CHAPTER I

INTRODUCTION

This chapter will discuss the research background, research questions, research purpose, research significance, research scope, conceptual framework, previous research, and hypotheses.

A. Research Background

This research aims to explore the relationship between students' self-confidence and their speaking performance in oral presentations. From the earliest stages of language learning, mastery of speaking is essential for effective communication and personal growth. As stated by Morozova (2013), speaking is recognized as a crucial language skill that can be developed and improved over time. Citing Utama et al. (2013), Roysmanto (2018) highlights two components of successful speaking: linguistic and non-linguistic aspects. Linguistic aspects include vocabulary, grammar, pronunciation, sentence structure, and fluency, while non-linguistic aspects encompass personality traits such as self-confidence and interpersonal context.

During oral presentations, students often struggle with their speaking abilities. According to Hidayad et al. (2023), anxiety, a lack of confidence, a small vocabulary, poor pronunciation, and an inability to effectively organize their thoughts are common signs of these issues. These difficulties usually result in poor communication, as students find it difficult to express their ideas to the audience in an understandable manner. The causes of these problems are varied but interrelated. Hidayad et al. (2023) suggests a primary factor is a lack of practice in real-life speaking opportunities, which limits their ability to build fluency and confidence. In addition, students may experience high levels of performance anxiety due to fear of being judged or making mistakes.

A lack of preparation and familiarity with the content of the presentation also contributes to their difficulties and self-confidence. In addition, underlying language problems such as poor grammar, vocabulary, or pronunciation often exacerbate these difficulties, creating a cycle of insecurity and underperformance.

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Thus, students need motivation to build their self-confidence for oral presentations by encouraging them to take action, stay focused on their goals, and problem-solving (Liando and Lumettu, 2017).

Self-confidence, in particular, appears to be an essential factor influencing oral expression, which is a fundamental dimension of one's ability to communicate effectively. According to McPheat (2010), self-confidence consists of the belief that a task can be completed independently based on past achievements. People who have self-confidence are better able to overcome difficulties, focus on positive aspects, and ignore setbacks while self-confident individuals tend to show greater ability in the face of challenges, as a result, developing self-confidence in students can significantly enhance their ability to communicate effectively and develop fluency in the target language, especially in speaking abiliy.

In the dynamic field of English Language Teaching (ELT), the relationship between speaking skills and personal confidence has become an essential fulcrum for effective oral presentation (Liando and Lumettu, 2017). As teachers and learners navigate different EFL environments, it is evident that the psychological construct of confidence is closely intertwined with the overall structure of the language learning experience (Ghafar, 2023). On the other hand, English has become the dominant international communication (Haryadi and Aminuddin, 2023). Therefore, it is essential to foster a supportive learning environment to help students build both their language competence and their confidence in spoken English.

The difference between this research and the previous research lies in the focus on specific strategies for enhancing self-confidence in language learners. This research examines the correlation between students' self-confidence and their speaking performance specifically on speaking ability in oral presentations while the previous researches examine the correlation between students' self-confidence and their speaking ability in general. Sumardi et al. (2022) investigated The Correlation Between Self-Confidence and Speaking Ability of the Tenth Grade Students' of SMAN 3 Enrekang. The result shows that a correlation exists between their speaking skills and self-confidence.

On the other hand, the research directed by Parmita (2022) attempted to investigate The Correlation Between Self-Confidence and English Speaking Skill of the Eight-Grade Students of SMPN 1 Blahbatuh, and the result of the research is focused on examining the relationship between self-confidence and English speaking skills. This research seeks to address this gap by examining how self-confidence is correlated with students' speaking performance in oral presentations. The research was conducted in the 10th-grade students at SMK YPF Bandung, providing a focused exploration of how these strategies can be applied and evaluated in a practical educational setting.

Based on the preliminary observations in the 10th-grade students of SMK YPF Bandung, it was found that students who have good speech performance ability tend to show high confidence when speaking in public. In contrast, students whose speech performance ability is still inadequate often show a low level of confidence in carrying out oral presentations. According to Tahir (2023), students who possess confidence are able to adapt to different situations and communicate well, which increases their confidence when speaking in front of audiences.

Since the focus of this research is on the relationship between students' self-confidence and their public speaking ability, this finding is particularly relevant as it is in line with the broader aim of investigating how internal factors like emotional regulation and external factors, such as social support and the environment, contribute to students' speaking performance in oral presentations.

B. Research Questions

This research aims to investigate the relationship between students' self-confidence and their speaking performance in oral presentations. Specifically, it seeks to answer the following questions:

1. What is the level of self-confidence of the 10th-grade students of SMK YPF Bandung?

2. What is the speaking performance in oral presentation of the 10th-grade students of SMK YPF Bandung?

3. What is the correlation between students' self-confidence and their speaking performance in oral presentations?

C. Research Purposes

The research purposes are to provide the relationship between self-confidence and speaking performance in oral presentation. The specific purposes are:

1. To find out the level of self-confidence of the 10th-grade student of SMK YPF Bandung

2. To find out the speaking performance of the 10th-grade student of SMK YPF Bandung in oral presentation

3. To find out the correlation between students' self-confidence and their speaking performance in oral presentation

D. Research Significance

This research provides both theoretical and practical significance.

1. Theoretical Significance

This research is expected to explore the relationship between students' self-confidence and their speaking performance in oral presentations, deepen students' understanding of the interplay between language acquisition and psychological factors, and bridge insights from linguistics, psychology, and education.

2. Practical Significance

This research offers valuable guidance for teachers, curriculum designers, and policymakers by emphasizing the importance of addressing not only linguistic competencies but also psychological factors that influence students' communicative proficiency. These findings support the development of more holistic pedagogical strategies in language education.

a. For the students:

This research is expected to improve students' self-confidence in speaking performance, especially in oral presentations. This research is expected to stimulate and motivate students in speaking by using oral presentations. Oral presentations encourage students to practice speaking in a controlled environment, allowing them to develop fluency, clarity, and articulation while receiving constructive feedback.

b. For the teachers:

This research is expected to make a significant contribution to enhancing students' self-confidence in speaking, particularly during oral presentations. It can serve as a valuable reference for English teachers in selecting effective strategies and resources to boost students' confidence and improve their speaking performance.

c. For the researchers:

This research is expected to provide valuable insights and practical strategies for improving students' speaking performance in oral presentations, paving the way for more effective and innovative practices in the future.

E. Research Scope

This research specifically aims to examine the correlation between students' self-confidence and their speaking performance in oral presentations. The study focuses on 10th-grade students of SMK YPF Bandung who are currently learning English as a subject. The scope of this research is limited to observing and analyzing how students' levels of self-confidence affect their ability to deliver oral presentations in English class.

The participants were selected from a particular group of 10th-grade students of SMK YPF Bandung. The research was conducted within the context of English language learning activities, particularly during classroom presentation tasks. Therefore, this research aims to provide more focused insights into the relationship between self-confidence and speaking performance in oral presentations.

F. Conceptual Framework

As stated in the previous section, this research aims to determine the relationship between self-confidence and students' speaking performance in oral presentations. Therefore, there are two variables in this research; they are self-confidence as the dependent variable and students' speaking performance in oral presentation as the independent variable. Those variables are explained as follows:

According to Perry (2011), self-confidence refers to an individual's belief in their ability to succeed. It is context-dependent, varying with specific tasks, although some individuals appear to exhibit this trait across diverse activities. Self-confidence can be defined as an individual's self-assessed belief in their capacity to perform and succeed. According to Austrian psychiatrist and psychotherapist Adler (1964) theory of self-confidence, people's early experiences determine how they see themselves and the world. If children are marginalized or bullied, they may struggle with self-esteem and self-confidence as adults.

In such cases, it becomes a kind of individual power through the fictional lever of their imagination. Self-confidence exerts a profound influence on virtually every aspect of students' life. It affects their capacity to think optimistically, their ability to persevere through difficulties, and their capacity to complete tasks. Therefore, self-confidence will enable individuals to approach their life with optimism, encouraging a positive perspective that supports effective decision-making and problem-solving.

Speaking is one of the skills components of linguistics (listening, reading, speaking, writing). Individuals learning a language are commonly referred to as "speakers" of that language. Speaking stands out as the most frequently employed language skill in nearly all contexts (Farabi et al., 2017). According to the theory of speaking, which Harmer (1993) defined, good communication occurs when the listener can respond to the speaker and then understands the message conveyed.

Four basic skills in English must be mastered. One of them is speaking. However, in communicating using English, speaking is considered the most important skill among the others. According to Irawan, et al (2021), speaking performance is when someone uses observable or quantifiable methods to

communicate with an audience by following a set of guidelines that help the audience understand what they are saying. Performance means the act of performing a play, a concert, or some other form of entertainment, as defined in the Oxford Advanced Learner's Dictionary (2000).

Oral presentation performance is considered a key professional skill. Most educational institutions' curricula include subjects focusing on this particular skill. Typically, the course starts with an activity involving oral presentation performance, followed by an in-depth discussion of reliable assessment and evaluation of oral presentation skills. (Kattington, 2010).

The integration of these concepts forms the foundation of this research. It highlights a structured relationship where self-confidence supports the development of speaking skills, which contribute to effective oral presentation performance. This connection is significant for both teachers and student growth. According to Jackson (2011), teachers should prioritize fostering self-confidence, especially in speaking performance in oral presentations, where anxiety is a common challenge.

Teachers should incorporate activities that enhance both speaking skills and self-confidence, such as oral presentations and feedback sessions. When assessing oral presentation performance, teachers should consider not only technical skills but also the students' confidence and ability to engage the audience. By recognizing the link between self-confidence, speaking performance, and oral presentation performance, teachers can implement more effective strategies for skill development and performance enhancement.

Jackson (2011) suggests that students who have confidence in their ability to communicate effectively are more likely to participate actively, articulate their ideas clearly, and respond confidently to questions from the audience. This positive self-perception enhances their technical speaking skills and encourages greater engagement and risk-taking during presentations. Teachers can create a supportive environment where students feel empowered to express themselves by intentionally designing classroom activities that nurture both self-confidence and speaking proficiency. This approach improves individual performance and contributes to the

class's overall communicative competence, reinforcing the critical connection between psychological factors and language development.

To sum up, this research aims to investigate the relationship between students' self-confidence and their speaking performance in oral presentations, emphasizing the need to develop a better understanding of how these variables interact. This framework seeks to contribute to the existing knowledge by examining the correlation between students' self-confidence and their speaking performance, providing insights that could inform teaching strategies and skill development in educational settings. (Jackson, 2011). Overall, the research scheme can be seen as follows:
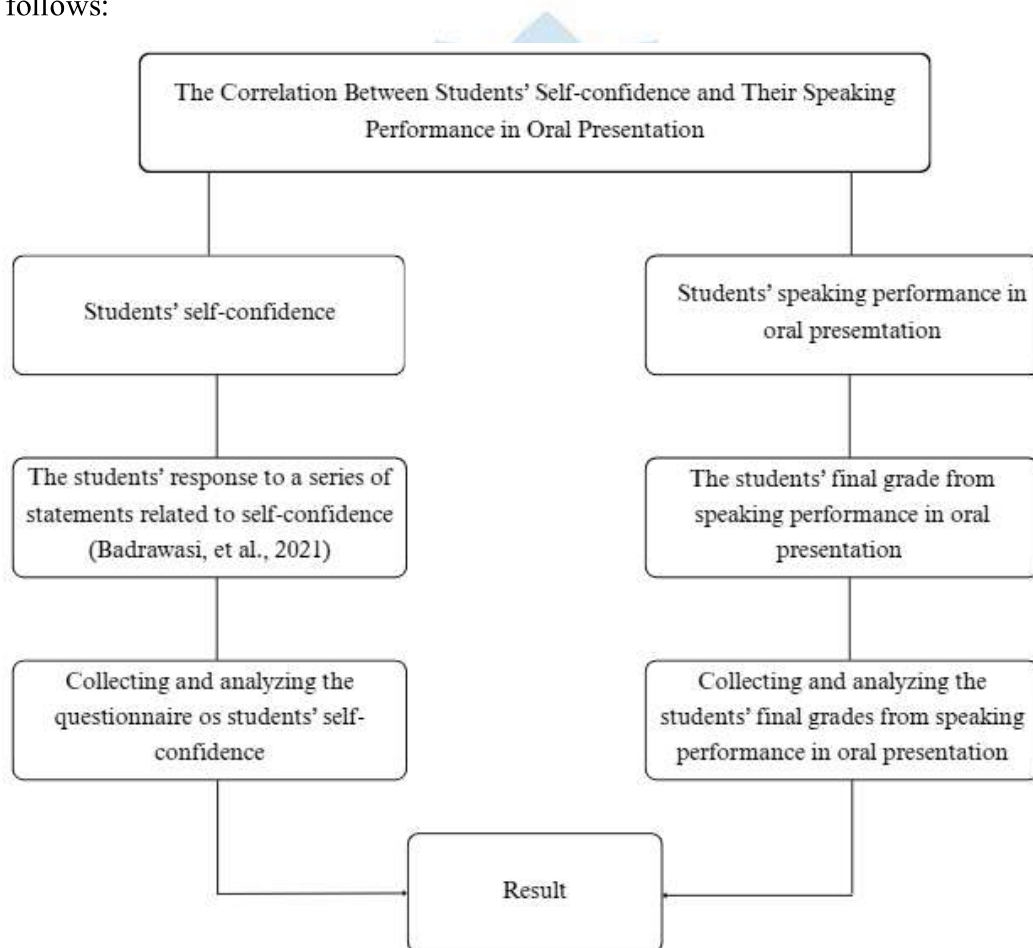

Figure 1. Research Scheme

G. Previous Research

There are previous researches regarding this topic, first research conducted by Sumardi et al (2022) investigated The Correlation Between Self-confidence and Speaking Ability of the Tenth Grade Students' of SMAN 3 Enrekang. The result of the research shows that a correlation exists between their speaking skills and self-confidence. Higher levels of self-confidence contribute positively to students' speaking abilities. This previous research has several differences from the current research. It examined students' self-confidence with their speaking ability in general using dialogue in class, while the current research examines students' self-confidence with their speaking performance in oral presentations.

Second, the research directed by Parmita (2022) attempted to investigate The Correlation Between Self-Confidence and English Speaking Skill of the Eight-Grade Students of SMPN 1 Blahbatuh, and the result of the research is focused on examining the relationship between self-confidence and English speaking skills, the assessment of students' English speaking proficiency was conducted through interview tests, while their self-confidence levels were gauged using questionnaires. However, the previous research has similarity and difference with the current research, previous research used an interview test as its speaking assessment, while current research uses an oral presentation test as its speaking assessment. In addition, participants from the previous study were junior high school students, while the current research choose vocational high school students as participants.

Third, the research conducted by Farabi et al. (2017) the research only focused on the impact of using oral presentation in students learning process. This research assessed the impact of free and guided oral presentations on the speaking abilities of Iranian pre-intermediate learners. Following the implementation of the techniques in the classroom, it was demonstrated that the group that received instruction through the use of guided oral presentations exhibited superior performance to the group with a statistically significant difference. Overall, the results provided evidence of the positive impact of the guided oral presentation technique on students' ability to speak the target language with greater fluency. It can be concluded that the use of guided oral presentations is an effective tool for

assisting students in improving their speaking skills. The difference between the previous research with the current research is the previous research examined the impact of using guided oral presentation in teaching English language learners' speaking skills, while the current research examined the relationship between students' self-confidence and their speaking skills in oral presentation.

The fourth is research that conducted by Akbari (2020), the opposite of the research that described earlier, the research only focused on the impact of students' self-confidence on their learning process. The research revealed that students with self-confidence are more likely to participate actively in learning, experience reduced test anxiety, demonstrate increased interest in goal-seeking, and exhibit greater comfort with their lecturers and classmates. The previous research focused on the impact of self-confidence on students' learning process in general, while the current research intends to determine the relationship between students' self-confidence and their speaking performance in oral presentation.

H. Hypothesis

In quantitative research, a hypothesis constitutes a statement wherein researchers predict or speculate on the anticipated outcomes concerning the connections between attributes or characteristics (Creswell et al., 2012). Essentially, the hypothesis serves to ascertain whether a correlation exists between the two variables under investigation. Here are the hypotheses of this research:

1) H_0 : There is no significant correlation between students' self-confidence and their speaking performance in oral presentation

2) H_a : There is a significant correlation between students' self-confidence and their speaking performance in oral presentation

Based on the proposed hypothesis, this research assumes that there is a significant correlation between students' self-confidence and their speaking performance in oral presentations. This research aims to validate the statement by demonstrating a significant relationship between the two variables. Therefore, the assumption of the research is to prove that students' self-confidence is positively correlated with students' oral presentation speaking skills.