

Chapter One

Introduction

In this chapter, several sub-chapters contain the background of the study, identification, and delimitation of the problem, research question, the objective of the research, significance of the research, and organization of the research.

Background of the Study

In learning English, there are four essential skills that students need to master, namely reading, speaking, listening, and writing. Compared to the other three basic skills, speaking is one of the important skills. According to Rao (2019), speaking skills will be helpful in today's world because people need the ability to communicate in foreign languages. Teachers must teach their students to improve these skills to perform well in speaking skills in real-life situations.

Speaking can be done anywhere and anytime, but there will be a few problems if someone wants to speak a foreign language. Starting from anxiety, fear of making errors when speaking, or lack of practice can be a hindrance. According to Sutarsyah (2017), students who perform low due to anxiety, worry, and tension are because they lack self-reliance, and this happens because they do not have linguistic competence in speaking.

To overcome the things that make students' speaking performance bad, teachers need to create activities that support students to always speak in front of the class. Many activities, such as oral presentations or public speaking, can be done. In this activity, the teacher usually gives students a topic to present and lets

them be creative. Moreover, according to Sirisrimangkor's (2021) research, presentations can significantly improve students' speaking skills. Students feel supportive of using presentations in class because apart from improving their speaking skills, it also affects their confidence when speaking.

Confidence is one of the aspects that can affect one's performance in making a presentation. In the classroom, there are some students who have high confidence in doing oral presentations, while there is also the opposite. The performance of both is not necessarily the same. According to Al-Hebaish's (2012) research, which states that if a student's confidence is high, the presentation performance will also be good, while if it is the other way around, then the student's presentation performance will not be good. Learners with a high level of confidence were prepared to attempt speaking in front of others. Conversely, an overall lack of confidence led to a lack of motivation to aim for a superior oral performance. More assurance in their skills was required of learners who lacked confidence. This shows that students' confidence affects their presentation performance.

The oral presentation is often used in various subjects at school or university. It is used to demonstrate an understanding or argument of a particular topic. To present it, one needs to speak in front of people based on their understanding of the topic. Even so, oral presentation activities also need much preparation for students. Students must understand the material, create visuals that attract the audience, or even practice presenting their topic, especially in English. Students need confidence to present it. According to Nadiah and Arina (2019),

students who perform well during presentations are well-prepared and always practice in their free time. Preparation is not only about that but in the form of creativity, mentality, control, topic mastery, and media. The average student who does not perform well is the opposite of the student who performs well during presentations. Students who attend a class or course that is always in English but whose first language is not English are sometimes confident in their ability in conducting an oral presentations, and some others are not. In other words, confidence in oral presentation is also related to one's ability to communicate in English.

Based on the researcher's observation, some phenomena existed in a private Islamic university in the English Language Education Department (ELED), where when some students presented, each had different performances in presenting their topics. Some students looked confident. The students with high confidence were very fluent in presenting their topics and answering questions from the audience. They seemed to master the topic they were presenting. While students with low confidence are not so fluent in presenting their topic, most of them stammer when speaking, and it looks like they do not master the topic they are presenting. When the audience asked questions, they also needed a little time to answer them. Nevertheless, even so, some students' confidence increased after being given another chance.

In connection with these matters and problems, the researcher is interested in finding the EFL students' factors that make their confidence high and low in oral presentation and their strategy to overcome their problems. Therefore, the

researcher will conduct research with the title "EFL Students' Perception on the Factors Influencing Their Confidence in Oral Presentation."

Identification of Problems

Based on the preliminary observation in an Islamic university's English Language Education Department, several problems occurred in classroom oral presentations. The first problem is low confidence, which relates to how accustomed students are to speaking English inside and outside the classroom. Students with high confidence is used to speaking English outside and inside the classroom. Meanwhile, students with low confidence tend to use English in class or outside rarely, so their speaking skills are not honed.

The second problem is low mastery or understanding of the presentation material affects their confidence. In a class, of course, each student has a different topic to present. Before presenting something, students should research and learn about the topic they bring. Students with high confidence tend to understand their presentation material to explain it easily to their audience. Students with low confidence do not seem to understand their presentation material, and this can be seen from their body language, delivery, and how they answer the audience's questions.

The third problem is that students with low self-confidence tend not to be confident in their speaking abilities. They feel lacking in vocabulary, grammar, and pronunciation. This thinking makes them nervous, and their oral presentation

performance is deficient. This is inversely proportional to students who have high self-confidence.

The fourth problem is that insufficient preparation affects students' confidence in oral presentations. This preparation includes practice and preparation of presentation media such as PowerPoint. Students who practice speaking tend to have high confidence, and students who rarely practice tend to be the opposite. This is because practice can help someone remember what to say in a presentation.

Delimitation of the Problem

From the identification in the previous section, there are many problems in the research topic that the researcher will discuss. However, because researchers are aware of the limitations of time and ability, researchers need to provide clear limitations. The researcher limits the problem by focusing only on the factors influencing students' confidence in oral presentation. This research will be limited to interviews with private Islamic university students from the 2022 batch who once gave an oral presentation Principles of teaching and Learning, Language Learning and Acquisition, and Teaching English as a Foreign Language.

Research Questions

According to the description and problems, this study is to provide the answers to the following questions.:

1. What are the factors that can increase students' confidence in an English classroom oral presentation?

2. What are the factors that can decrease students' confidence in an English classroom oral presentation?
3. What strategies do students use to improve their confidence in an English classroom oral presentation?

The Objective of the Research

Based on the research question above, this research has three objectives as following:

1. To explore the factors that improve EFL students' confidence in oral presentation.
2. To explore the factors influencing students' low confidence in the oral presentation.
3. To investigate EFL students' strategies to improve their confidence in conducting oral presentations.

Significance of the Research

The goal of this research is helpful for several parties, including the students, teachers, and other researchers.

For the students

This research provides information that helps students know or increase their knowledge about oral presentations and improving confidence in conducting oral presentations.

For teachers

Teachers can use this research as information to give students methods to increase their confidence.

For other researchers

Other researchers can get information regarding student's perception of confidence in oral presentation and use this research as a reference to their research.

Organizations of the Study

This study is organized into five chapters. The first chapter explains the background of the research, which is why the researcher chose this topic. In this chapter, the researcher identifies and limits the problems in this research and decides to focus on what factors contribute to EFL students' confidence in oral presentation. In the next section, the researcher makes three questions and three research objectives related to EFL student's perception of confidence in oral presentation. In the significant part of the research, the researcher writes what benefits various parties will get when reading the researcher's thesis one day.

Meanwhile, in the second chapter, the researcher conducts a literature review of the many research articles the researcher finds. The researcher reviewed articles related to the topic the researcher chose, EFL students' perception of confidence in oral presentation. The researcher reviews many related articles to get a theoretical basis to support or find solutions to problems in the topic the author is researching.

In chapter three, the researcher explains what method he used to take the sample, who the sample for this research was, and the amount. Researchers will also write down how to collect data and the procedure. Not to forget, there will be a discussion about data analysis and conceptual frameworks, and the researcher will explain all of that in that chapter.

Chapter four include the finding of this research and a discussion of the study. This chapter will explain detailed information about data collection from the research conducted. The researcher will also explain the findings from the data collection, explain the context, relate the findings to previous research related to the topic, and explain the implications and limitations of this research. The findings will be based on the research questions: what factors can increase students' confidence in doing oral presentations, what factors make students' confidence decrease, and how do students' strategies to overcome their doubts and increase their confidence?

The last chapter, chapter five. This chapter explains the conclusion and suggestions from a researcher. The conclusion is written based on the findings in the fourth chapter. Then, the researcher gives suggestions to students, teachers, and other researchers.