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STUDENTS' PREFERENCES FOR AI TOOLS IN ENHANCING THEIR ENGLISH ORAL PRESENTATION SKILLS

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Abstract: *This study investigates students' preferences for Artificial Intelligence (AI) tools in enhancing their English oral presentation skills. The research aimed to identify the specific AI-powered features and functionalities that students find most helpful in improving various aspects of their English presentations, such as language proficiency, delivery, and overall performance. The study employed a survey methodology to collect data from a sample of 135 diploma students enrolled in the ELC270 English for Workplace Communication course at Universiti Teknologi MARA (UiTM) Cawangan Kelantan. The results indicate that students highly value the use of AI tools in areas such as vocabulary building, grammar correction, pronunciation feedback, and presentation structure analysis. Participants also expressed a strong preference for AI-powered features that provide real-time feedback, personalized recommendations, and interactive practice opportunities. The findings highlight the important role that AI-based technologies can play in supporting the development of students' English oral presentation skills. By leveraging the capabilities of AI, educational institutions can better address the challenges faced by students in mastering this critical academic and professional competency. The insights from this study can inform the design and implementation of AI-integrated language learning programs to enhance the learning experiences and outcomes of students.*

Keywords: *AI, English for Workplace Communication, English oral presentation skills, diploma students*

Volume: 9 Issues: 66 [September, 2024] pp. 249 - 260
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Introduction

Oral presentation skills are important for students in school and work because they help with good communication, sharing knowledge, and thinking critically (Tsang, 2020). However many students find it hard to get good at giving presentations in English because of language difficulties, low confidence, and not enough practice (Mardiningrum et al., 2022). New AI (Artificial Intelligence) technologies offer new ways to improve learning languages and skills (Son et al., 2023). AI tools can give personalized feedback, interactive practice, and smart help (Wan Ismail et al., 2024) to help students get better at their English oral presentations.

AI tools are very good at helping students improve their English-speaking skills. AI language learning platforms and chatbots can help students with fluency, coherence, vocabulary, grammar, and pronunciation (Rahimi et al., 2024). Also, students have positive attitudes towards AI-assisted speaking instruction and are willing to use these technologies more than traditional classroom interactions (Rahimi et al., 2024).

The main goals of this study are to find out which AI features and functions help students the most with their English oral presentation skills, and to understand students' views on how effective AI tools are in improving their language proficiency, delivery, and overall performance. These goals match the research questions, which aim to know what AI features students value the most and how they see the impact of AI tools on their English presentation skills.

This study is limited to 135 diploma students enrolled in the ELC270 English for Workplace Communication course at Universiti Teknologi MARA (UiTM) Cawangan Kelantan. These students were chosen because their course focuses on improving English oral presentation skills. The study uses a survey to collect data on what students like and think about AI tools for improving their English presentation skills. The findings might not apply to other students or contexts without more research.

This study aims to add to the growing research on using AI in language learning by showing what students prefer in AI tools for improving their English oral presentation skills. The findings can help design better AI language learning platforms and applications. Also, the study can help educators and policymakers decide how to include AI tools in language learning programs.

Literature Review

English Oral Presentation Skills for University Students

Effective English oral presentation skills are very important for students' success in school and work (Dunbar et al., 2006; Kaur & Raman, 2019). In university, students often have to give presentations in English, which are a key part of many courses. This skill is especially important for students in Malaysia, where English is commonly used in school and work (Ismail et al., 2010).

Having good presentation skills helps students show their knowledge, and it also improves their communication, critical thinking, and people skills, which are very important to employers around the world (Kaur & Sidhu, 2020; Shumin, 2002). Being able to present ideas clearly and confidently in English is also important for students who want to study more or work in

Volume: 9 Issues: 66 [September, 2024] pp. 249 - 260
Journal of Islamic, Social, Economics and Development (JISED)
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international settings (Zappa-Hollman, 2007). Developing these skills can help students improve their overall English, as it involves using vocabulary, grammar, pronunciation, and fluency (Yusoff et al., 2017).

Challenges Developing Oral Presentation Skills among University Students

Despite the importance of this skill, many university students in Malaysia struggle to develop their English oral presentation abilities (Kaur & Raman, 2019; Yusoff et al., 2017). Common problems students face includes limited English skills, trouble organizing presentations, performance anxiety, and not enough practice and feedback (Darling & Dannels, 2003; Yusoff et al., 2017). To help with these problems, schools can use new technologies, like Artificial Intelligence (AI), to give personalized feedback, interactive practice, and real-time guidance on presentations (Shadiev et al., 2015; Xiao et al., 2020).

One big problem for students is their limited English skills, which can make it hard to communicate ideas well during presentations (Tian & Mahmud, 2018; Whai & Mei, 2016). Students may struggle with vocabulary, grammar, pronunciation, and fluency, making it hard for them to express themselves confidently and clearly (Szyszka, 2011; Torrez & Rodríguez, 2017). Students also often have trouble organizing their presentations, which can hurt the overall quality and clarity of their delivery (Albert et al., 2010; Wilson & Brooks, 2014). Problems in this area include introducing the topic, developing a logical flow of ideas, and summarizing key points (Sundrarajun & Kiely, 2010; Živković, 2014).

Performance anxiety is another big obstacle for many students. Presenting in front of an audience can make them feel nervous, self-conscious, and lacking in confidence (Al-Nouh et al., 2015; Tian & Mahmud, 2018). This anxiety can cause behaviors like avoiding eye contact, speaking too quickly or softly, and forgetting key points (Al-Darwish & Taqi, 2015; Szyszka, 2011). Additionally, not having enough chances to practice and get feedback can stop students from improving their oral presentation skills (Kaur & Raman, 2019; Whai & Mei, 2016). Without regular practice and feedback from teachers or classmates, students may find it hard to spot and fix their weaknesses, limiting their progress (Torrez & Rodríguez, 2017; Wilson & Brooks, 2014).

The challenges students face in developing good English oral presentation skills are many and can significantly impact their academic and professional growth. Therefore, it's vital to address these obstacles to ensure students' academic success and future employability. By using targeted help, giving more practice opportunities, and integrating new technologies, universities can better support students in overcoming these challenges and mastering these important skills.

Potential of AI Tools to Enhance Oral Presentation Skills

New technologies, like Artificial Intelligence (AI), show promise in helping students improve their English oral presentation skills (Golonka et al., 2014; Shadiev et al., 2015). AI tools can give personalized feedback, interactive practice, and real-time help with various parts of presentations, like language skills, delivery, and structure (Shadiev et al., 2015; Xiao et al., 2020). Using AI, schools can enhance students' learning experiences and help them master this important skill.

Recent studies have looked into how AI technologies can be added to language learning programs to help with oral presentation skills. For example, Xiao et al. (2020) studied an AI language learning assistant called Xiaoyi that provided personalized feedback and interactive

Volume: 9 Issues: 66 [September, 2024] pp. 249 - 260
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practice for university students in China. The study found that students valued features like real-time speech recognition, pronunciation analysis, and presentation structure advice, which helped improve their presentation performance. Similarly, Shadiev and Huang (2020) studied a portable speech-to-text app in a learning environment. This AI tool, which provided instant transcription and feedback, boosted students' confidence and motivation in giving English presentations, especially for those with lower language skills. Additionally, Hwang et al. (2021) looked at AI technologies like virtual reality and augmented reality in an English presentation training program. The results showed that the immersive and interactive nature of these AI tools helped students overcome performance anxiety, improve delivery skills, and develop a positive attitude towards English presentations.

By using AI, schools can better support students in developing their English oral presentation skills, addressing common challenges, and enhancing their learning experiences and outcomes in this important area.

Gaps in the Literature and Present Studies

While research shows the importance of English oral presentation skills and the potential of AI technologies in language learning, there is not much research on what AI tools students prefer for improving their presentation skills (Golonka et al., 2014; Shadiev et al., 2015). This study aims to fill this gap by looking at which AI-powered features students find most helpful for improving their English presentations, like language skills, delivery, and overall performance. The findings can help design better AI language learning programs to support students' development in this area.

Most current research on AI tools in language learning focuses on their general effectiveness in improving language skills, with little attention to their specific use in enhancing oral presentation skills (Hwang et al., 2021; Xiao et al., 2020). Also, existing studies mostly consider the views of instructors or researchers, without asking students directly about their preferences and needs for AI tools in developing presentation skills (Shadiev & Huang, 2020).

This study aims to address this by directly involving students in the investigation of AI tools for improving English oral presentation skills. By surveying diploma students in Malaysia, the research will identify which AI features students find most valuable for improving their language proficiency, delivery techniques, and overall presentation performance. This student-focused approach will provide valuable insights to guide the design of AI language learning programs tailored to the needs and preferences of the learners.

Additionally, the study will explore how factors like gender and academic major affect students' preferences for AI tools in enhancing presentation skills. Understanding these influences can help educational institutions develop more targeted and effective AI-based interventions to support this important skill.

Methodology

This study used a quantitative research design with a cross-sectional survey approach. A purposive sampling technique was used to select participants. The target group was diploma students enrolled in the ELC270 English for Workplace Communication course at Universiti Teknologi MARA Cawangan Kelantan, Malaysia (UiTMCK).

Volume: 9 Issues: 66 [September, 2024] pp. 249 - 260
Journal of Islamic, Social, Economics and Development (JISED)
eISSN: 0128-1755
Journal website: www.jised.com
DOI: 10.55573/JISED.096620

Data was collected through an online questionnaire to gather information on students' preferences for AI tools and their views on how effective these tools are in improving their English oral presentation skills. The questionnaire included questions about specific AI features like vocabulary building, grammar correction, pronunciation feedback, and presentation structure analysis. It also measured students' opinions on how well AI tools improve their language skills, delivery, and overall presentation performance. The questions were created based on a review of relevant research and input from experts to ensure they were valid.

Data analysis involved several statistical techniques. Descriptive statistics, like means and standard deviations were calculated to summarize the data and give an overview of students' preferences and views. Factor analysis was done to find the key AI features that students found most helpful. Multiple regression analysis was used to examine the relationship between students' preferences for AI tools and their views on the effectiveness of these tools in improving different parts of their English presentations. This analysis helped identify the specific AI features that most influenced students' perceptions of improved language skills, delivery, and overall performance.

Statistical software was used to ensure the accuracy and reliability of the results. The findings from this study provide valuable insights into students' preferences and views on using AI tools to improve their English oral presentation skills. These insights can help design and implement better AI-integrated language learning programs.

Results and Discussion

Respondents' Demographic Profiles

Table 1 shows the demographic profiles of the respondents who had submitted their responses via an online survey conducted by the researcher.

Based on the information provided, the study sample consists of diploma students enrolled in the ELC270 English for Workplace Communication course at Universiti Teknologi MARA (UiTM) Cawangan Kelantan. The demographic profile of the participants indicates that the sample includes 135 students, with 45 males (33.3%) and 90 females (66.7%). All participants are pursuing the same academic program, which is the Diploma in Public Administration (AM110) in UiTMCK.

The participants' English language proficiency levels, as measured by their previous English course grades, were also examined. Majority of the students (n = 78, 57.8%) had achieved a grade of B or higher in their previous English courses, Integrated Language Skills 3: Writing (ELC231) indicating a relatively strong command of the language. The remaining participants had grades ranging from C+ (n = 32, 23.7%) to C (n = 25, 18.5%).

Table 1: Respondents' Demographic Profiles

	Frequency (n)	Percentile (%)
Gender		
Male	45	33.5
Female	90	66.7
Results of ELC231		
A	12	8.9

Volume: 9 Issues: 66 [September, 2024] pp. 249 - 260
Journal of Islamic, Social, Economics and Development (JISED)
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B+	18	13.3
B	30	22.2
B-	18	13.3
C+	32	23.7
C	25	18.5

Prior Experience with AI Tools

Table 2 indicates the students' prior experience with using AI-powered tools for language learning and skill development. Participants were asked to rate their level of experience on a 5-point Likert scale, where 1 represented "No experience at all" and 5 represented "Extensive experience".

The overall mean score for prior experience with AI tools was 2.55 (SD = 1.33), indicating a moderate level of experience among the participants. The standard deviation of 1.33 suggests a relatively high degree of variability in the participants' self-reported levels of experience with AI tools, with some students having no experience at all, while others reported extensive experience. Majority of the participants (n = 67, 49.6%) reported having little to no experience (ratings of 1 or 2) with AI-powered tools for language learning and skill development. In contrast, a smaller proportion (n = 38, 28.1%) indicated considerable to extensive experience (ratings of 4 or 5) with such technologies.

These findings suggest that while a significant number of students had some prior exposure to AI tools, a substantial portion of the sample had limited or no experience with these technologies in the context of language learning and skill development.

Table 2: Students' Prior Experience with Using AI-Powered Tools for Language Learning and Skill Development

Level of Prior Experience with Using AI-Powered Tools for Language Learning and Skill Development	Frequency	Percentile	Mean (M)	Standard Deviation (SD)
1 - No experience at all	41	30.4%	2.55	1.33
2 - Limited experience	26	19.3%		
3 - Moderate experience	30	22.2%		
4 - Considerable experience	25	18.5%		
5 - Extensive experience	13	9.6%		

Table 3 revealed the duration of prior experience with AI-powered tools for language learning and skill development among the participants. These findings suggest that while a significant proportion of the students (n = 68, 50.4%) had some prior experience with AI tools for language learning, the majority (n = 42, 61.8%) had used such technologies for less than a year. Only a small proportion (n = 9, 13.2%) had extensive experience of more than two years, while the remaining participants (n = 17, 25.0%) had been using AI tools for 1 to 2 years.

These findings suggest that while a significant number of students had some prior exposure to AI tools, the majority had only recently started using these technologies, with a limited number having extensive experience. This may be due to the rapid advancements and increased availability of AI-powered tools in the language learning domain in recent years.

Volume: 9 Issues: 66 [September, 2024] pp. 249 - 260
Journal of Islamic, Social, Economics and Development (JISED)
eISSN: 0128-1755
Journal website: www.jised.com
DOI: 10.55573/JISED.096620

The relatively low level of prior experience with AI tools among the participants may be due to the relatively recent advancements and increased availability of such technologies in the language learning domain. As AI-powered tools continue to evolve and become more widely adopted, future cohorts of students will likely have greater exposure and experience with these technologies.

Table 3: Duration of Prior Experience With AI-Powered Tools for Language Learning and Skill Development

Duration	Frequency (n)	Percentage (%)
Less than 1 year	42	61.8%
1 to 2 years	17	25.0%
More than 2 years	9	13.2%

Preference for Specific AI-Powered Tools

Table 4 shows the results in terms of the specific AI-powered tools used, the findings suggest that the types of AI tools used by the participants varied, with language learning apps being the most prevalent, followed by presentation feedback tools, virtual tutors, and AI-powered writing assistants and grammar checkers.

The prevalence of language learning apps suggests that students are primarily using AI tools for basic language skill development, such as vocabulary, grammar, and pronunciation practice. The use of presentation feedback tools and virtual tutors indicates that students are also exploring the potential of AI technologies to enhance their oral presentation skills and receive personalized guidance. The relatively lower usage of AI-powered writing assistants and grammar checkers may be due to a greater focus on oral communication skills in the context of the study, or a lack of awareness or access to such tools among the participants.

Overall, these findings provide valuable insights into the current state of AI tool usage among students, highlighting both the opportunities and challenges in leveraging these technologies to support language learning and skill development.

Table 4: Specific AI-Powered Tools Used by the Respondents

Type of AI Tool	Frequency (n)	Percentage (%)
Language learning apps	48	70.6%
Presentation feedback tools	32	47.1%
Virtual tutors	21	30.9%
Writing assistants and grammar checkers	14	20.6%

Perceptions of the Effectiveness of AI Tools

The study examined the participants' perceptions of the extent to which AI tools can improve various aspects such as language proficiency, delivery, and overall performance of their English oral presentations. Participants were asked to rate the effectiveness of AI tools on a 5-point Likert scale, where 1 represented "Not at all effective/helpful" and 5 represented "Extremely effective/helpful".

The results (in Table 5) showed that the participants had a very positive perception of the effectiveness of AI tools in improving their language proficiency, especially in terms of

Volume: 9 Issues: 66 [September, 2024] pp. 249 - 260
Journal of Islamic, Social, Economics and Development (JISED)
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Journal website: www.jised.com
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vocabulary, grammar, and pronunciation in the English language, with a mean score of 4.41 (SD = 0.72). The majority of students (91.9%, n = 124) rated it as "Very helpful" or "Extremely helpful".

Table 5: The Effectiveness of AI Tools in Improving Students' Language Proficiency (Vocabulary, Grammar, and Pronunciation)

Rating	Frequency (n)	Percentage (%)	Mean (M)	Standard Deviation (SD)
1 Not at all helpful	2	1.5	4.41	0.72
2 Slightly helpful	3	2.2		
3 Moderately helpful	6	4.4		
4 Very helpful	52	38.5		
5 Extremely helpful	72	53.3		

Table 6 represents the results on how much AI tools has been effective in improving the respondents' delivery related skills including their level of fluency, confidence and their body language in English oral presentations. Participants had a favorable view of the potential for AI tools to improve the delivery aspects of their English oral presentations, with a mean score of 4.19 (SD = 0.84). 83.0% (n = 112) of the respondents rated it as "Very helpful" or "Extremely helpful".

The participants' perceptions of the effectiveness of AI tools in enhancing their delivery-related skills, such as fluency, confidence, and body language, are particularly noteworthy. This suggests that the students believe AI-powered technologies can provide valuable feedback and guidance beyond just language proficiency, helping them develop the necessary soft skills and presentation techniques to deliver effective and engaging oral presentations.

Table 6: The Effectiveness of AI Tools in Improving Students' Delivery-Related Skills (Fluency, Confidence, and Body Language)

Rating	Frequency (n)	Percentage (%)	Mean (M)	Standard Deviation (SD)
1 Not at all helpful	3	2.2	4.19	0.84
2 Slightly helpful	7	5.2		
3 Moderately helpful	13	9.6		
4 Very helpful	57	42.2		
5 Extremely helpful	55	40.7		

The participants provided a highly positive response when asked about the overall effectiveness of AI tools in improving their English oral presentation performance. Table 7 shows that the majority of students (87.4%, n = 118) rated it as "Very effective" or "Extremely effective". with a mean score of 4.27 (SD = 0.81). This suggests that the participants have a strong belief in the potential of AI-powered technologies to enhance their overall oral presentation skills, encompassing both language proficiency and delivery-related competencies. The students seem to recognize the value of integrating AI tools into their language learning and skill development processes to improve their performance in English oral presentations.

Volume: 9 Issues: 66 [September, 2024] pp. 249 - 260
Journal of Islamic, Social, Economics and Development (JISED)
eISSN: 0128-1755
Journal website: www.jised.com
DOI: 10.55573/JISED.096620

Table 7: The Effectiveness of AI Tools in Improving Overall Presentation Performance

Rating	Frequency (n)	Percentage (%)	Mean (M)	Standard Deviation (SD)
1 Not at all helpful	2	1.5	4.27	0.81
2 Slightly helpful	5	3.7		
3 Moderately helpful	10	7.4		
4 Very helpful	58	43.0		
5 Extremely helpful	60	44.4		

The findings from this section of the study indicate that the participants have a very favorable perception of the effectiveness of AI tools in improving various aspects of their English oral presentation skills. The high mean scores and the large proportion of students who rated the AI tools as "Very helpful/effective" or "Extremely helpful/effective" suggest that the participants see significant value in leveraging these technologies to enhance their language proficiency, delivery, and overall presentation performance.

This positive outlook on the potential of AI tools aligns with the participants' preferences for specific AI-powered features and functionalities, as discussed in the previous section. The students seem to recognize the benefits of using AI-powered tools for vocabulary building, grammar correction, pronunciation feedback, and presentation structure analysis, as these capabilities can directly contribute to improving their English oral presentation skills.

Conclusion and Future Research Recommendations

The overall positive perception of the effectiveness of AI tools in improving English oral presentation performance indicates that the participants are open to and enthusiastic about the integration of these technologies into their language learning and skill development processes. As AI-powered tools continue to evolve and become more widely available, likely, students will increasingly rely on these technologies to enhance their communication and presentation abilities in English.

The findings from this study provide valuable insights for educators and language learning program designers to consider the integration of AI-powered tools in their curricula and learning resources. By leveraging the students' positive perceptions and preferences, educational institutions can develop and implement AI-integrated language learning programs that effectively support the development of students.

Future Research Recommendations

One promising area for future research is to conduct comparative studies that compare the effectiveness of AI-integrated language learning programs with traditional teaching methods. This would help determine the unique benefits that AI tools bring to enhancing students' English oral presentation skills. Researchers could randomly assign students to either an AI-integrated program or a control group using traditional methods, and then compare their performance on oral presentation assessments or real-world tasks. By employing a comparative approach, researchers can gain a clearer understanding of how AI-powered technologies contribute to the language learning process compared to conventional teaching practices.

Volume: 9 Issues: 66 [September, 2024] pp. 249 - 260
Journal of Islamic, Social, Economics and Development (JISED)
eISSN: 0128-1755
Journal website: www.jised.com
DOI: 10.55573/JISED.096620

Another important recommendation is to incorporate qualitative research methods, such as interviews or focus groups, to gain deeper insights into students' experiences, perceptions, and preferences regarding the use of AI tools for language learning. While the current study provides valuable quantitative data, qualitative research can complement these findings by uncovering the nuances of how students engage with and perceive these technologies. Qualitative data can shed light on the specific ways students benefit from AI tools, the challenges they face, and their suggestions for improving the integration of these technologies into language learning programs. By combining quantitative and qualitative approaches, researchers can gain a more comprehensive understanding of the role of AI tools in enhancing English oral presentation skills.

Finally, future research should focus on assessing the effectiveness of individual AI-powered features and functionalities in improving specific aspects of English oral presentation skills. This more granular approach would provide detailed insights into the strengths and limitations of different AI tools and guide their targeted integration into language learning programs. For instance, researchers could evaluate the effectiveness of AI-powered vocabulary builders in improving students' lexical range and accuracy in oral presentations, or the impact of AI-based pronunciation feedback on intelligibility and clarity of speech. By examining the effectiveness of specific AI-powered features, researchers can help educators make more informed decisions about which tools to incorporate and how to optimize their use for enhancing students' English oral presentation skills.

By addressing these recommendations, future research can build upon the current study and contribute to a deeper understanding of the role and effectiveness of AI-powered tools in enhancing students' English oral presentation skills. The insights gained can inform the design and implementation of more effective and engaging AI-integrated language learning programs that cater to the diverse needs and preferences of language learners.

Volume: 9 Issues: 66 [September, 2024] pp. 249 - 260
Journal of Islamic, Social, Economics and Development (JISED)
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DOI: 10.55573/JISED.096620

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Volume: 9 Issues: 66 [September, 2024] pp. 249 - 260
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