

GENERAL SELF-CONFIDENCE AND ITS IMPLICATION ON STUDENTS' ACHIEVEMENT IN ORAL PRESENTATION

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Abstract: In speaking course, the teachers usually ask the students to present their projects in front of the class through an activity called *Oral Presentation*. However, many of students are afraid of public speaking due to the effect of self-confidence. This study is aimed to (1) describe general self-confidence among Indonesian EFL learners, (2) describe their academic achievement in oral presentation, and (3) find out the relationship between self-confidence and their academic achievement in oral presentation. Correlational design is used to investigate the existence or non existence of the relationship between the variables. The subjects of this study are 68 students at the second semester in English Department of one private university in Lamongan, Indonesia. Documentation and questionnaire are used as instruments to collect the data in this study. The findings reveal that (1) the students' general self-confidence is *quite strong*, (2) the students' academic achievement in the oral presentation is *good*, and (3) the two variables show *high correlation*. Therefore, the teachers are suggested to enforce activities that could increase students' self-confidence which in turn could decrease their anxiety in public speaking.

Key words: self confidence, speaking achievement, oral presentation.

INTRODUCTION

In order to communicate better, speaking skill is considered to be one of the most important skills. According to Fachrurrazy (2012, p.79), "Speaking is an active and productive skill. The target of speaking skill is an ability to express ideas freely and spontaneously".

Speaking starts to develop during the age of childhood because at this stage, the children are easy to accept stimulus from the environment. Tarigan (2008) stated that speaking is one of language skills that is developed since the age of childhood in which it is started by the listening skill.

Nevertheless, mastering speaking skill is not an easy matter to do. It can be seen from the reality that there are many Indonesian English learners who are still incapable to speak English despite they have learned the language for many years at various levels. In university level, the process of speaking English is given through English speaking course. In this course, the lecturers usually give the students some projects that must be completed. That activity is aimed to make the students easier to practice speaking in order to communicate each other. Al-Hebaish (2012) states that oral presentation is one of the courses introduced to English majors in order to enhance the speaking ability. Therefore, oral presentation in speaking course is very important to enhance the students' ability in communication.

However, based on the result of survey through open questionnaire distributed to the second semester of English Department students at an Indonesian Islamic University, most students still felt afraid of delivering public speaking. They are likely to feel anxiety when they are demanded to present the materials in the oral presentation in front of the class. It became a big problem for the students because it affected the students' academic achievement in speaking course. Based on the result of interview, it was found that the students' anxiety of public speaking was caused by the personal capabilities that is usually called self-confidence.

General self-confidence influenced the process of speaking activity because language learning is a complex process that influences cognitive and affective factor which constitute the main source of individual differences in foreign language learning. According to Brown and Skehan as quoted by Al-Hebaish (2012), the affective factor is the emotional side of human behavior and it

involves a variety of personality aspects, such as emotion, motivation, attitude, anxiety, personality, and self-confidence. Among these, self-confidence is one of the most influential variables which affect learning. Students who have general self-confidence will be able to overcome fears or negative thoughts, so they will be easy to communicate, especially in the oral presentation in front of the class. Brown (2002) defines general self-confidence as how you feel about yourself and your abilities. It tells you overall self-confidence level. Furthermore, the students who are able to communicate fluently and confidently, as a good impact of the high self-confidence, is that the students can increase their academic achievement in the speaking course because the criteria of the assessment on speaking skill is fulfilled by the students.

The general self-confidence is essential to students in social life, especially in their academic achievement. The development of general self-confidence is influenced by some factors. Bitterlin, et.al. (2011) explains that self-confidence is affected by life experiences, such as by parents, siblings, friends, and teachers. From them, you learn how to think about yourself and the world around you. It is the support and encouragement you receive from the people around you or the lack of it that helps shape your inner feelings about yourself. A nurturing environment that provides positive feedback improves self-confidence. Hence, there is a need of environment support and more speaking practice in order to gain the students' self-confidence.

LITERATURE REVIEW

Self-confidence

Language learning is a complex process (Young, 1999). It is influenced by cognitive and affective factors which constitute the main source of individual differences in foreign language learning (Tallon, 2009). According to Brown (2000), the affective domain is the emotional side of human behaviour and it involves a variety of

personality aspects such as emotion, motivation, attitude, anxiety, personality and self-confidence. Among these, self-confidence is one of the most influential variables which affect learning. It is one of the central drives in human beings and can exercise a determining influence on a person's life, for good or bad. Dörnyei (2005, p. 211) stated that the concept of self- confidence is closely related to self-esteem, both share a common emphasis on the individual's perception of his or her abilities as a person. Glenda & Anstey (1990) explained that many researchers used the terms self-confidence, self evaluation, self worth, self appraisal, and self satisfaction interchangeably. Basically, it is a psychological and social phenomenon in which an individual evaluates him/ herself according to some values which may result in different emotional states, and which become developmentally stable, but are still open to variation depending on personal circumstances (Reasoner, cited in Rubio, 2004).

Self-confidence is defined as "individual's overall evaluation or appraisal of themselves, whether they approve or disapprove of themselves, like or dislike themselves" (Higgins, 1996, p.1073). Corsini (1994) viewed it as the way one feels about oneself or the "sense of personal worthy and competence that people associate with their self concept" (p. 289). Cummings and Dunham (1989, as cited in Pierce & Gardner, 2004) defined it as "the degree to which an individual believes him/ herself to be capable, significant, and worth". Coopersmith (1981, as cited in Harris, 2009, p.9) added that it is "a set of attitudes, judgments that a person brings with him or herself when facing the world. It includes beliefs as to whether he or she can expect success or failure". In general, it refers to attitudes and beliefs towards the self.

General self-confidence is developed during the age of childhood and emerges from the accumulation of inter and intrapersonal experiences (Harris, 2009). The literature on the sources of building general self-confidence points to self-confidence being derived from several factors. The most important factors are: (1)

personal experiences. Successful experiences increase the development of high self-confidence, while the experiences of failure have the opposite effect, (2) social messages received from others. Community, home, school, and peers are important for self-confidence growth. Sending positive messages for others is thought to be detrimental to the development of high self-confidence, whereas exposure to negative messages decreases the level of self-confidence (Glenda & Anstey, 1990).

Oral Presentation

Oral presentation was defined as “high structure tasks” (Biggs & Telfer, 1987, cited in Nunan & Lamb, 2001, p. 32). In addition, presentations fall on a “continuum from planned to unplanned, from aided to unaided, from less to more reciprocal, and from more to less socially constructed” (Cook, 2000, p. 116). Furthermore, presentations can “range from ‘careful style’—a highly scripted, polished performance—to ‘vernacular style’—standing up and talking impromptu about a familiar topic” (Ellis, 1990, p. 22). Agendas in the teaching of oral presentations also involve various non-linguistic issues, such as use of visual materials, gestures, and eye contact.

Presentation is one of the activities under the theory of communicative approach. It is aimed to prepare the students for effective language use inside and outside the classroom (Burns, Joyce, & Gollin, 1996). Inside language classes, a more formal style is often used, such as warm-ups, whilst presentation and post presentation. Therefore, various presentation skills should be mastered, such as asking for clarification, using fillers, and maintaining a flow of communication outside the set parameters of the presentation itself. However, both formal and informal presentations have a shared communicative purpose: achieving “the effective delivery of some content” (Swales, 2006, p. 46).

Whether presentations are formal or informal, a smaller audience is likely to help focus on presentation skills rather than fear

of the audience. The traditional layout of a classroom consists of rows of desks facing the teacher and blackboard at the front, so in student presentations, the presenter is often sent to the front of the class. While this can be perceived as useful experience of public speaking that may also benefit the student in first language situations, it is likely to increase stress among students. Stress and 'language anxiety' have well-known negative effects (Krashen, 2003, p. 6) and standing in front of a class of peers, especially alone, is likely to be a stressful experience, even in the first language. The anxiety generated, both preceding and during a presentation, can inhibit language acquisition and impede production for a large part of the lesson and potentially more of the course. Two things that can be done to reduce this 'language anxiety' are: reducing the size of the audience and increasing the number of fellow speakers with presenters working in groups. By creating smaller audiences, we create a less intimidating environment with more opportunities for speaking. This can be perceived as a support strategy to deal with barriers to learning (Feez, 2002, p. 44). In addition, with more 'background noise' coming from other speakers, the inhibition in the presenters to speak to the audience will be reduced. With more opportunities to speak, it is hoped that students will feel less anxious and become more comfortable when speaking. This, in turn, should produce a better experience for the audience.

METHOD

This study implemented correlational design. It tries to find out the relationship between students' self-confidence and their academic achievement in oral presentation. The subject of this study is 68 students in the second semester of English Department at one private university in Lamongan, Indonesia.

In collecting the data, the researcher makes use of oral presentation score document and a close-ended questionnaire. The document containing oral presentation score was gained from the speaking lecturer of the university. The data of students' academic

achievement in the oral presentation is called as data "Y". Then, the data about students' academic achievement in the oral presentation is calculated by finding out the mean of the score by using the formula proposed by Fraenkel et.al. (2012). The score is then grouped in according to the evaluation criteria of nine scale rating as written in the table 1.

Close-ended questionnaire was used to collect the data about the students' general self-confidence. It consisted of questions or statements about students' general self-confidence and their feeling when they are doing oral presentation in front of the class. The students give a circle symbol in the statements list in questionnaire. On each section, the students are given eight statements. In analyzing data of questionnaire, the researcher uses Brown's (2002) four scales. In this research, the data of questionnaire is called as data "X". The researcher distributed the questionnaire twice, so the result of the two questionnaires is calculated by finding out the mean of the two questionnaires. Mean is another average of all the scores in a distribution. Mean is computed by using the formula proposed by Fraenkel et.al. (2012).

Table 1 The Scale Criteria of Students' Academic Achievement

Mastery Level	Standard Score	Note
86% - 100%	9	Very good
76% - 85%	8	Good
60% - 75%	7	Quite Good
55% - 59%	6	Fair
≤ 54%	5	Bad

(Purwanto, 2010)

The score gained from the result of questionnaire has the maximum scale 32, while the score of the students' academic achievement in the oral presentation used the maximum scale 100. It was difference, so the researcher converts the scale 32 to 100 by using the formula that offered by Purwanto (2010).

In this study, the result of the students' self-confidence score and the students' academic achievement in oral presentation is analyzed by using Pearson Product Moment Correlation. In arranging scores from two groups into columns, it does not need to sort based on the minimum and maximum data, but it needs to sort based on the students' number in attendance list. In this study, the researcher uses two variables; they are general self-confidence as the independent variable and oral presentation as dependent variable.

FINDINGS AND DISCUSSION

This part presents and discusses three findings of the study; 1) the general self-confidence of the students, 2) the students' academic achievement in oral presentation, and 3) the correlation between general self-confidence and the students' academic achievement. The data on students' general self-confidence were gained from the result of questionnaire. The data on the students' academic achievement in oral presentation were gained from teacher's document. Both variables were then correlated using Pearson Product Moment formula.

Students' General Self-Confidence

The data revealed that the mean (\bar{x}) of the total score of the students' general self-confidence was 24.85 and the total score ($\sum x$) was 1689.5. The mean was located on the scale 20-25. It means that the quality of the students' general self-confidence was 'Quite Strong'.

During the process of research, the researcher observed the students' activities in the speaking course. On the other hand, the researcher always interviewed the lecturer to get information about the improvement of the students' self-confidence. it helped the researcher to get data. Those data could be evidences and showed the reasons why the students got 'Quite Strong' quality on their general self-confidence. These are some causes why the students got 'Quite Strong' quality on their general self-confidence:

Salim, General Self-Confidence and its Implication on Students' Achievement in Oral Presentation

1. At the beginning of the speaking course, the lecturer gave the students course outline that consists of the objectives of course, the content of course, the activities of course, and the evaluation of course. Through the course outline, the students will be required to prepare themselves as well as possible to get the best point in the speaking course, so the students prepared their material previously before the students perform in front of the class. by preparing, the students will have 'Quite Strong General Self-Confidence'.
2. The main objective of the course is to develop students' ability to speak English at pre-advanced level, such as expressing opinions, approvals, and disapprovals in group discussions. It is also designed to enhance students' ability in doing monologues such as retelling articles, giving speeches, story-telling, describing places and news reporting. To achieve the objectives of this course, students are required to practice making a dialogue set up for the stimulated situations based on the topics discussed. For a change, games and other activities are also given in some occasions. The lectures always required the students to practice and practice, so the students have 'Quite Strong General Self-Confidence'.

The lecturers should give some motivation and facilitation to increase the students' general confidence. The lecturers also should require the students to practice the students' public speaking especially in the oral presentation in order to make the students are usual on speaking environment, so it will help the students have a high self-confidence and decrease the students' anxiety of public speaking.

Students' Achievement in Oral Presentation

Based on the data obtained from teacher's document, the mean (\bar{y}) of the students' academic achievement in oral presentation was 76.71 with the total score ($\sum y$) 5216. The mean 76.71 was located on the scale 76-85 which meant that the quality of the students' achievement in oral presentation was 'Good'.

Based on the results of the students' self-confidence above, the researcher can assume that the reasons that make the students got 'Good' quality at the oral presentation in the speaking course because:

1. During the learning and teaching process in the speaking course especially in the oral presentation course, the lecturer required the students to prepare at the earlier stage. It means that after the lecturer gave the students course outline, the students had to responsibility to prepare their material that will be presented on the oral presentation activity. It made the students were ready to present their material, so the students will easy to deliver their material, even the students had quite strong general self confidence. It supported the students to give the best presentation. The main point is 'Good Preparation' helped the students to get 'Good' quality in their oral presentation.
2. Based on the first reason above, the researcher assumed that the students' good preparation can be created because the lecturer gave the outline of the course at the beginning of learning and teaching process. On the other hand, the lecturer also required the students to be active in each meeting. it meant that the method and strategy of the lecturer in teaching and learning process was determined the students' achievement in oral presentation.

The lecturer should have a good action in teaching and learning process and it must be consistent. It would be better if the lecturer increases the method and strategy in teaching and learning process creatively and innovatively. It helped the lecturer to make the students more excited and interested in the speaking course.

Correlation between Students' General Self-Confidence and their Achievement in Oral Presentation

Based on the calculation carried out through Pearson Product Moment formula, it was found that the result of r-value was 0.82. this value was located on the r-scale 0.71 – 0.90. It means that both variables had 'High Positive Correlation'. It means that the general

self confidence influences the students' academic achievement in the oral presentation course. The students who have high self-confidence are more fluently to speak in front of the class. Meanwhile, those who have low self-confidence tend to face difficulty to speak in front of the class.

The calculation revealed that the value of "r" was 0.82, the r-table was 0.317, the significant level (α) was 0.01, and degree of freedom (df) was 66. It showed that the r-value was higher than r-table, in the significant level 1%. It meant that there was significant correlation between the students' general self-confidence and their academic achievement in the oral presentation. To prove if the hypothesis (H_a) can be received or rejected, the researcher compares t-value and t-table (see table 2).

Table 2 Hypothesis Testing			
degree of freedom	T-Value	Significance Levels	Note
		0,01	
66	0.82	0.317	r-value is higher than significance level 1 % so alternative hypothesis (H_a) is accepted and Null hypothesis (H_0) is rejected.

Table 2 showed that H_a was accepted or there is a significant correlation between students' self-confidence and their academic achievement in oral presentation and H_0 was rejected or there is no significant correlation between the two variables. This result is in line with a survey conducted by BBC World Service. BBC World Service radio series (2003, p.1) stated that "confident is a very important element in learning to speak a language. Many learners worry that they are going to make a mistake or that the people will not understand them".

Based on the result of mean score of the students' general self-confidence and the students' academic achievement in the oral presentation was similar good. So, the researcher concluded that the

correlation between general self-confidence and the students' academic achievement in the oral presentation course was 'Positive Correlation'. It means that the general self confidence influences the students' academic achievement in the oral presentation course. The positive correlation is gained from the result of two variables was similar high. Both variables gave effect each others. Consequently, the students who have high self-confidence, they are easy to speak in front of the class, while the students who have low self-confidence, they are difficult to speak in front of the class. General self-confidence influenced the process of speaking activity because language learning is a complex process that influenced by cognitive and affective factor which constitute the main source of individual differences in foreign language learning. According to Brown and Skehan as quoted by Al-Hebaish (2012), the affective factor is the emotional side of human behavior and it involves a variety of personality aspects such as emotion, motivation, attitude, anxiety, personality and self-confidence. Among these, self-confidence is one of the most influential variables which affect learning. It is one of the central drives in human beings and can exercise a determining influences on a person's life, for good or bad. The students who have general self-confidence will be able to overcome fears or negative thoughts about themselves and others, so the students will easy to communicate with the public especially in the oral presentation when the students present the material in front of the class. On the other hand, beside the students are able to communicate fluently and confidently, as a good impact of the result of the students' high self-confidence is the students can increase their academic achievement in the speaking course because the criteria of assessment on speaking skill is filled by the students.

CONCLUSION

In conclusion, the students' general self-confidence was 'Quite Strong' as can be seen from the mean score (24.85). The mean score was located on the scale 20-25 which is categorized as quite strong.

Salim, General Self-Confidence and its Implication on Students' Achievement in Oral Presentation

The students' academic achievement in the oral presentation was 'Good' as can be notoced from the mean score (76.71). The mean score was located on the scale 76-85 which is categorized as 'good'. The result of Pearson Product Moment formula demonstrated that both variables had 'High Positive Correlation'. It means that the higher the students' self confidence, the higher their academic achievement in the oral presentation. The students who have high self-confidence are more fluently to speak in front of the class. Meanwhile, those who have low self-confidence tend to face difficulty to speak in front of the class.

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