



Oral Presentation

How to Perform Powerful Presentation

Shaiffuddin Anuar
Abdul Rahman Muhammad

Writer

Shaiffuddin bin Anuar
Abdul Rahman bin Muhammad

Editor

Nor Azlinda binti Hasmin

Designer

Shaiffuddin bin Anuar

Perpustakaan Negara Malaysia

Cataloguing-in-Publication Data

Shaiffuddin Anuar, 1972-

ORAL PRESENTATION : HOW TO PERFORM POWERFUL PRESENTATION /
Writer Shaiffuddin Bin Anuar, Abdul Rahman Bin Muhammad ; Editor
Nor Azlinda binti Hasmin. - Terbitan Edisi 2022.

Mode of access: Internet

eISBN 978-967-0047-10-2

1. Public speaking.

2. Oral communication.

3. Government publications--Malaysia.

4. Electronic books.

I. Abdul Rahman Muhammad. II. Nor Azlinda Hasmin.

III. Title.

808.51

Terbitan Edisi 2022

Hak cipta terpelihara. Tiada bahagian daripada terbitan ini boleh diterbitkan semula. disimpan untuk pengeluaran atau ditukar ke dalam sebarang bentuk atau dengan sebarang alat sama ada dengan cara elektronik, gambar rakaman serta sebagainya tanpa kebenaran bertulis daripada Jabaran Pendidikan Politeknik dan Kolej Komuniti terlebih dahulu.

Diterbitkan Oleh:

Bahagian Instruksional dan Pembelajaran Digital.
Politeknik Sultan Mizan Zainal Abidin.
KM 8 Jalan Paka. Dungun.
23000 Dungun.

TABLE OF CONTENTS

BASIC FLOW IN PREPARING POWERFUL PRESENTATION

<i>Brainstorm your ideas</i>	4
<i>Plan and organize your presentation</i>	6
<i>Introduction</i>	7
<i>Opening lines</i>	8
<i>Outlining the purpose</i>	11
<i>Relate your topic with audience by announcing outline</i>	13

EXPRESS IDEAS CLEARLY

<i>Self edit</i>	14
<i>Know your subject matter</i>	16
<i>Write it down</i>	17
<i>Work your brain</i>	18
<i>Read article</i>	19
	20

SIGNPOSTING/TRANSITION MARKERS

21

VISUAL AIDS

<i>General guidelines for use of visual aids</i>	28
	30

VERBAL AND NON-VERBAL COMMUNICATION SKILLS

32

DELIVERY OF YOUR PRESENTATION

33

39

Q&A Session

An oral presentation is similar to giving a speech. It is a presentation that is supported by visual aids and teaching tools rather than just a person talking behind a podium, as a speech.



DELIVERING EFFECTIVE

PRESENTATIONS

BASIC FLOW IN PREPARING EFFECTIVE PRESENTATIONS

1-Brainstorm your ideas

Select a value from this list:

Accomplishment	Patience
Achievement	Peace
Ambition	Success
Awareness	Love
Beauty	Inspiring
Charity	Discipline
Cleanliness	Generosity
Communication	Harmony
Confidence	Feelings
Friendship	Improvement
Health	Hope
Kindness	Hard Work

Then , Pick A Topic Related To The Value Selected.

For Example : Success (*Value*)
Strategies To Be A Successful Student (*Topic*)

EXERCISE

What is the value of these topics?

Maintaining social distancing in class/
_____ (Value)

Managing daily routine in hostel
/_____ (Value)

Upskilling the way we
learn/_____ (Value)

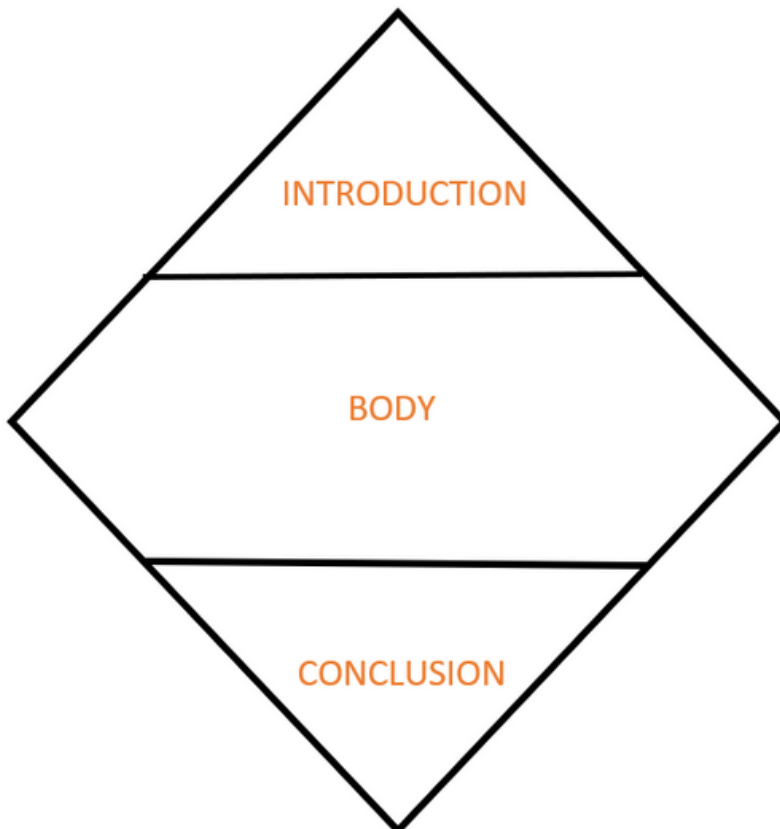
2-Plan and organize your presentation

The first key to giving a successful oral presentation is **preparation**.

You need to fully plan out your presentation before you stand up.

Creating an **outline and organizing** your presentation beforehand will make you a great presenter.

Basically, when planning out your oral presentation, you need to consider these **3 main parts**:



2.1- Introduction

The **opening** lines of your oral presentation are the most important of all.

State your topic to let your audience know the **purpose** of your speech.

Relate your topic with your audience. It is important for them to feel as though they are a part of your speech.

2.1.1. Opening lines:

1- Get the audience's attention and signal the beginning.

EXAMPLES:

- *Can we start?*
- *Shall we start?*
- *Let's get the ball rolling.*
- *Hello ladies and gentlemen.*

Try to get your audience involved in your talk either by asking direct or rhetorical questions.

Ask for a show of hands for example in response to a question.

2- Greet the audience.

It is important to greet the audience by saying something like:

EXAMPLES:

- *Hello ladies and gentlemen.*
- *Good morning members of the jury*
- *Good evening members of the board*
- *Fellow colleagues Mr.
Chairman/Chairwoman*

3- Introduce yourself

(name, position, course) Not only to give that important information so people can identify you but also to establish your authority on the subject and to allow the audience to see your point of view on the subject *(you are a student, lecturer or researcher).*

EXAMPLES:

- *Good morning everyone, I'd like to start by introducing myself.*
- *My name is... I am a student at the Politeknik.....*
- *I've had wide experience in the field of ...*

2.1.2. Outlining the purpose:

The main purpose of an informative speech is to have the audience understand and remember a certain amount of information.

The former is to inform: to give an overview, to present, to summarize, to outline; to discuss the current situation or to explain how to do something or how something is done.

EXAMPLES:

- *My purpose in doing this paper is to give you a solid background on the subject of oral presentation so that in the future, at the PSMZA or elsewhere you can deliver a successful speech in front of a group.*
- *What I would like to do today is to explain...*
- *to give a general overview of...*



2.1.3. Relate your topic with audience by announcing outline :

The points should be explained in simple sentences and can be understood by the audience.

EXAMPLES:

- *I have divided my presentation (up) into Y parts.*
- *In the first part I give a few basic definitions.*
- *In the next section I will explain*
- *In part three, I am going to show...*

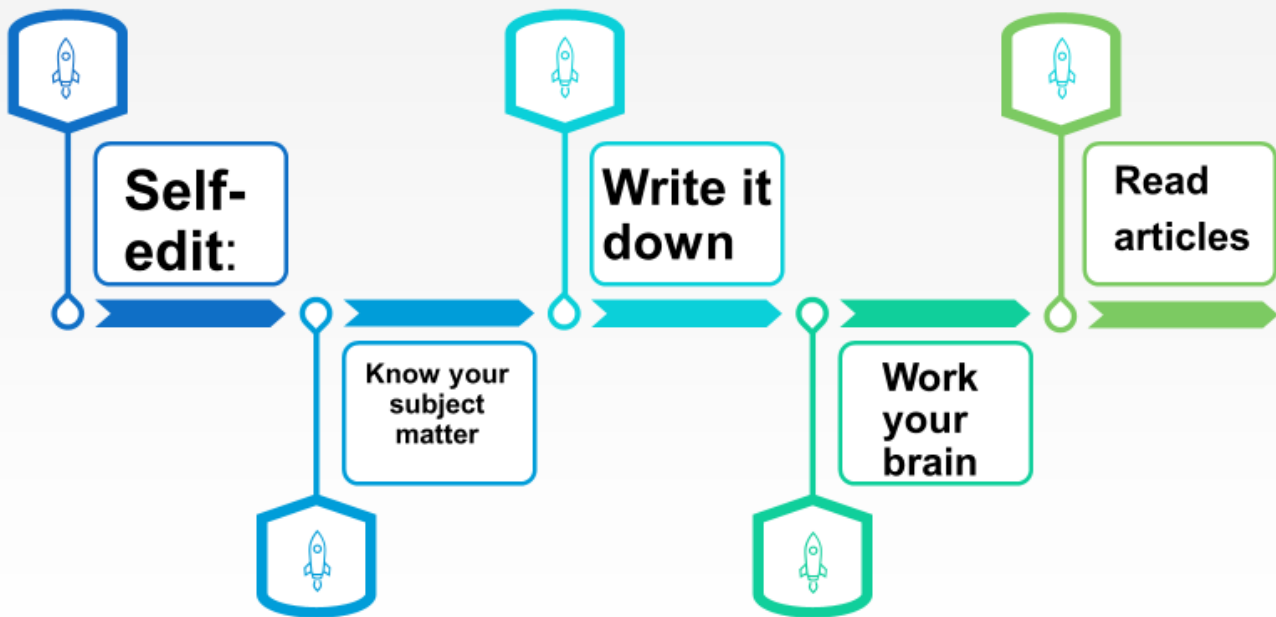
EXPRESS IDEA CLEARLY

Having this skill will make you feel comfortable in social situations, and with public speaking.

With a few simple tips and techniques you can improve the way that you articulate yourself, and reap the benefits.

How to express your ideas powerfully and inspire your audience to action.

How to Express Idea





SELF-EDIT

First, think about what you are going to say before you blurt out your thoughts in front an audience.

Gathering your thoughts only takes seconds, and in turn, when you present your ideas they will be much more concise.

Second, consider your audience, environment and the conditions under which you are expressing your ideas.



KNOW YOUR SUBJECT MATTER

Being familiar with a particular topic is useful in all scenarios, but especially useful in situations like job interviews, presentations, etc.

How are others supposed to know what you are talking about if you don't know yourself? Read up on your subject matter.

Doing a bit of research before conveying your ideas will save you a great deal of awkward glances and embarrassment.



WRITE IT DOWN

Making notes and outlines are a great way to organize your thoughts and be able to express them clearly.

This tip allows you to become more focused and direct in your thought processes.

Writing can be used casually to help you form an opinion, or it can be used formally for presentations.

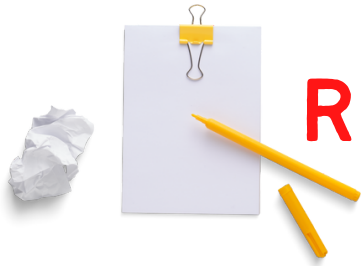
Being able to express your ideas on paper is a great alternative to speaking about tough situations.



WORK YOUR BRAIN

Ideas are formed in the mind, so having a strong mind is essential to being able to clearly express your ideas.

How to work your brain? Learn a new word per day and use that word in as many conversations as you can. Make reading as your hobby.



READ ARTICLES

You need to find specific articles online that fit your topic

Find fresh ideas, new concept and new approach to your topic

Support your ideas with citations from real articles that will enhance and capture audience attention towards your topic.

SIGN-POSTING / TRANSITION MARKERS

Signposting is a technique to help people follow the meaning of what you are saying.

It helps the listeners to follow the flow of the speech. Signposting emphasizes on the structure of the speech and good structure guides the audience through the speech.

They act as guides to help the reader follow what you are saying throughout a conversation, helps in establishing rapport and helps them to categorize what you are saying.

Here are more examples of signposting

BEGINNING A PRESENTATION

It is common to greet the audience and introduce yourself when giving presentations:

EXAMPLES:

Good morning,/afternoon/evening

*My name is _____ and I represent
_____*

*Let me take a minute to introduce
myself.*

INTRODUCING THE TOPIC

EXAMPLES:

I'm here to talk about . . .

I'm going to give you an overview of . .

The main reason I'm here today is . . .

TIME CONSCIOUSNESS

EXAMPLES:

Thank you for your time

I will probably take about . . . minutes

I hope to be finished by. . .

SHOWING ORGANIZATION

EXAMPLES:

I've divided my topic into three sections/parts. They are . . .

This presentation can be divided into the following subtopics:

First,

Second

Third

Finally First of all

Secondly

Thirdly

Last The first point is . . .

The next point is . . .

Next, we come to . . .

The final point is . . .

SEQUENCING

EXAMPLES:

Let's move on to ...

That brings us to ...

Next I'll talk about ...

GIVING REASONS

EXAMPLES:

This is why ...

The main reason is ...

Therefore,

GENERALIZING

EXAMPLES:

Generally,

Usually,

In most cases,

HIGHLIGHTING

EXAMPLES:

Actually,

In fact,

As a matter of fact,

GIVING EXAMPLES

EXAMPLES:

For example,

For instance,

Such as

SUMMARIZING

EXAMPLES:

To sum up

To summarize

In brief

CONCLUDING
EXAMPLES:

To conclude,
In conclusion,

FOLLOW-UP
EXAMPLES:

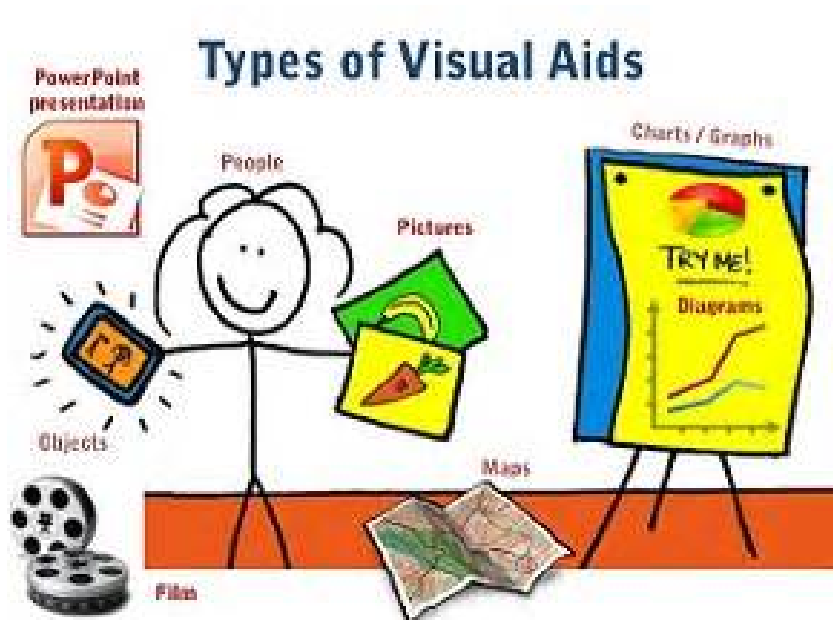
Are/Were there any questions?

We have just a few minutes for question

VISUAL AIDS

A visual aid is any material related to your speech an audience can see. It helps to make a presentation livelier.

They can also help the audience to follow your presentation and help you to present information that would be difficult to follow through speech alone.



Visual aids should always supplement, rather than replace, words in a speech. If you simply show a poster of words and then read what it says to the audience, the visual aid is unnecessary.

If, however, words are less clear or have less impact than a picture, a graph, or an object, then a visual aid would enhance the speech and should be used



GENERAL GUIDELINES FOR USE OF VISUAL AIDS

Use interesting colour on your slides.

Be sure all punctuation and spelling is perfect.

Keep it simple which is containing the minimum necessary information.

Always speak with your back to the visual aid and your eyes on the audience, rather than speaking to the visual aid.

Practice with your visual aid so that you are used to using it and can find out any problems ahead of time.

Conceal the visual aid whenever you are not speaking directly about it. Otherwise, the attention of your audience will be on the visual aid rather than on you.

Use a pointer, rather than your finger, to direct the audience's attention to a particular place.

Balance words and images in your layout – try to limit words per slide.

VERBAL AND NON-VERBAL COMMUNICATION SKILLS.

Verbal communication includes rate, volume, pitch as well as articulation and pronunciation. Verbal communication also includes sign language and written forms of communication.

Non verbal communication includes those important but unspoken signals that individuals exhibit, specifically: carriage/posture, appearance, listening, eye contact, hand gestures and facial expressions.

DELIVERING YOUR PRESENTATION

VOICE QUALITY



&

ENGAGING THE AUDIENCES



DELIVERING YOUR PRESENTATION

The elements that you should consider when you want to deliver your presentation are:

1. VOICE QUALITY

Voice quality involves attention to volume, speed and fluency, clarity and pronunciation. The quality of your voice in a presentation will improve dramatically if you are able to practice beforehand in a room similar to the one you will be presenting in.

a. Volume

- Is your voice loud enough or too loud? Adjust your volume to the size of the room and make sure the people at the back can hear.
- Speak clearly

b. Speed and fluency

- Speak at a rate so your audience can understand your points. Do not speed up because you have too much material to fit into the time available.
- Repeat or rephrase difficult or important points to make sure the audience understands.

2. ENGAGING THE AUDIENCE

One of the secrets of a good presentation is to involve the audience by asking simple question that will attract audience's attention.

a. Maintain eye contact

- Look your audience in the eyes.
Spread your eye contact around the audience including those at the back and sides of the room.
- Avoid looking at anyone too long because this can be intimidating!

b. Ask for feedback

- You can get feedback from audience by asking genuine questions to them.
- Leave time for the audience to think and try to avoid answering your questions yourself or telling members of the audience that their answers are wrong.
- Questions to the audience work well when you manage to make those who answer them feel that they have contributed to your presentation.

c. Look confident

- Experienced speakers avoid looking nervous by breathing deeply, speaking slowly and avoiding unnecessary gestures or movements.
- Smiling and focusing attention on members of the audience who show interest can also help you feel more confident as your talk progresses.

QUESTION AND ANSWER SESSION (Q & A SESSION) AFTER THE PRESENTATION

Allowing the audience to ask questions after your presentation is an excellent way to reinforce your message and continue to sell your ideas.

When the listeners can ask for clarification, they are less likely to leave your presentation with misconceptions about the speech you delivered.

The Q & A session is actually another presentation and vital to most speaking situations. It is like a presentation after the presentation.

HOW YOU WANT TO HANDLE THE Q & A SESSION?

Tell your intentions

Create the right mental among your listeners by telling them early in the presentation that you will have a question and answer period at the end of your speech.

People are more likely to ask questions if you tell them at the beginning that they can ask question after the presentation.

Prime the pump

Show that you want queries. Say, “*Who has the first question?*” Look expectant after you ask the question.

If no question is asked, “prime the pump” by asking a question.

Say, “*A question I’m often asked is...*” Ask the sample of question and then answer it.

If there are then no questions, you can finish with “*Are there any other questions?*”

Make sure you understand the question

You have to focus on the person who is asking and pay attention to body language and their facial expression to help you determine what the person really means.

Nod your heads to acknowledge the question.

Repeat question

Look at the person asking the question, and repeat it, especially if there is a large audience or if you need a moment to think.

If the question is confusing, ask for the clarification.

Be sure to answer the question and do not sidestep, ignore it or laugh it off.

Be concise

Keep your answer concise and to the point. The audience will be bored if you take too long to answer a question.

Don't praise questions

Don't evaluate questions. Avoid saying *"That was a great question,"* or *"Good question."*

If you want to affirm a specific question, simply say, *"Thanks for asking that question."*

Make everyone feel equally good about asking questions.

Give conclusion after the question and answer

This technique allows you to control the end of your time in front of the audience.

Instead of the last question, the audience receives your prepared and planned conclusion. Say, “*Before I make some concluding remarks, who has a question to ask?*”

Maintain control

When you open your presentation for audience participation, there are risks of losing control.

Anticipate the unexpected.

If you do not know the answer, don't pretend that you do. You might add that you will be glad to get back to them with an answer at a later time.

REFERENCES

- Anaktototy, K., & Huwae, M. (2020). Assessing teacher ' s perception in the use of pre- reading activities in EFL classroom. *Eralingua: Journal of Foreign Language Education and Literature*, 4(2), 236-246|
- Bodie, G. D., Winter, J., Dupuis, D., Tompkins, T., Bodie, G. D., Winter, J., & Tompkins, T. (2019). The echo listening profile: Initial validity evidence for a measure of four listening habits. *International Journal of Listening*, 1–25.
- Borisova, E. A., Nikitina, A. M., Shparberg, A. L., Borisov, O. I., & Poletaeva, N. M. (2019). Developing presentation skills in the ESP course for students majoring in control systems and robotics. *IFAC-PapersOnLine*, 52(9), 218-223.
- Briliana, C. N. N., & Destiwati, R. (2018). Virtual communication pattern of hamur community conversation group "HAMURinspiring" on social media line. *Journal of Communication Management*, 3(1), 34-50.
- Bucata, G., & Rizescu, A. M. (2017). The role of communication in enhancing work effectiveness of an organization. *Land Forcess Academy Review*, 22(1), 49–57.
- Dolan, R. (2018). Effective presentation skills. *Journal s Investing in Science*, 364(24), 1–4.
- Halley, R. D. (2020). Listening: Models and procedures. *International Journal of Listening*, 1–2.

- Indriani, S. (2020). Utilizing a recorded-video to assess speaking and presentation skills of pre-service teachers. *Scholaria: Journal of Education and Culture*, 10(1), 60-65.
- Khambayat, S. R. (2017). Developing effective communication skills in students. scholarly research. *Journal for Interdisciplinary Studies*, 4(37), 8799–8817.
- Liang, L., Tian, G., Zhang, X., & Tian, Y. (2020). Help comes from understanding : The positive effect of communication visibility on employee helping behavior. *International Journal of Environmental Research and Public Health*, 17(5022), 1–13.
- Lucia, D., Benková, E., & Daňková, Z. (2017). Presentation skill as Important managerial competences in the context of professional communication. *Polish Journal of Management Studies*, 15(2), 37-46.
- Mandeville, D. S., Ho, T. K., & Valdez, L. A. (2017). The effect of problem based learning on undergraduate oral communication competency. *Journal of College Teaching & Learning*, 14(1), 1-1.
- Martire, K. A. (2018). Clear communication through clear purpose: Understanding statistical statements made by forensic scientists. *Australian Journal of Forensic Sciences*, 1–9.
- Mousena, E., & Sidiropoulou, T. (2018). Oral communication skills and pedagogy. *Web of Science*, 231–247.
- Obregón, R., & Tufte, T. (2017). Communication, social movements, and collective action: Toward a new research agenda in communication for development and social change. *Journal of Communication*, 67, 635–645.

- Okoro, E., Washington, M., & Thomas, O. (2017). The impact of interpersonal communication skills on organizational effectiveness and social self-efficacy: A synthesis. *International Journal of Language and Linguistics*, 4(3), 28-32.
- Rao, D. V., Charyulu, G., & Omatam, M. (2016). Enhancing communication skills through language & literature. *Research Journal of English Language and Literature*, 3(October), 193–198.
- Shonubi, A. O., & Akintaro, A. A. (2016). The impact of effective communication on organizational performance. *Valley International Journals*, 3(3), 1904–1914
- Vorderer, P. (2016). Communication and the good life: Why and how our discipline should make a difference. *Journal of Communication*, 66(1), 1-12.

THE END

e ISBN 978-967-0047-10-2



9 7 8 9 6 7 0 0 4 7 1 0 2

ORAL PRESENTATION