Chapter One

Introduction

This chapter shows the points that are the bases of the research which become several points. Points that include in this chapter is the background of the study for the prefix of this chapter. Then identification of problems is discussed in this chapter as a description of the problems raised. After that, the researcher gives the delimitation between the problem and the object to be studied. After the researcher present the research question of this research which is be the research foundation. After that research objective is to know the purpose of this research and show the significance of the research that carried out and the last one is the organization of the chapter to close this chapter.

Research Background

The current realization of learning during the COVID-19 pandemic, which has not yet ended, has finding in limitations for learning that was previously carried out offline to become online (Agung, Surtikanti & Quinones, 2020). In this case, there must be a renewal in the learning system for learners. According to Allo (2020), most learners also feel that online learning during a pandemic is an effective way to keep learning teachers can do that. This also affects English learning for theoretical and practical learning.

The second language for some people is considered necessary because it can broaden their knowledge and add to their skills. According to Tillayeva

(2020), learning a foreign language is a necessity, especially for the English language as a modern language that has become a world language and used by the majority of the world's population. Learners should have learned the English language to continue to master degree, and it is also helpful for competition in looking for work in the future. Learners must start to realize that learning the English language is essential to the globalization process, which will significantly determine their career in the future or abroad (Zarei, Khalessi & Pourghasemian, 2019). In learning the English language, there are many aspects they will learn, for example, the four skills, namely Speaking, Writing, Listening, Reading. All existing skills are, of course, equally necessary for learners and helpful in improving their abilities in the English language.

According to Verdiyeva and Huseynova (2017), "the learning of a language means to speak the language" (p. 173), it means learners must have a good speaking skill to make it appears that they master a language. Speaking skills in the language aspect need to be developed early on because speaking is the most effective way for humans to express their feelings and communicate with each other (Leong & Ahmadi, 2017). Unconsciously, humans will need speaking in all aspects of their life which makes humans dependent on speaking. Especially for speaking skills which are very important to be mastered by English foreign learners. Maybe learners do not realize how essential speaking skills are for their language knowledge, so many of them do not pay attention to learning this critical skill. If the learners have the basics for good speaking, it will be easy to do public speaking in the future. Public speaking is one way to channel the findingss of

learning speaking that learners have lived (Zou and Velo, 2020). Zhang and Ardasheva (2019) stated that English public speaking itself can be defined as a public presentation for educational or commercial purposes that has various purposes such as persuasion, other informants, or even entertainment. The kinds of content in public speaking itself are very diverse and adapted to learners' knowledge, such as telling stories, sharing experiences, informing massage, motivating people, and many more. English Public speaking is also a form of globalization and increased self-efficacy for learners. Delivering English public speaking for learners can be said as an exercise for all the material that has been given in the classroom for evaluation for learners. Verdiyeva and Huseynova (2017), in their research, said that "how to increase learners' speaking skill or public speaking ability by variety practice, learners centered approach and practicing mechanical skills." English public speaking also helps in increasing self-confidence for learners (Zhang &Ardasheva, 2019).

According to the findings, more than fifty percent of learners felt embarrassed, nervous, and shy, and two learners had different feelings depending on the situation (Verdiyeva & Huseynova, 2017, p. 172). This is show that many learners still feel less confident in their speaking skills when doing English public speaking both inside and outside the classroom. Therefore, to reduce the learners' lack of self-confidence in their self-confidence in public speaking as a teacher, it would be good to encourage learners to increase their self-confidence in English public speaking. To increase learners' self-confidence in public speaking, introduce learners to the program of English public speaking, practice more to

speak English in public, and make the learning environment and practice comfortable (Zhang & Ardasheva, 2019).

According to Leong and Ahmadi (2017), some learners can have good self-confidence through a cooperative environment. Another factor mentioned is the friendly attitude from within to build self-confidence in public speaking. Most learners have motivating factors that are used to train their self-confidence and support their speaking skills.

Regarding elaborate paragraphs, the researcher is interested in exploring the issue that arises from the speaking activity during online learning in the ELED learners in Private Universities. The researcher focuses on finding out what factors influence their self-confidence in English public speaking during online learning.

Identification of the Problem

This research problem arise from the new students undertaking online learning in their first to the second year. It could be said that the input they got was not fully optimal like the previous semester, which was carried out offline. With these limitations, learners have less input related to the speaking skills they will live. However, in reality, they are required to do public speaking as an assignment in several courses. Moreover, in the application of online public speaking, which must use full English for the online public speaking, which in fact, learners are still not used to the application of speaking skills directly.

The researcher found that the learners were still lacking in the application of speaking for assignments during online learning. Knowing this problem, the researcher saw that not a few learners were confident in doing online public speaking during their struggle in the first experience online learning. Therefore, the researcher wants to know whether the learners with good grades have the factors that can make them confident when doing online public speaking from their perspective. During public speaking, of course, many factors are considered by learners to maximize their performance in public speaking.

Factors that influence learners' self-confidence, both from internal and external, will of course be the focus for this research to be researched. That way, the researcher finds out what factors can influence learners' confidence when delivering online public speaking, either from internal and external.

Delimitation of the Research

Based on identifying the problem, the researcher focuses on investigating the factors that influence learners' self-confidence in delivering public speaking online in the classroom based on the learners' perspective. The researcher focuses on finding factors, both internal factors and external factors that can influence learners' self-confidence in online public speaking. In addition, the researcher limits this research to only the learners who get online learning from the first semester until semester four. The second learner must join the course which involves online public speaking. The third is the learners have experience in online public speaking and also got an A score in the courses that have been

determined. The researcher focuses on six learners in English Language Education in Private University in Yogyakarta.

Research Question

Regarding the background, the formulation of the problem in this research is :

1. What internal factors influence learners' self-confidence in delivering English public speaking during online learning?

2. What external factors influence learners' self-confidence in delivering English public speaking during online learning?

The Objective of the Research

The objective of this research is to find out the answer to the question provided. Based on the research questions, the aim of the study is :

1. To find the internal factors that influence learners' self-confidence in English public speaking during online learning.

2. To find the external factors that influence learners' self-confidence in English public speaking during online learning.

Significance of the Research

This research aims to give positive advantages for some parties such as learners, lecturers, and future researchers.

For learners

Learners will know the factors that influence learners' self-confidence in doing English public speaking during online learning. Learners can also find out the elements that make them confident in English public speaking and provide as self- reflection for their performance in public speaking online.

For lecturers

This research will give advantages for the lecturer, so after knowing the factors that can make learners more confident in public speaking, it will be the idea to create an activity in the classroom that can support learners' confidence in public speaking online.

For other researchers

After knowing the learner perspective and the factors that influence learners' self-confidence in English public speaking during online learning, the other researchers can use it as theoretical or additional information in future research. The findings obtained from this study can make it easier for other researchers to investigate different focus on self- confidence in online public speaking,so that existing findings continue to develop according to the times and the object being studied.

Organization of the Chapters

The purpose of this research is to know how perspective learners feel about self-confidence in delivering English public speaking during online learning and the factors that influence their self-confidence in public speaking during

online learning. The first chapter tells about the introduction of this study. The first chapter included the background of this study, the statement problem, limitation of the study, research question, and also the purpose of this study. The significance and organization of this study are also included in the chapter.

The second chapter is a literature review. This chapter contains theories related to the topic and previous research, which also discusses the same issue as this research to get additional information to strengthen the research. Seven points are included in this chapter. They are online learning, public speaking, public speaking online, objective of public speaking online, self-confidence in public speaking online, the last is internal and external factors can influence learners' self-confidence in public speaking online.

The third chapter is methodology. This chapter provides a clear description of how the researcher will conduct research and how the data will be taken. This contains the research design, settings, and participants of this research. Data collection methods and data analysis will also be in this chapter.

The four chapter is finding and discussion. In this chapter researcher show the data the findings from the data analysis.

The five-chapter is the conclusion and recommendation. This part contains a summary of the information generated from this research and also contains recommendations for learners, teachers, and future researchers with similar research.