentation in the classroom, these are, and researcher will study techniques of presentation they use. It will be taking notes as the following;

Starting or introduction presentation

Making content of their presentation

Body language

Delivering message

Using voice

Using visual aids

Ended or concluded presentation

English phrases at presentation time

This result will be on chapter four

3.5 Data Analysis

After finishing data collection, the researcher will be using SPSS to analyze questionnaire and listening to the audio, recording from students and wrote transcripts of the interviews. All of the answers were related to the research questions. Transcripts were written in English as shown in chapter four. All of data collections were re-read by the researcher in order to provide useful information to identify the categories and analysis of techniques of presentation skill of students it can help to improve presentation skill of students and others.

Data analysis is conferred with informants of transcripts that it has been collected from students. The statistics were analyzed and proved useful in this research study presentation techniques by researcher. All answers in these transcripts

were analyzed to explain clearly and giving suggestions which may be useful to help in improving presentation in the upcoming future.

Finally, This Chapter carried on the quantitative and qualitative methods to use in this research study. Collecting the data was conducted by interview with students. It was useful for getting information based on their experiences and suggestions. All information is collected from MCU students. Most of the data are taken from the interview with students and participants observation concerning presentation techniques. Finally, it is hoped to find a good technique about how to improve it and will be useful for students who want to be good presenters.

Chapter IV

Research Results

This chapter explains the results of data from data that were had been collected. This research methodology is quantitative and qualitative method. Therefore, data were collected by questionnaire, observation of participants, and interview with participants. Then the main points of the finding of English-speaking presentation techniques that researcher has been interviewed for the study and divided into four keys points as the following.

4.1 Information of the participants

4.2 Respondents' attitudes to the presentation Techniques

4.3 Participants Observation Result

4.4 Results from interviewing participants

4.1 Information of the participants

The data analysis results of the respondents are the basic of the students in Academic Year 2017/18 who are Bachelor of Art students in English at Mahachula-longkornrajavidayalaya University. Information of participants is as shown in the following table.

Table 1 Gender Population

Gender	Frequency	Percent
Male	130	97.0
Female	4	3.0
Total	134	100.0

The table 1 above shows the population of gender consisting of 130 male students and 97.0 percentages. And 3.0 percent or 4 participants were females.

Table 2 Age of Population

Age	Number	Percent

20-25	17	12.7
26-30	96	71.6
31 Up	21	15.7
Total	134	100.0

And this above table is showing the participant populations aged 20-25 years old, equal to 17 and 12.7 percentages which is lower than in the all 134 students. The participants who are 26-30 years old which is 96 persons or 71.6 percent and 31 year old up which is 21 person or 15.7 percent.

Table 3 Year of the study of participants

Year	Number	Percent
Second Year	32	23.9
Third Year	53	39.6
Fourth Year	49	36.6
Total	134	100.0

Table 4.3 shows that the second year students have the number of 32 participants which are equal to 23.9 percent this is less than fourth year students which have 49 participants, equal to 36.6 percent. The number of third year students are the highest consisting of 53 participants which are equal to 39.6 percent.

Table 4 Faculties of study of participants

Faculties	Number	Percent
Buddhism	64	47.8
Humanities	70	52.2
Total	134	100.0

Table 4.4 show that the number of participants in both Faculty; Buddhism and Humanities. Faculty of Buddhism has 64 participants and equal to 47.8 percent. Faculty of Humanities has 70 participants and equal to 52.2 percent.

4.2 Respondents' attitudes to the Presentation Techniques

Table 5 Introduction

No	Questions	$\bar{x}$	S.D	Level
1	Introduce yourself	3.49	0.646	High
2	Preview the main points topics	4.04	0.681	High

Note: The results of average mean are classified into 5 levels:

5) Very high=4.50-500, 4) high=350-4.49, 3) Moderate=2.50-349, 2) Low=1.50-249, 1) Very low=1.00-1.49.

In table 5 (introduction), there are 2 questions. The result of average mean shows that the degree of agreement with question 1 (introduction yourself) is equal to 3.49, question 2 (Preview the main points topics) is equal to 4.04, so we can see that most of participants strongly agree with question 5 it mean useful for presentation.

Table 6 Body of presentations

No	Questions	$\bar{x}$	S.D	Level
1	Sequence the information in a logical order i.e. - Cause and effect -Background, present situation and future - The most important to the least important information - First, then, next, finally, etc.	3.99	0.520	High
2	Give a link between parts of presentation. i.e. – That's all I would like to talk about… - Now, let's turn to… - May I continues to next	4.07	0.523	High

	Slide			
3	Emphasize the key by repeating what has been talked	3.87	0.948	High
4	Check the audience's understanding and encourage them to participate. i.e. – ask question - ask for ideas.	4.19	0.727	High
5	Use language. Like Grammar, word, pronunciation.	4.33	0.821	High

Note: The results of average mean are classified into 5 levels:
5) Very high=4.50-500, 4) high=350-4.49, 3) Moderate=2.50-349, 2) Low=1.50-249, 1) Very low=1.00-1.49.

In table 6 Body of Presentations), there are 5 questions. The result of average mean shows that the degree of agreement with question 1 (Sequence the information in a logical order i.e. - Cause and effect, Background, present situation and future, the most important to the least important information, first, then, next, finally, etc.) is equal to 3.99. Question 2 (Give a link between parts of presentation. i.e. That's all I would like to talk about…, Now, let's turn to…, May I continue to next slide) is equal to 4.07. Question 3 (Emphasize the key by repeating what has been talked) is equal to 3.87, question 4 (Check the audience's understanding and encourage them to participate. i.e. ask question, ask for ideas.) is equal to 4.19, and question 5 (Use language, like grammar, word, pronunciation) is equal to 4.33. There are so good presentation techniques by participants because every question has no lower number.

Table 7 Delivering Messages

No	Questions	$\bar{x}$	S.D	Level
1	I show PowerPoint and speaking	3.91	0.827	High
2	I present with hand out	3.58	0.878	High
3	My can deliver my Message to audiences	3.48	0.924	Moderates
4	I speak with example on my topic	3.29	0.713	Moderate

Note: The results of average mean are classified into 5 levels:
5) Very high=4.50-500, 4) high=350-4.49, 3) Moderate=2.50-349, 2) Low=1.50-249, 1) Very low=1.00-1.49.

In table 7 (Delivering Messages), there are 4 questions. The result of average mean shows that the degree of agreement with question 1 (I show PowerPoint and speaking) is equal to 3.91. Question 2 (I present with hand out) is equal to 3.58, question 3 (My can deliver my Message to audiences) is equal to 3.48, and question 4 (I speak with example on my topic) is equal to 3.29. All questions are at high level as we see above, it mean most of participants are delivering in those ways.

Table 8 Using voice

No	Questions	$\bar{x}$	S.D	Level
1	I use my voice so high	3.71	0.546	High
2	I use my voice so low	3.85	0.688	High
3	I use my voice normal	3.76	0.639	High
4	I use my voice depend on situation	3.51	0.820	High

Note: The results of average mean are classified into 5 levels:
5) Very high=4.50-500, 4) high=350-4.49, 3) Moderate=2.50-349, 2) Low=1.50-249, 1) Very low=1.00-1.49.

In table 8 (Using Voice), there are 5 questions. The result of average mean shows that the degree of agreement with question 1 (I use my voice so high) is equal to 3.71. Question 2 (I use my voice so low) is equal to 3.85, question 3 (I use my voice normal) is equal to 3.76, and question 4 (I use my voice depend on situation) is equal to 3.51. The number 2 (I use my voice so low) has so highly number more than other and following with 1, 3, and 4 so it means the participants use voice in the right way.

Table 9 Conclusion

No	Questions	$\bar{x}$	S.D	Level
1	I concluded the important points	3.86	0.717	High

2	I summaries in short about what I have said	3.93	0.707	High
3	I open for question for discussion	3.85	0.800	High
4	I always give a thank to my audiences	3.31	0.652	Moderate

Note: The results of average mean are classified into 5 levels:
5) Very high=4.50-500, 4) high=350-4.49, 3) Moderate=2.50-349, 2) Low=1.50-249, 1) Very low=1.00-1.49.

In table 9 (conclusion), there are 4 questions. The result of average mean shows that the degree of agreement with question 1 (I concluded the important points) is equal to 3.86. Question 2 (I summaries in short about what I have said) is equal to 3.93, question 3 (I open for question for discussion) is equal to 3.85, and question 4 (I always give a thank to my audiences) is equal to 3.31. According to respondents above the techniques on conclusion of presentation has a very good point because there are not less than 4.00.

Table 10 Presentation Supporting Techniques

No	Questions	$\bar{x}$	S.D	Level
1	Use Visual Support	3.92	0.661	High
2	Use Gestures	3.60	0.491	High

Note: The results of average mean are classified into 5 levels:
5) Very high=4.50-500, 4) high=350-4.49, 3) Moderate=2.50-349, 2) Low=1.50-249, 1) Very low=1.00-1.49.

In table 10 (Presentation Supporting Techniques), there are 2 questions. The result of average mean shows that the degree of agreement with question 1 (Use Visual Support) is equal to 3.92 question 2 (Use Gestures) is equal to 3.60, As respondent shows that the presentation supporting techniques one of good level it means sometime participants do not use it.

Table 11 Presentation Preparations

No	Questions	$\bar{x}$	S.D	Level
1	Determine the purpose. i.e. – Inform, persuade, etc.	3.77	0.587	High

2	Analyses the audiences	3.87	0.568	High
3	Prepare answers to audiences	3.93	0.529	High
4	Use information and emphasis	4.00	0.660	High
5	Use technology and multimedia	4.12	0.795	High

Note: The results of average mean are classified into 5 levels:

5) Very high=4.50-500, 4) high=350-4.49, 3) Moderate=2.50-349, 2) Low=1.50-249, 1) Very low=1.00-1.49.

In table 11 (Presentation Preparations), there are 5 questions. The result of average mean shows that the degree of agreement with question 1 (Determine the purpose. i.e. – Inform, persuade, etc.) is equal to 3.77. Question 2 (Analyses the audiences) is equal to 3.87, question 3 (Prepare answers to audiences) is equal to 3.93. Question 4 (Use information and emphasis) is equal to 4.00, question 5 (Use technology and multimedia) is equal to 4.12. According to the result above, the preparation presentation is at good level which is not lower than 3.00.

4.3 Participants Observation Result

As I have done research that many of participants of presentation in the way. Anyway the presentation techniques of students are; Introduction, Content of presentation, Body language, Delivering message, Using voice, and ending or conclusion of their presentation.

4.3.1 Introduction to Presentation

First, they say good morning or afternoon to audience at the beginning. But before they do not present yet they have prepared their visual aid as microphone, computer, and PowerPoint. Some of students are good in introducing likely to introduce topic making presentation to audience who want to listen to them. Some are telling short story, making a joke, be friend with listener. Moreover, opening is very important for all of your content because if good introduction that will get your audience to care about the topic.

On the other hand, some students will open their topic and say some quote association with their topic and then saying good morning or afternoon my teacher and all of my classmate. And then they will introduce themselves, like my

name is … I am going to talk about this etc. but usually using a special word in English just for simple words.

Additionally, such as capturing audience's attention for the moment being to speak and then keeping their attention throughout, a good opening also established believability and credibility. Some participants in the first minute presentation they do establish delivering message to audience. Some are using highlights and their own story for opening presentation.

4.3.2 Content

They use simple content as followed by what they have search according to their topic. Most of them are not putted so many content to presentation slides they just put only introduction, body, and conclusion. On the body, some of them preview the main points or main topic and the most important to the least important information, cause and effect, and background present situation future. Additionally, give a link between parts of the presentation i.e. that's all I would like to talk about and emphasize the key points by repeating what has been said. Some, check their classmate' understanding and encourage them to participate asking classmate question or for ideas. In fact too many details distract the audience from the key message. To succeed, the various key points should be well-constructed and logical. Other than that the selection of word should be appropriated to the target audience such as using simple words, and short sentences.

4.3.3 Body Language

Moreover, body language is also popular on their presentation as using hand and change posture of body. Some students stand up only on place and presenting, their eyes are just looking at screen of computer because they do not have confidence so their eyes contact will be lost. But some are had a skills for eyes contact they will establish eye contact with individual listeners in the audience for five to ten second. Some are facial expressions consistent with feeling or information when presenting. We can say that the body languages do not have so much information because most of students do not much care in that.

4.3.4 Delivering Message

As researcher studied about students' presentation they delivered message in speaking out loudly their message was cleared because using microphone. Example they used PowerPoint, text hand out, and video to deliver message for the audience easily understanding that is the way to delivered to them.

Here is the way participants delivering message, preparation outline, talk through the speech and time it as speech by outline, speak out several times and visual aids is needed, practicing presentation before class and using correctly voice, volume, rate, pause etc. listening and doing.

4.3.5 Using Voice

Powerful presentation should be using voice in correct ways because voice is important to listeners when listeners heard speaker's voice which is not attract to them they will be losing on presenting. So, some students use their voice which is not different between before and after high and low. Researcher has seen that students speak out loud and clear that microphone helps their voice to the back and they also have confidence in their voice too. Further, they will pause when sentence ends with full stop

4.3.6 Using visual aids

Nowadays it is modern time, technology can help people for expression and doing something in quickly. So visual aids are one kind of technology for the presentation as computer, PowerPoint, Video, Sound, and microphone. Student interested to use them because they think that technology can help them so much when they presented. They were used as PowerPoint, Microphone, and Video clip by computer for PowerPoint they will write down shortcut topic, their presentation into that. And then they showed a key point by PowerPoint and explain to audience or their classmate. PowerPoint is so important for them because it can make their presentation go step by step and audience may understand the meaning of topic what they are presenting.

Additionally, they do not make like, too many slides, too much text on the slides, the presenter simply reads the slides aloud, and the presenter looking at the screen throughout presentation. But some make mistake as they will read all the

text from PowerPoint and some are looking at the computer's screen only not pay attention to audience.

4.3.7 Concluding Presentation

Conclusion is the last message to make audience remember speaker and topic what speakers have been saying. Most of students conclude by text and long paragraph, only in some short. When they are near to finish their presentation they will say "So now let me go to conclusion my conclusion is, etc. They will read from text and explain by themselves for a few minute and then say thank you for your attention. In the conclusion speaker should conclude the important points about the topic for that research result concluding is medium. Besides that, the closing of presentation consists of a solid and concise verbal statement for the conclusion of the speaker. In other words, they should have well-understood the objective and the key message given by the speaker that is a job speaker have to do in the conclusion or closing.

4.3.8 English phrases at presentation time

Greeting the audiences

Good morning all of my classmate.

Good afternoon everyone. Are you ready?

Good morning. If you are ready should we begin?

Introducing themselves

Let me introduce myself, my name is.....

I would like to introduce our group, we are group one

Starting the purpose of talk

My topic is...

Today I am going to talk about

As you know our subject today is Buddhist Philosophy, so my topic is...

The overview presenting

To begin with

First of all, I would like to..

I am going to be...

First of all I will be presenting a background of Buddhist Philosophy.

Then I will explain

Body of the presentation

Now like we have known

Before going on to the next slide I would tell you again..

To say about that

We can sump up ....

Using Examples

Let me take the example of that

For example

Let's look at this example

I have one example for you..

Opinion

On my view..

In my opinion..

I think that....

I am thinking that...

with my view.....

The conclusion

In conclusion...

At the conclusion

At that summarize

As a conclusion

Now it is the end of my presentation..

The last one of my point...

To conclude that...

Question and answer

Do you have any question?

If you have any question you can ask me

Do you have any confuse by my topic

Do you have any suggestion?

Thank you for your question

Your question is every interesting

As I have presented...

I very glad to answer your question

Thanks of word

Thank you for your attention

I am every thank to all of you

Thank you for doing pay attention

Thanks for all your question and suggestion

4.4 Results from interviewing participants

This result from interviewing participants, the researcher interviewed 10 Bachelor of Arts students from different countries who are studying at Faculties of Buddhism and Humanities. The researcher was questioning to get their opinion, and suggestions about English speaking presentation techniques such as how to introduce topic, make contents about body language, using voice, delivering message, conclusion of presentation, and prepared for speaking presentation. Researcher conclude all information gather from participants as the following.

Q.1: How often do you practice your English speaking skills outside the classroom and what is the main purpose to your speaking English?

Most of them are practicing English speaking with their foreign friend whom they are studying with. On the other hand, some of them were going to library and reading book, newspapers, sometimes they practiced English by watching movies, listening to song, and studying online such as website, YouTube etc. One of participant said that, "I has been studying English since 2010 but he did not have a good chance to go outside the temple as I was a Buddhist monk that time, the chief abbot of temple and people did not like if monks study English and other subjects out of the teaching of the Buddha and I often practice English while meeting some of my friends in difference countries."

The purpose speaking is to preach the teaching of the Buddha, to communicate with other people from different countries, and to teach English to

children, for being a great at public- speaking, for giving Dhamma and for communicating both education and business. More purpose speaking English is, to communicate with foreigners for getting more knowledge, to be an English languages teacher and other side it is a communication language in the world, and to propagate the teaching of the Buddha. One participant had told that because English is an International Language and spoken all over the world and English is important for him and useful in communicate with some other people those who does not know our mother language.

Q.2: Do you have a chance to make presentations in English and what is the main focus while making a presentation in the class?

Every of participant that researcher interviewed, they had a chance to make a presentation as we know that every student of university had to presentation when they were doing their assignments. The main focuses during presentation most participants had answers it is focusing on information that wants to let listeners to understand clearly during talking, sending the messages and information into the brain of listeners step by step. And even education, knowledge, experience of confidence, eyes contact, and the expression to listeners. So, one participant said that the main things we must focus on while making a presentation are; Information for presenting, audience, questioning and answering, and eyes contact and clearing of statement that listener can understand what it is presenting.

Q.3: How do you choose your topic of presentation? Do you have a chance to choose topic on subject when you need to do presentation?

All in the answers they are choosing the topic what they believe that can give the new knowledge which is interesting or vital to the participants. But most of times they take the topic by their teacher who had given to them. They said that sometimes they have a chance to choose the topic which they were interested in. Some subject had chosen by teacher depending on the subject what they are studying.

Q.4: Do you have time to prepare for your presentation of topic? If yes or no, how do you prepare it? And how is speech preparation important to you in English presentation class?

As research had interviewed participants, most of them have time to prepare for their presentation for one week or some time two or three by the list of teacher given to them. The ways of preparation presentation for them, most of them are going to library, reading books that consist to the topic, searching for information. And other thing they prepared it they will search for information from online and described them because now it is the world of technology. On the other ways pre-reading information about the topic that will be presented if there were using projector preparation of some key points on PowerPoint and some pieces of paper or notes. Additionally, preparation is important for speaker and audience because without a preparation it will cause trouble to both speaker and audience. Such as a word saying that presentation without preparing it will not be interested for our audiences.

Q.5: How do you introduce your presentation talk?

According to interview result, the way participants introduce their presentation talked as firstly saying Good morning to all of classmates and say welcome to them and then putting some question to audience and introduce the topic and contents what it will be talking on. Introduction is important for presentation, so we have to get attention from audience and make them trust and they will listen to speaker. Other thing that participants told when introduce presentation of topic, speaker should put some history, quotation, or about funny to make the audience want to listen to speaker. And some participant uses video that consist to their topic for introduction.

Q.6: How to do you deliver your message when you present?

They answered that to deliver messages, they show their information with PowerPoint, projector, and extend clear explanation. Moreover, they are having confidence, looking at audience with smiled, and they put themselves looking smart to make people care on messages that one delivering by them. To deliver a message

sometimes they use hand out or present with action it will be making presentation active. Some participants delivered messages with hand out and action it is not to stand up only on one place but walking or changing position of the body. And some we should be using simple vocabulary to deliver messages because language is one importance for audiences.

Q.7: Do you always use visual Aids? Why it is important for presentation?

All participants have the answer that they are always used visual aids. Visual aids are important for presentation because it can help speaker and audiences discuss with each other in the good ways. And information also will be clear with visual aids. Additionally, using visual aids while doing a presentation made the participants to know that they are interested and they will be more concentrated on what speaker is presenting. Eventually, speaker can observe the participants as out their feeling with presentation.

Q.8: How do you use your voice when you are presenting?

As results above, some participants try to use voice slowly and clear , it can help audience to be interested during doing presentation but some participants speak not too fast or slow. Other participants are using the high sound, loudly, down, and up, because voice is one of the important characteristics during speaking so presenter should focus on it, because voice is the attractiveness of presenter. Sometimes speaker should use slow voice when the section that would be slow down, raise up when section needs to raise up then normal voice when presenter suites to do. Voice is what the audiences will listen first and attract interest first if presenter's voice is boring the real information can be nothing. So, these should be known about how to use as pausing, volume down and raise, slow, and fast or normal.

Q.9: How do you make your presentation content to be understood by listeners when presenting?

Participants have answered the researcher that making a list for presentation is so important if the content is not clear it cannot go forward. Some of them also answered like this firstly to introduce the speaker biography and assignment's topic. Next to deliver the reason why the assignment was chosen by speaker and how it is important in letting audiences know. Moreover if speaker wants to make the audiences to understand what it is talking, then speaker have to explain about the topic i.e. introduction of topic, then speaking is going on to speak the body of presentation after that to conclude it. Some Participants are making a presentation with a reason, it should not go far with their topic and not to talk about conclusion first and come to introduction for example when we chanting Buddha, Dhamma, and Sangha we do not chant Sangha first. If we do step by step audiences will know what next point is, Audiences can understand easily by goo content. Here is for example content; topic, introduction, sub-topic, conclusion, and references.

Q.10: How are you ending or concluding your presentation?

Before ending or concluding the presentation one or two slides should let the listeners know first, it can help our presentation to be more active. After the audience knows the presentation will be ended every soon, they will patient, happy and concentrated on out presentation. If we want audience to remember our presentation we should end with laughing and smiling it will be in their heart forever. Sometimes they use a strong word for supporting to topic and information those have been explained. Moreover, to recollect the main point it also can make the listeners remember and saying some inspired quotes then giving a great wish to them.

Q.11: Which techniques do you use for your presentation?

As researcher had an interview with participants, they have many different ideas on their presentation techniques. One of them is showing PowerPoint with interesting slide, for example an interesting photo, wonderful quotations, and short explanation with meaning. Then they will address presentation of topic content, sub-content, conclusion, and references in the slide as well. An important thing during

making presentation is not to site in one place but speaker should go around the stage.

Moreover, SPLOQ also uses by some participants the meaning of SPLOQ is; S means subject, the subject what will talk about. P means purpose, the purpose while talking about this topic. L means length, duration of taking. O means outlining, the part of talking. Q means questions, hold the question until the end of talking. Additionally, some techniques are first of all they will say hello to the audiences and introduce self to the audiences as well as presentation of topic. They will be usally standing straight and presenting, to make eyes contact with audiences and rising up voice when it is needy.

And other techniques form participants are; firstly, they choose a topic that is concerned with subject and reason. Secondly, they prepare for it as searching for information they go to library and reading books asking friends searching for information from website. Thirdly, they note information to the notebook and put to PowerPoint with the content step by step. Fourthly, they go to presentation room or classroom. When they are making a presentation they introduce self and topic then they are going to by sub-topic on by one. At the end of presentation they give a good point to the audience what they have done. Moreover, they will be opening question, answer, suggestion, and discussion for ten minutes if they have time it may be more than it. Other information they still try to learn good techniques for presentation from professional presenters such as famous people in the world nowadays.

Q.12: How do you overcome fear when you make a presentation?

According to question many participants said that to overcome fear we should practice again and again till digest it. And also presenter should breathe deeply before going to sand on the stage. But fearing is the nature of human, nobody did not have fear when presenter is in front of people. To overcome fear, presenter should concentrate on topic and does not let audiences or listeners have influence on presenter. More techniques are, presenter should be looking at all participants, concentrated self very well, giving confidence speech, always enough

self it is able to do, and always inspire self. What is more, presenter has to believer himself, he can do as others people do and encouraging self to do what he fears. Much less to overcome fear when presenting should keep in mind that it is not alone and thinks all of audiences are our friends.

Q.13: Do you have any suggestions for a good English presentation?

According to question above, there are many suggestions from participants for a good presentation. so it should be prepared the information very well with the quotations and reference. Such as the proverb said that Practice make perfect before we are going to make presentation we have to practice as much as we can the outcome of our presentation will be great. Further, presenter should use easily language, clear pronunciation, clearly explanation with implementation, and clearing vision through help of technology. As we as to be a good presenter it should have good enough information, good enough preparation, and practicing, and also making a short note to not miss the main points and also know your audiences very well.

Additionally, good English presenters must be good at managing time and good at conclusion. Also it should be followed by skills of English learning, it means to be good at language. Presenter should follow the system of presentation like watching more video of professional presenters and suggestion for efficient presenters. On the other hand, presenters have to ask question for discussion with audiences and use loudly speech, not using difficult word, because it can make audiences confused with presenter' talking. It may be bored for them if using difficult word. Indeed, suggestion for presentation; most of them have said that speaker should be speaking in clear information. Presenters have to be friendly with audiences and not to speak fast.

Q.14: What do you think about the necessity of presentation skills for your future job?

According to above question, all participants agree with presentation which is necessary for them because presentation is one kind of communication with

other people. The presentation can help to create a better thinking and better job in future. Actually, presentation is also necessary for group of leader in a workshop, in company, and in every social activity. It is believed that presentation will be effective to future job. For Buddhist monks, presentation is so important because Buddhist monks have to guide people and talking in front of people or devotees such as Dhamma talk, guiding to meditation retreat. In fact, presentation skills are not important for students only, but it is also important for all who are working on social team or group, business men, and religious leader.

Chapter V

Conclusion, Discussion, and Suggestion

In this chapter, it presents three parts: the first part is the conclusion of the study, the second part is discussion of the findings, and the last one is suggestion. These are the presentation techniques which are taken from students.

5.1 Conclusion

The main purpose of this research is to study English speaking presentation techniques of Bachelor of Arts students at Mahachularlongkornrajavidyalaya University. This research also aims to know the proposes and solutions of English speaking presentation techniques. The populations of this research are 134 Bachelor of Arts students who are studying at Faculty of Buddhism and Humanities, MCU.

Before collecting information the research tools used for this research are questionnaire, observation, and interview. After that the information concerning the presentation techniques that has been collected consisting of SPSS program that shows percentages, frequency, average, mean and standard deviation.

The information shows that there are 130 male students which are equal to 97.0 percent and there are 4 female students which are equal to 3.0 percent. Therefore, most of Bachelor of Arts students who are studying at Faculty of Buddhism and Faculty of Humanities are males. About age of students, there are 17 students aged between 20-25 years, equal to 12.7 percent which is the lowest from all numbers of 134 students. There are 96 participants aged 26-30 years, equal to 71.6 percent and 21 participants aged 31 years up, equal to 15.7 percent.

Year of study of students shows that, the second year students have 32 persons, equal to 23.9 percent, which is less than the fourth year students consisting of 49 persons which are equal to 36.6 percent. The number of third year students is

the highest than second year students and third year students, which are 53 participants equal to 39.6 percent. Moreover, for participants who are studying at Faculty of Buddhism has 64 participants, which are equal to 47.8 percent. Students of Faculty of Humanities have 70 participants equal to 52.2 percent.

According to level of result on respondents' attitudes to the presentation techniques, as for an introduction is at high level of question 1 which is equal to 3.49 percent, and question 2 which is equal to 4.04 percent. Moreover, about the body of presentations for all questions which are at high level of question 1 which is equal to 3.99 percent, question 2 which is equal to 4.07 percent, question 3 which is equal to 3.87percent, question 4 is equal to 4.19 percent, and question 5 which is equal to 4.33 percent. As for delivering the messages is at high and moderate level for question 1 which is equal to 3.91 percent, question 2 which is equal to 3.58 percent, question 3 which is equal to 3.48 percent, question 4 which is equal to 3.29 percent. About using voice for question 1 which is equal to 3.71 percent, question 2 which is equal to 3.85 percent, question 3 which is equal to 3.76 percent, question 4 which is equal to 3.51 percent.

Moreover, about conclusion for question 1 which is equal to 3.86 percent, question 2 which is equal to 3.93 percent, question 3 which is equal to 3.85 percent, and question 4 which is equal to 3.31 percent. About the presentation supporting techniques for question 1 which is equal to 3.92 percent, question 2 which is equal to 3.60 percent, and on the presentation preparations for question 1 which is equal to 3.77 percent, question 2 which is equal to 3.87 percent, question 3 which is equal to 3.93 percent, question 4 which is equal to 4.00 percent, and question 5 which is equal to 4.12 percent.

On the other hand, researcher has concluded the participant's observation and interview with participants. The researcher has analysed data from chapter four and most of participants are studying English about one to six years. They have been practiced English with their foreigner friends, close friends and practice by themselves. And the purpose of English speaking for them is to communicate with other people and to get knowledge from many books that have been written in English. A participant states that the purpose of his speaking English

has two reasons; 1. because English is an International Language and spoken all over the world, 2. because English is important for him and it is useful in communicating with other people who do not know language.

Additionally, to be a good presenter is to make an audience understand what presenter is talking and understand good sources of information and correct information. Furthermore, the research should be done to obtain the ideas from previous scholars as well.

Another thing is that participants have the right to choose the topic by themselves but sometimes they cannot. So when they choose a topic, they choose it on interesting and the topic can educate listeners. Here are some view points, they are choosing the one having known well and being positive with it.

Actually, speech is really important to every presenter. Whatever language the presenter uses for the presentation, the presenter has to be skilful in it very well, because the presenter must explain about what the audience want to know. In the class the one who does not choose the topic so their teacher or lecturer will choose for that presenter.

Preparing before the presentation is the ways to be a good presenter. Anything without preparation it could not achieve the target group as wanted. So presentation preparation also is like that and so a good presenter occurs from a good preparation. Most of participants have the time to prepare for their presentation in one week or sometimes more than that. Their lecturer will give them or let them choose the topic that will be related to the subject studied before making a presentation. The way they prepare is that they will go to the library to search for information, reading the book and collect information related to the topic. And then they take a note, finding the main point then making the PowerPoint. In order to give presentation, they have to take the time to prepare the topic for a presentation. Broadly speaking, presentation without preparing it will not be interested for the audience at all. The way they prepare their presentation, they have   the Techniques for presentation which is the key of these studies. But there are so many techniques from many different presenters. Anyways a good way is to choose an interesting topic for the audience. A good presentation should start with an

interesting point and move forward step by step in order to attract the audience's interest such as using an interesting introduction of speech, knowing how to use voice, conclusion, opening questions session and answering the audience's questions etc.

Opening or introducing the topic is very significant for the presenter because it give a chance to let the listener know about how the topic is interesting for listening. At the point, many participants state that they introduce themselves, their topic, and how it is going on. Some of them will use interesting quotes for that and then begin. So participants say that they should have enough interesting quotations, clear understanding of their topic, strong voice, and enough practice. These points are extremely important to their English presentation. During the presentation, the presenter should pay attention to the audience's level of interested.

Participants delivered their message to the audience loudly and used a microphone plus visual aids. So, visual aids are so important for the presenters, they can make the audience understand and be clear about the information. These visual aids include computers, PowerPoint, and sometime whiteboard. Moreover, the benefit of using visual aids is to make the participants more interested, and to increase their concentrate during the presentation.

Body language is also popular for making the audience to be interested in presentation. Truly, they do care about it. Because, as a saying "Actions speak louder than words", he never ever forgets to use the body language when working on the presentation. To make the audience not to forget what has been said is a good conclusion. For the conclusion of presentation, participants use the conclusion for the audience when making a presentation and making it short and sharp. Finally, the presenter says vote of thanks to the audience for their attention." On the other way, let the listeners know first, letting them know like this can help the presentation to be more active because after they know the presenter will end the presentation, they will be patient and concentrate on the presentation, for instance, the presenter always makes them happy before conclusion.

As participants have stated a good presenter know and understand deeply about his or her topic. Moreover, the presenters have to practice before their presentation to make the information clear, to be understood by audience, and to try to make something interesting during the presentation. Further, the presenter should gather much information about his or her topic. And good presenters have confidence, good content, accurate information, and good communication.

5.2 Discussion

This part includes a discussion in main areas as follows;

The finding of this study reveals that students expressed the way of presentation techniques that consist of preparation, opening, delivering, content of presentation, ending presentation, and opening question and answer at the end of finishing presentation.

5.2.1 Preparation

The Techniques presentations of Bachelor of Arts students have the time to prepare for their presentation and they do that. Most of them believe that preparation is a good way to get the audience's interest on their speaking, it is supporting to be confident on presentation. Speech preparation is very important for students to minimize their presentation.

5.2.3 Opening or introduction

Introduction is very significant for speaker because when opening confuses the audience they will be bored with that talking. Here most of students will make an introduction by themselves and prepare the topic to audience first. Actually we can add a good quote that is in accordance with the topic or short story to tell the audience and giving an introduction to make the audience want to listen about the information that speaker has made the research.

5.2.3 Delivering

Delivering a message is so important for a speaker. So, a good presenter should know how to deliver the message to an audience. If messages are not clearly received, then it is a boring class. During the presentation, the presenter should be aware whether or not the audience is interested and whether they can hear or not.

The presenter can deliver message by using microphone, speaking loudly, and using other visual aids as PowerPoint, computer, and hand out.

5.2.4 Content

Most participants organize their presentation into introduction of the topic, body of the presentation, and the conclusion. On the other hand, some of participant preview the main points or main topic. Other techniques present the information from the most important to the least important, describe cause and effect, or progress chronologically. Additionally, they give a link between parts of the presentation Using connecting words such as first, second, and then, finally etc. The participants should search for accurate information for their topic to make the content clear to the audience then they will be a good speaker on the stage.

5.2.5 Conclusion or Ending presentation

The conclusion is the final points to make an audience remember the speaker and the topic of the presentation. Most of participants conclude their presentation by summarizing all information in short, and repeating the important point for the audience. To introduce the conclusion, the participants will say "So now let me go to the conclusion, my conclusion is, etc." Furthermore, participants read from the text and explain by themselves for a few minute and then say thank you for your attention to the audience. This is the way participants conclude their presentation. Actually, for greater understanding presenters should give a summary should be given to audiences so that they can remember the topic. It is not just reading the text or long paragraph.

5.3 Suggestion

Presentation gives learners an opportunity to speak in front of many people. For a successful presentation activity in this course we will present the issues of benefit of presentation techniques as the following:

The Bachelor of Arts students must have skills in English language such as reading, speaking, listening, and writing.

The Bachelor of Arts students have to acquire knowledge in presentation skills.

The Bachelor of Arts students should prepare the topic gathering information or data. And students should practice more and more before making a presentation. And should learn the presentation techniques for improving communication skills, learn to pronounce clearly, gain more confidence when making a presentation, clear an accent, and try to make the audience to understand what the speaker is saying.

Furthermore, as a suggestion from participants, the presenter should have enough information, enough preparation, and adequate practice. And Presenters have to make a short noted for not to miss the main points, and to practice more and more.

5.3.1 Suggestion for further research study

The further studies need to include a greater diversity of participants. Presentation at varying standard of skills with many student monks, lecturers, lay-students, and lecturers in the different stages of people it might have more information and we can get good techniques presentation from them.

The further studies should be done by using a larger group of students and lecturers to effort increasing in detail of information.

The following are suggestion topic for further research

1. A study of English presentation techniques of students in other file of other university, place.

2. A study of problems of presentation in English of students in other university or colleague.

2. A study of improving English presentation in the classroom of students in other university or colleague.

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Appendix A

A letter to Dean of Faculty of Buddhism asking permission for Doing
Research with students

บันทึกข้อความ

ส่วนงาน ภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์ **โทรศัพท์** ๐๓๕ ๒๔๘๐๐๐ ต่อ ๘๒๔๒

ที่ ศธ ๖๑๐๔.๗/ ๗๕ **วันที่** ๗ มิถุนายน พ.ศ. ๒๕๖๑

เรื่อง ขออนุญาตให้นิสิตเก็บรวบรวมข้อมูลวิทยานิพนธ์จากนิสิตคณะพุทธศาสตร์

กราบนมัสการ คณบดีคณะพุทธศาสตร์

ตามที่ Ven. Rajinda, ID. 5901203082 นิสิตระดับปริญญาโท สาขาวิชาภาษาอังกฤษ (International Program) ภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์ มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย ได้ทำวิทยานิพนธ์ เรื่อง A Study of English Speaking Presentation Techniques Bachelor of Arts Students in English Program at MCU. กลุ่มตัวอย่างได้แก่ นิสิตคณะพุทธศาสตร์ (English Programme) ทุกชั้น ปี ความทราบแล้วนั้น

เพื่อให้การเก็บรวบรวมข้อมูลของ Ven. Rajinda เป็นไปด้วยความเรียบร้อย มีประสิทธิภาพและบรรลุ วัตถุประสงค์ของหลักสูตร จึงขออนุญาตให้นิสิตรูปดังกล่าว เก็บรวบรวมข้อมูลวิทยานิพนธ์ ในเดือน มิถุนายน ๒๕๖๑ มีรายละเอียดดังปรากฏตามเอกสารแบบสัมภาษณ์ที่แนบมาพร้อมนี้

จึงกราบนมัสการมาเพื่อขออนุญาตเก็บรวบรวมข้อมูล

(ผู้ช่วยศาสตราจารย์ ดร.วีระกาญจน์ กนกกมเลศ)
หัวหน้าภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์

Appendix B

Questionnaire and interview question

Questionnaire

A study of English Speaking Presentation Techniques of B.A. students

in English program at Mahachulalongkornrajavidyalaya University

<u>Instructions:</u> Please provide the information needed and put a mark-sign (√) in the boxes given.

Very good	5	☐
Good	4	☐
Fair	3	☐
Poor	2	☐
Very Poor	1	☐

Part 1: Personal information of the participants

1. Gender ☐ Male ☐ Female

2. Age ☐ Lower 20 Years ☐ Between 20-30 Years
    ☐ 31 Up

3. Year of studying ☐ Second ☐ Third
    ☐ Fourth

3. Faculty ☐ Humanities ☐ Buddhism

Part 2 Presentation Techniques

Instructions: Please provide information needed and put a mark-sign (√) in the boxes given.

No	Presentation Techniques Language Use	Opinion				
		Very good	Good	Fair	Poor	Very poor
	Introduction					
1.	Introduce yourself					
2.	Preview the main points topics					
	Body of presentation					
3.	Sequence the information in a logical order i.e. - Cause and effect -Background, present situation and future - The most important to the least important information - First, then, next, finally, etc					
4.	Give a link between parts of presentation. i.e. – That's all I would like to talk about… - Now, let's turn to… - May I continues to next slide					
5.	Emphasize the key by repeating what has been talked					
6.	Check the audience's understanding and encourage them to participate.					

	i.e. – ask question - ask for ideas					
7.	Use language. Like Grammar, word, pronunciation					
	Delivering Massage					
8.	I show PowerPoint and speaking.					
9.	I present with hand out					
10.	I can deliver my Message to audiences.					
12.	I speak with example on my topic.					
	Using Voice					
13.	I use my voice so high.					
14.	I use my voice so low.					
15.	I use my voice normal.					
16.	I use my voice depend on situation.					
	Conclusion					
17.	Conclude the important points					
	I concluded the important points					
	I summaries in short about what I have said					
	I open for question for discussion					
	Presentation Supporting Techniques					
18.	Use Visual Support					
19.	Use Gestures					

Part 3: Presentation Preparation

	Preparation for Presentation	Very good	Good	Fair	Poor	Very poor
1	Determine the purpose. i.e. – Inform, persuade, etc.					

2	Analyses the audiences					
3	Prepare answers to audiences					
4	Use limited time					
5	Use information and emphasis					
6	Use technology and multimedia					

Question for interview

A Study of English Speaking Presentation Techniques of Bachelor of Arts Students in English program at Mahachulalongkornrajavidyayalaya University

Short Personal Information

Name ……………………………………… Studying Year ……………………………….

Studying Faculty…………………………………….

How long studying English language ……………………………….

Question

Q.1: How often do you practice your English speaking skills outside the classroom and what is the main purpose to your speaking English?

………

………

………

………

Q.2: Do you have a chance to make presentations in English and what is the main focus while making a presentation in the class?

………

………

………

………

Q.3: How do you choose your topic of presentation? Do you have a chance to choose topic on subject when you need to do presentation?

………

………

………

………

Q.4: Do you have time to prepare for your presentation of topic? How do you prepare it? And how is speech preparation important to you in English presentation class?

....

....

....

....

Q.5: How do you introduce your presentation talk?

....

....

....

....

Q.6: How to do deliver your message when you present?

....

....

....

....

Q.7: Do you always use visual Aids? Why is is important for presentation?

....

....

....

....

Q.8: How do you use your voice when you are presenting?

....

....

....

Q.9: How do you make your presentation content to be understood by listeners when presenting?

………

………

………

……

Q.10: How are you ending or concluding your presentation?

………

………

………

……

Q.11: Which techniques do you for your presentation?

………

………

………

……

Q.12: How do you overcome fear when you make a presentations

………

………

………

……

Q.13: Do you have any suggestions for a good English presentation? And is a presentation skill important for your future job?

………

………

……

Appendix C

Assessors of the Research Question

Assessors of the Research Question

1)   Asst. Prof. Dr. Methaphan Phothitheerarot, Lecturer, Department of Foreign Languages, Faculty of Humanities, MCU.

2)   Assoc. Prof. Dr. Preecha Kanetnog Lecturer, Department of foreign Languages, Faculty of Humanities, MCU.

3)   Asst. Prof. Dr. Phramaha Suriya Varamedhi, Lecturer, Department of foreign Languages, Faculty of Humanities, MCU.

4)   Dr. Kham-Ing Kongsin, Lecturer, Department of Foreign Languages, Faculty of Humanities, MCU.

5)   Phra Thitawong Anuttaro, Lecturer, Department of Foreign Languages, Faculty of Humanities, MCU

ภาควิชาภาษาต่างประเทศคณะมนุษยศาสตร์
มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย
๗๙ หมู่ ๑ ตำบลลำไทร อำเภอวังน้อย
จังหวัดพระนครศรีอยุธยา ๑๓๑๗๐
โทรศัพท์ ๐ ๓๕๒๔-๘๐๐๐ ต่อ ๘๒๔๒
โทรสาร ๐ ๓๕๒๔ ๘๐๓๔, www.mcu.ac.th

ที่ ศธ ๖๑๐๔.๗/ ๒๖

๑๑ มิถุนายน ๒๕๖๑

เรื่อง   ขอเชิญเป็นผู้ทรงคุณวุฒิตรวจสอบความเที่ยงตรงของเครื่องมือเพื่อการวิจัย

เรียน   ดร. คำเอียง กองลิน

          ด้วย Ven. Rajinda นิสิตระดับปริญญาโท สาขาวิชาภาษาอังกฤษ (หลักสูตรนานาชาติ) ภาควิชา
ภาษาต่างประเทศ คณะมนุษยศาสตร์ มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย ได้รับอนุมัติให้ทำปริญญานิพนธ์ เรื่อง
"A Study of English Speaking Presentation Techniques of Bachelor of Arts Students in English
Program at Mahachulongkornrajavidayala University." ซึ่งเป็นส่วนหนึ่งของการศึกษาตามหลักสูตรพุทธศาสตร
มหาบัณฑิต โดยมี ผศ.ดร. วีระกาญจน์ กนกกมเลศ และ รศ. นิลรัตน์ กลิ่นจันทร์ เป็นคณะกรรมการควบคุมวิทยานิพนธ์

          ในการนี้ โครงการเปิดสอนหลักสูตรพุทธศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษ (หลักสูตรนานาชาติ) จึง
ขอเชิญท่านเป็นผู้เชี่ยวชาญตรวจสอบความเที่ยงตรงของแบบสอบถามเพื่อการวิจัยของนิสิต ดังกล่าว รายละเอียดตาม
แบบสอบถามที่แนบมาพร้อมแล้ว นี้

          หวังเป็นอย่างยิ่งว่าจักได้รับความอนุเคราะห์จากท่านเป็นอย่างดี และขอขอบพระคุณมา ณ โอกาสนี้

                                        เรียนมาด้วยความนับถือ

                                        (ผศ.ดร. วีระกาญจน์ กนกกมเลศ)
                                        หัวหน้าภาควิชาภาษาต่างประเทศ

นิสิตผู้ประสานงานเพื่อการวิจัย
โทร. ....

บันทึกข้อความ

ส่วนงาน ภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์ โทร. ๐๓-๕๒๔-๘๐๐๐ ภายใน ๘๒๔๒

ที่ ศธ ๖๑๐๔.๓/ ๑๑๗   **วันที่** ๑๑ มิถุนายน ๒๕๖๑

เรื่อง   ขอเชิญเป็นผู้ทรงคุณวุฒิตรวจสอบความเที่ยงตรงของเครื่องมือเพื่อการวิจัย

เรียน   ผศ.ดร. เมธาพันธ์ โพธิธีรโรจน์

      ด้วย Ven. Rajinda นิสิตระดับปริญญาโท สาขาวิชาภาษาอังกฤษ (หลักสูตรนานาชาติ) ภาควิชา ภาษาต่างประเทศ คณะมนุษยศาสตร์ มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย ได้รับอนุมัติให้ทำปริญญานิพนธ์ เรื่อง "A Study of English Speaking Presentation Techniques of Bachelor of Arts Students in English Program at Mahachulongkornrajavidayala University." ซึ่งเป็นส่วนหนึ่งของการศึกษาตาม หลักสูตรพุทธศาสตรมหาบัณฑิต โดยมี ผศ.ดร.วีระกาญจน์ กนกกมเลศ และ รศ.นิลรัตน์ กลิ่นจันทร์   เป็น คณะกรรมการควบคุมวิทยานิพนธ์

      ในการนี้ โครงการเปิดสอนหลักสูตรพุทธศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษ (หลักสูตร นานาชาติ) จึงขอเชิญท่านเป็นผู้เชี่ยวชาญตรวจสอบความเที่ยงตรงของแบบสอบถามเพื่อการวิจัยของนิสิต ดังกล่าว รายละเอียดตามแบบสอบถามที่แนบมาพร้อมแล้ว นี้

      หวังเป็นอย่างยิ่งว่าจักได้รับความอนุเคราะห์จากท่านเป็นอย่างดี และขอขอบพระคุณมา ณ โอกาสนี้

(ผู้ช่วยศาสตราจารย์ ดร.วีระกาญจน์ กนกกมเลิศ)
หัวหน้าภาควิชาภาษาต่างประเทศ

บันทึกข้อความ

ส่วนงาน ภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์ โทร. ๐๓-๕๒๔-๘๐๐๐ ภายใน ๘๒๔๒

ที่ ศธ ๖๑๐๔.๗/ วๅ๗   **วันที่** ๑๑ มิถุนายน ๒๕๖๑

เรื่อง   ขอเชิญเป็นผู้ทรงคุณวุฒิตรวจสอบความเที่ยงตรงของเครื่องมือเพื่อการวิจัย

เรียน   รศ.ดร. ปรีชา คะเนตนอก

            ด้วย Ven. Rajinda นิสิตระดับปริญญาโท สาขาวิชาภาษาอังกฤษ (หลักสูตรนานาชาติ) ภาควิชา
ภาษาต่างประเทศ คณะมนุษยศาสตร์ มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย ได้รับอนุมัติให้ทำปริญญานิพนธ์
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หลักสูตรพุทธศาสตรมหาบัณฑิต โดยมี ผศ.ดร.วีระกาญจน์ กนกกมเลศ และ รศ.นิลรัตน์ กลิ่นจันทร์   เป็น
คณะกรรมการควบคุมวิทยานิพนธ์

            ในการนี้ โครงการเปิดสอนหลักสูตรพุทธศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษ (หลักสูตร
นานาชาติ) จึงขอเชิญท่านเป็นผู้เชี่ยวชาญตรวจสอบความเที่ยงตรงของแบบสอบถามเพื่อการวิจัยของนิสิต
ดังกล่าว รายละเอียดตามแบบสอบถามที่แนบมาพร้อมแล้ว นี้

            หวังเป็นอย่างยิ่งว่าจักได้รับความอนุเคราะห์จากท่านเป็นอย่างดี และขอขอบพระคุณมา ณ โอกาสนี้

                                             (ผู้ช่วยศาสตราจารย์ ดร.วีระกาญจน์ กนกกมเลิศ)
                                                        หัวหน้าภาควิชาภาษาต่างประเทศ

บันทึกข้อความ

ส่วนงาน ภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์ โทร. ๐๓-๕๒๔-๘๐๐๐ ภายใน ๘๒๔๒

ที่ ศธ ๖๑๐๔.๗/๑๙๗   **วันที่** ๑๑ กุมภาพันธ์ ๒๕๖๑

เรื่อง ขอเชิญเป็นผู้ทรงคุณวุฒิตรวจสอบความเที่ยงตรงของเครื่องมือเพื่อการวิจัย

กราบนมัสการ พระมหาสุริยา วรเมธี, ผศ.ดร.

ด้วย Ven. Rajinda นิสิตระดับปริญญาโท สาขาวิชาภาษาอังกฤษ (หลักสูตรนานาชาติ) ภาควิชา
ภาษาต่างประเทศ คณะมนุษยศาสตร์ มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย ได้รับอนุมัติให้ทำปริญญานิพนธ์
เรื่อง "A Study of English Speaking Presentation Techniques of Bachelor of Arts Students in
English Program at Mahachulongkornrajavidayala University." ซึ่งเป็นส่วนหนึ่งของการศึกษาตาม
หลักสูตรพุทธศาสตรมหาบัณฑิต โดยมี ผศ.ดร.วีระกาญจน์ กนกกมเลศ และ รศ.นิลรัตน์ กลิ่นจันทร์   เป็น
คณะกรรมการควบคุมวิทยานิพนธ์

ในการนี้ โครงการเปิดสอนหลักสูตรพุทธศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษ (หลักสูตร
นานาชาติ) จึงขอเชิญท่านเป็นผู้เชี่ยวชาญตรวจสอบความเที่ยงตรงของแบบสอบถามเพื่อการวิจัยของนิสิต
ดังกล่าว รายละเอียดตามแบบสอบถามที่แนบมาพร้อมแล้ว นี้

หวังเป็นอย่างยิ่งว่าจักได้รับความอนุเคราะห์จากท่านเป็นอย่างดี และขอขอบพระคุณมา ณ โอกาสนี้

(ผู้ช่วยศาสตราจารย์ ดร.วีระกาญจน์ กนกกมเลิศ)
หัวหน้าภาควิชาภาษาต่างประเทศ

บันทึกข้อความ

ส่วนงาน ภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์ โทร. ๐๓-๕๒๔-๘๐๐๐ ภายใน ๘๒๔๒

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เรื่อง ขอเชิญเป็นผู้ทรงคุณวุฒิตรวจสอบความเที่ยงตรงของเครื่องมือเพื่อการวิจัย

กราบนมัสการ   พระฐิตะวงษ์ อนุตตโร

    ด้วย Ven. Rajinda นิสิตระดับปริญญาโท สาขาวิชาภาษาอังกฤษ (หลักสูตรนานาชาติ) ภาควิชา
ภาษาต่างประเทศ คณะมนุษยศาสตร์ มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย ได้รับอนุมัติให้ทำปริญญานิพนธ์
เรื่อง "A Study of English Speaking Presentation Techniques of Bachelor of Arts Students in
English Program at Mahachulongkornrajavidayala University." ซึ่งเป็นส่วนหนึ่งของการศึกษาตาม
หลักสูตรพุทธศาสตรมหาบัณฑิต โดยมี ผศ.ดร.วีระกาญจน์ กนกกมเลศ และ รศ.นิลรัตน์ กลิ่นจันทร์ เป็น
คณะกรรมการควบคุมวิทยานิพนธ์

    ในการนี้ โครงการเปิดสอนหลักสูตรพุทธศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษ (หลักสูตร
นานาชาติ) จึงขอเชิญท่านเป็นผู้เชี่ยวชาญตรวจสอบความเที่ยงตรงของแบบสอบถามเพื่อการวิจัยของนิสิต
ดังกล่าว รายละเอียดตามแบบสอบถามที่แนบมาพร้อมแล้ว นี้

    หวังเป็นอย่างยิ่งว่าจักได้รับความอนุเคราะห์จากท่านเป็นอย่างดี และขอขอบพระคุณมา ณ โอกาสนี้

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Biography of Researcher

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Education Background

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