

Chapter One

Introduction

In this chapter, the researcher will explain about background of the study, identification and limitation of the problem, research questions, purposes of the study, and significances of the study.

Background of the Study

In learning and teaching process of English, teachers provide certain activities to be done by their students. In a college, the teachers usually ask their students to present about a certain topic as a classroom activity. It is in line with Kakepoto, Habil, Omar, and Said (2012) who stated that oral presentations are provided to students to perform in a college. In the study, it is stated that students are given a certain material for their final assessments. Then, the presentation is evaluated by using rubric which contains four criteria of a good presentation. The criteria are delivery, confidence, nervousness and vocal variety (Kakepoto et al., 2012). Meanwhile, in PBI UMY, almost all lecturers give their students oral presentation about a certain material, either as a class assignment or on a final assessment. Moreover, there is a certain lecture about presentation called Academic Presentation. In addition, the lecturer of each subject gives students oral presentation activities since they were in the first year. So it is in line with Kakepoto et al.'s (2012) statement.

Since it is called 'oral presentation', the speaker delivers the topic orally. It means that the speaker should speak. While speaking for a presentation, speaker also needs to involve his self confidence in it. According to Sukitkanaporn and

Phoocharoensil (2014), oral presentation needs confidence and fluent delivery that could be reached by doing practices. Confidence is a very important part of any good presentation (Kakepoto et al., 2012). That is why students should keep their self confidence when speaking for a presentation. Self confidence leads to a good speaking, and good speaking leads to a good presentation.

Unfortunately, some recent studies show that oral presentation has low correlation with self confidence (Ahmed, Ghazali & Hassan, 2011; Zahra, 2010; Kaur, Rana & Kaur, 2009; Naderi, Abdullah, Aizan, Sharir & Kumar, 2009; Yahaya & Ramli, 2009; Bodkin-Andrews, Nelson, Craven, Yeung & Newey, 2008). It is clear that there is contradiction between recent studies and the fact happens in reality. So, this research needs to be conducted to confirm the correlation between self confidence in speaking skill and oral presentation of PBI UMY students.

Identification and Limitation of the Problem

Based on the researcher's experience, researcher identified some problems faced by students of Pendidikan Bahasa Inggris in Universitas Muhammadiyah Yogyakarta in doing oral presentation. The problems were when students were doing oral presentation, they were bad in presenting the material to the audiences. Some of them got difficulties in using the words and suitable grammar. They also felt lack of self confidence and got nervous in delivering the presentation.

According to Kakepoto et al. (2012), there are three major points that influence the quality of oral presentation. The first point is delivery. The second one is self confidence. The last one is nervousness. Because of the limited time, it

is impossible to do research about those three major points. So, this study only focuses on the correlation between oral presentation and self confidence, especially in speaking skill.

To measure independent variable (oral presentation), the researcher will use score of students' oral presentation. The lecturers may use different rubric in assessing students' oral presentation. There will be some different elements used in obtaining the students' score, such as delivery, slide, and material. Furthermore, researcher only focuses on the final result of students' oral presentation score.

Research Questions

This research has been formulated as:

1. How is 2014 PBI UMY student's self confidence?
2. How is 2014 PBI UMY student's oral presentation skill?
3. What is the correlation between self confidence in speaking skill and oral presentation of 2014 PBI UMY students?

Purposes of the Study

This research is conducted to:

1. know how 2014 PBI UMY students' oral presentation skill is
2. know how 2014 PBI UMY students' self confidence is
3. confirm whether there is a significant correlation between self confidence in speaking skill and oral presentation or not.

Significances of the Study

This study also brings significances from some aspects, they are:

For the researcher. The researcher can learn on how to write a research thesis. In addition, the researcher can prove what the correlation between self confidence in speaking skill and oral presentation of 2014 PBI UMY students is.

For students. By considering the correlation of oral presentation and speaking ability, students are motivated to do more oral presentation in order to improve their speaking ability.

For teachers. Teachers are also motivated to give more oral presentation activities to their student as homework, a class assignment, or a final assessment. And then they will be motivated to be more creative in providing an attractive presentation.

For institution. Oral presentation could be included into syllabus as alternative activities in the teaching and learning process. Since it becomes one of alternative activities, institution would add the facilities to support these oral presentation activities, such as projector and LCD.

For other researchers. This study could give some ideas to other researchers to do other research with the same topic.