AN ANALYSIS OF STUDENTS' SELF-CONFIDENCE IN ENGLISH ORAL PRESENTATIONS

THESIS

Submitted by

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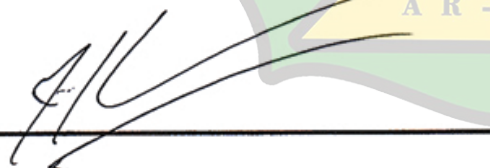NIM . 160203117

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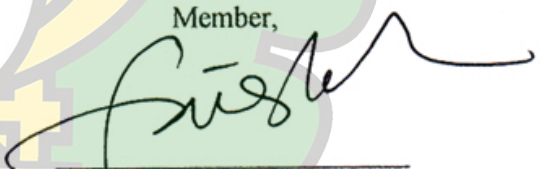
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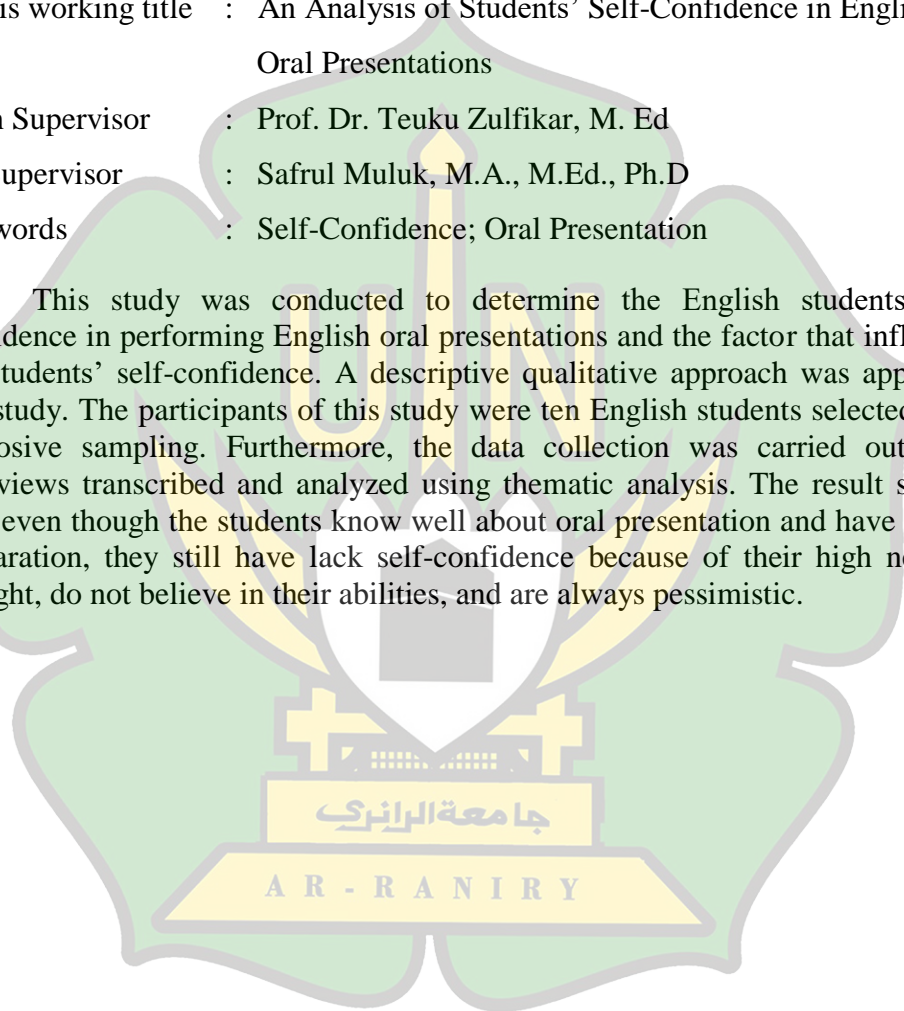
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Sincerely yours,

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ABSTRACT

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Thesis working title   : An Analysis of Students' Self-Confidence in English Oral Presentations

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Keywords   : Self-Confidence; Oral Presentation

This study was conducted to determine the English students' self-confidence in performing English oral presentations and the factor that influences the students' self-confidence. A descriptive qualitative approach was applied in this study. The participants of this study were ten English students selected using purposive sampling. Furthermore, the data collection was carried out using interviews transcribed and analyzed using thematic analysis. The result showed that, even though the students know well about oral presentation and have careful preparation, they still have lack self-confidence because of their high negative thought, do not believe in their abilities, and are always pessimistic.
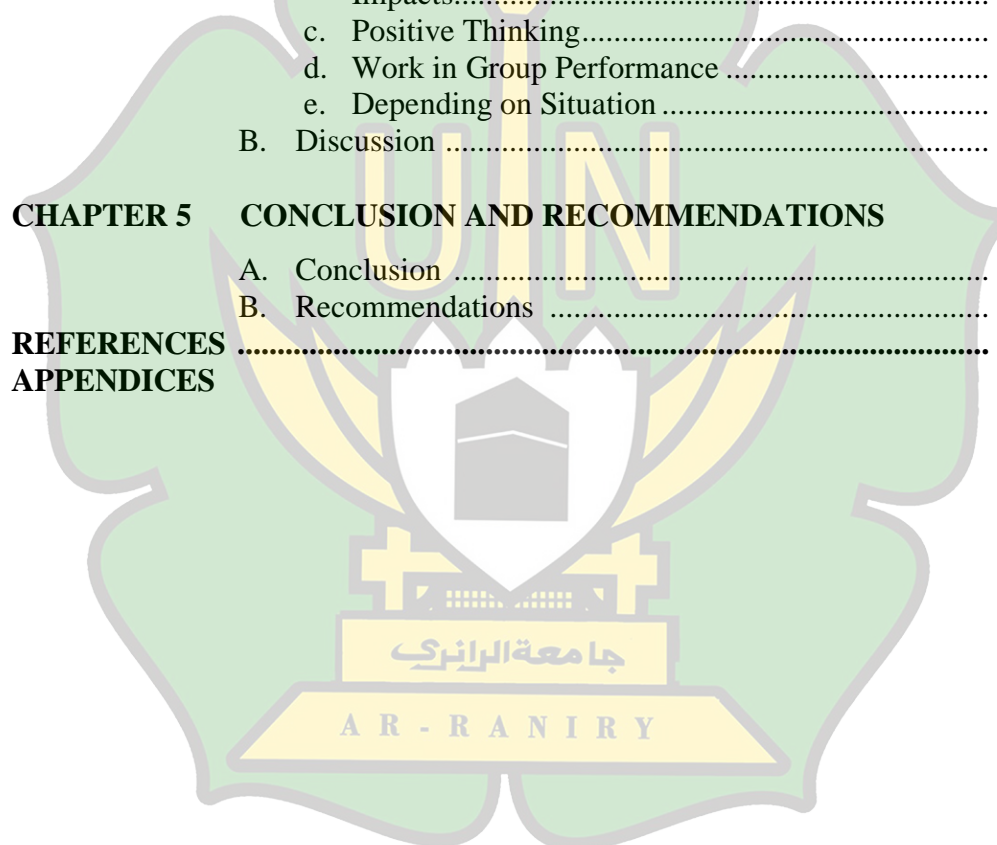
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CHAPTER 1

INTRODUCTION

This chapter generally discusses the background of the study, research questions, research aims, the significance of studies, and terminologies. Each of them needs to be clearly explained to get a better understanding of this research.

A. Background of the Study

In the education sector, speaking is used to communicate with others, discuss, role-playing, storytelling, reporting, and present in the classroom. According to King (2002), a presentation is an effective communication activity in the classroom situation. Especially for ESL/ EFL students, presentation is significant in enhancing their proficiency in communicating with others using English. Furthermore, presentation is one of the methods for implementing students' speaking abilities into the classroom. There is a course at students university-level name public speaking. This course aims to build the students' knowledge, competence, and confidence for delivering formal class presentations. The material in this subject covers theory and practice on how to give a standard academic presentation, also it delivering through oral presentation in various topics in it.

An oral presentation is like a formal conversation; talking to a group is natural (Baker, 2000). Whether formal or informal presentations, a smaller audience is likely to assist the presenter focus on presentation abilities rather than audience apprehension (Salim, 2015). Oral presentation techniques could be used

for all language proficiency levels, from basic to advanced. Using oral presentations will enhance students' interest in learning English, interact and participate more in the classroom (Girard et al., 2011).

Self-confidence is a strong belief. If someone is sure of something, people are not worried about the outcome, and it takes it for granted that it will go right (Murray, 2006). Therefore, it will be bad for someone if they have low self-confidence. According to Rofiah & Waluyo (2021), Self-confidence has always been related not only to oral presentation assignments but also to practically all the assignments given to the students to perform with good outcomes. Doing an oral presentation is always related to self-confidence because a person with high self-confidence will easily do anything and get a successful outcome. According to Rubio (2007), when the learner has low self-confidence, on the contrary, they will suffer from uncertainty, insecurity, fear, and social distance. Al-Hebaish (2012) also stated that self-confidence is a factor that exists in us that plays a supporting role in achieving foreign language learning.

Based on the definition of self-confidence, I believe that self-confidence is needed in presenting an oral presentation. Self-confidence is essential in English oral presentations since it alleviates students' nervousness and dread of speaking in the target language (He, 2018). However, doing a presentation is not an easy thing to do. It can be seen from the fact that many Indonesian English learners are still unable to make good presentations even though they have done many presentations over the years at various levels. Most students are still afraid to make presentations and feel anxious when required to present material in oral

presentations in front of the class. According to Nadiah et al. (2019), there are two types of performance issues: verbal and nonverbal. Students did not speak with clear meaning and words in verbal issues, their intonation was repetitive, and there were many pauses.

Meanwhile, in nonverbal issues, students did not make eye contact during the performance in their classroom. Instead of facing the audience, the students focus on the note or slideshow, facing up, and sometimes they repeat various fillers during the performance. In addition, they also found that lack of self-confidence is also a significant problem in performance. Furthermore, I also experienced some of those problems in the fourth-semester students. I saw my friends had some obstacles when presenting an oral presentation. Some of them were still afraid to make presentations and felt anxious when the lecturer required them to present material in oral presentations in front of the class. They were worried that their presentation would not be as perfect as their friends'. They were always thinking about what would happen if they made a mistake during the presentation in the class. Therefore, I want to see if students in one of the Islamic universities in Aceh have the same problem and what factor influences it.

Many studies discussed English students' self-confidence. Al-Hebaish (2012) study the Correlation between General Self-Confidence and Academic Achievement. This study showed a significant correlation between general self-confidence and academic achievement. The participants who scored high in General Self-Confidence Questionnaire (GSCQ) also had high scores in the oral achievement test. Suhardin (2011) has also researched the Use of Oral

Presentations in Enhancing Speaking skills. The research finding showed that the presentations are beneficial for students in the English learning process; this activity can apply to all levels to help them improve their speaking and presentation skills. If well prepared, organized, and delivered, students' oral presentations will give students the confidence to speak in public and benefit them in their future work.

Moreover, Salim (2015) researched the General Self-Confidence and its Implication on Students' Achievement in Oral Presentation. Their study aims to describe Indonesian EFL students' general level of self-confidence, their academic performance in oral presentations, and the relationship between self-confidence and academic performance in oral presentations. This study shows that the more self-confidence students have, the higher their academic achievement during the oral presentation. Students that have a high level of self-confidence talk more fluently in front of the class. Meanwhile, those who lack confidence frequently struggle to speak in front of a class.

The previous studies have a similarity with this research related to its aim. However, some differences also appear, especially in different research samples, focus, topic, and methodology. This study would focus on discovering how confident are English students in performing English oral presentations and finding out the factors that influence students' self-confidence.

B. Research Questions

Based on the background of the study above, I can state the problems as follows:

1. How confident are English students when performing English oral presentations in public speaking class?

2. What are the factors that influence their self-confidence?

C. Research Aims

Related to the research question above, I can present the aim of this study as follows:

1. To know how confident are English students when performing English oral presentations in public speaking class.

2. To find out the factors that influence their self-confidence.

D. Significance of The Study

1. Students

I hope this study will motivate the student to learn more about English. Thus, they will be able to speak English fluently confidently, and the students will be more confident to speak a lot in the classroom or their environment.

2. Teacher

This research expects to provide some additional information and knowledge for teachers about student self-confidence in doing English oral presentations in public speaking class. Therefore, in the future, teachers will know their students' self-confidence.

E. Terminologies

Terminology is an explanation of keywords. Some terms have a relation to the title of this research. This discussion is essential to make sure the study is evident and understandable. The following terms will describe as follows:

1. Self- confidence

According to Dörnyei (2005), the concept of self-confidence is closely associated with self-esteem; both share a specific emphasis on the individual's perception of their abilities as an individual. Self-confidence always involves actual selection, motivation, perseverance, vulnerability, subjective expectation pattern, ambitions, and bold influences. Thus, a person who has high self-confidence will get positive and successful results, while a person with low self-confidence will get low performance and results, along with the condition. (Ansari & Oskrochi, 2004).

2. Oral Presentation

Creating and delivering an English oral presentation could be a key to employing abilities skills and professional skills for students' future workplace (Jeon, 2005). According to Ming (2005), an oral presentation is a part of spoken and partly some of the communication forms that usually contain a time limit and happen in organizational settings.

CHAPTER 2

LITERATURE REVIEW

This chapter will explain some essential theories. The explanation covers the definition, characteristics, categories, indicators and strategies to increase self-confidence. In addition, this chapter also presents the theoretical review of oral presentation.

A. An Overview of Self-Confidence

1. *Defining of Self-Confidence*

Most people understand what self-confidence is; it typically refers to public speaking, being confident in social situations, or self-performance. However, regardless of the situation that reveals our lack of self-confidence, the implicit definition of self-confidence is always about being self-assured, demonstrating self-reliance, or being free of anxiety. According to Harris (2009), general self-confidence is built during childhood and result from the accumulation of interpersonal and intrapersonal experiences. Bitterlin (2011) add that self-confidence is influenced by various life experiences, such as those given by parents, siblings, friends, and teachers. You could learn how to think about youlself and your environment from them. The encouragement and support received from those around you, or the lack thereof, contribute to forming internal feelings about yourself. Self-confidence is increased in a supportive setting that delivers positive feedback. As a result, environment assistance and increased speaking practice are required to build self-confidence.

Self-confidence is the way to boost somebody's intelligence potency with a drive from their mind, and it will transform somebody's actions in their environment more positively (Baroroh, 2019). Therefore, self-confidence with strong encouragement has some contribution off setting. It can also create a good atmosphere in any position he stands. Self-confidence does not necessarily come up on its own. But, in a person, a particular process develops his confidence in himself. According to Lauster (2003), self-confidence is an attitude or belief in their abilities, so that in his actions not too anxious feels free to do anything by the urge and responsibility for their actions, polite in interacting with others, have the desire for achievement and be able to recognize their strengths and weaknesses. Self-confidence also reflects in the acceptance of failure and beyond the disappointment caused instantly (Krishna, 2006). Furthermore, self-confidence is essential for foreign language learners (Sara, 2015). When learners have a strong belief in their capacity, they will make them easier to learn and engage in their task without any hurdles in their performance which may hinder their performance.

According to Brown (2001), self-confidence is the students' belief in their capacity to carry out a task. Indeed, self-confidence can play an essential role in school life and personal and social life, therefore progressing at every stage of life (Tuncel, 2015). In addition, Brown (2007) also suggests self-confidence as one of twelve language teaching concepts. He states that a factor evaluating their progress in language learning would be the students' confidence in accomplishing the job. Also, he argues that the center of all learning is the students' confidence

in their capacity to complete the tasks. When they first believe they can perform the tasks, self-confidence will inspire them to achieve and complete the tasks. It is the most crucial aspect of effective language learning.

According to Perkins (2018), self-confidence is associated with success, educational accomplishment, conciliation, an individual's well-being, among other things, self-efficacy, self-esteem, and self-compassion are three elements that might influence an individual's level of self-confidence.

2. *The characteristic of Self-Confidence*

According to Lauster (2003), there are several aspects of self-confidence: (1) belief in self-ability. It is a people's positive attitude about themselves that they understand what they are doing. In addition, Ibbadurrohman (2016) stated that self-confidence refers to an individual's views about themselves that enable them to do better than others. What the other item is difficult to accomplish, the one with greater self-confidence will succeed. Thus, self-confidence can be described as an individual's belief in their ability to succeed at a task, regardless of whether they have previously succeeded at that task. Self-confident learners never give up until they achieve their goals, since they believe in their abilities; (2) optimism. It is the positive attitude of someone who always has a good view in dealing with all things about oneself, hopes, and abilities; (3) objective, namely people who are confident in seeing the problem or everything; (4) something according to the truth as it should be, not according to personal truth; (5) responsible, namely the willingness of a person to bear everything that has become the consequence; and (6) rational, namely the analysis of a problem,

thing, an event by using thoughts that are accepting by reason and accord with the reality.

Futhermore, Chopra (2010) also states that self-confident people are those who are: (a) believing in themselves; (b) very ambitious; (c)very sociable, (d) very competitive; (e) risk taker; (f) hardworking, and (g) very positive. Furthermore, self- confident people also be characterized by assertiveness, optimism, eagerness, affection, pride, independence, trust, the ability to handle criticism, emotional maturity, and the ability to accurately assess capabilities (University at Buffalo, 2013).

In addition, Mardatillah (2010) stated that there are eight characteristics of a person who has self-confidence, namely: (1) knowing well their strengths and weaknesses and then developing their potential; (2) making standards for the achievement of their life goals and then giving awards if they are successful and working again if not successful; (3) not blaming others for their defeats or failures but more self-introspection; (4) being able to overcome feelings of depression, disappointment, and a sense of inadequacy that surrounds them; (5) able to overcome feelings of anxiety in them; (6) calm in running and dealing with everything; (7) positive thinking; and (8) move on without looking back.

3. *Indicator of self-confidence*

There are several indicators to measure the self-confidence of someone. One of them is the indicator by Lauster. He stated that the self-confidence indicator is divided into five indicators, namely: (1) believing in their abilities, not being anxious in carrying out their actions, feeling free and responsible in doing

things they like; (2) act independently in making decisions; (3) have a positive self-concept, warm and polite in interacting with others, and can accept and respect others; (4) dare to express theirs' opinions and have the drive to excel; (5) know their strengths and weaknesses.

4. *The categories of Self-Confidence*

According to Gurler (2015), self-confidence can be split into two sub-categories: extrinsic self-confidence and intrinsic self-confidence. Intrinsic self-confidence is the feelings and emotions regarding reconciliation or satisfaction with the individual. Its elements are self-esteem, self-love, self-knowledge, declaration of clear goals, and positive thinking. In contrast, extrinsic self-confidence is the actions and attitudes towards others often. Communication and anger control are the cornerstones of extrinsic self-confidence. Avcu et al. (2010) add that self-confidence is divided into inner and outer confidence. Self-love, self-knowledge, clear goals set, and positive thinking is the elements that shape inner confidence. Inner-confidence is an individual's ideas and feelings that show how happy he is with himself. In comparison, outer-confidence factors are contact and the ability to control emotions. Highly self-confident people are pleased with themselves and have high self-esteem.

5. *The Characteristic of Student with Low Self-Confidence*

According to Wright (2008), some of the characteristics of low self-confidence students indicated are:

a. Scared of change

The students are worried and scared of what will happen in the future. As a result, they have pessimistic attitudes toward their abilities and appear more reactive than proactive.

b. Difficult to express goals of life

The students do not have a clear understanding of their aspirations or ambitions in their lives. In speaking, they think about generalities like being rich, tall, and beautiful which are hard to understand.

c. Putting the needs of others before self

The students want to please others more than be true to themselves. They also want to make people happy and fulfilled rather than explore their abilities and improve their attitudes.

d. Pessimistic and insecure

They have negative thoughts and never seek to excel in their lives and learning. If they face challenges, they give up quickly.

According to Rubio (2007), due to low self-confidence, numerous psychological barriers will affect students in the classroom, such as insecurity, fearfulness, anxiety, and feeling isolated from society. As a result, they may divert an individual's attention away from the learning process. It would severely affect the individual's performance. In addition, Habiburrahim (2020) stated that feeling

of anxiety is acknowledged as an emotional element that a person encounters during the learning process. It creates an atmosphere of exaggerated worry, which affects and destroys students' self-confidence and causes them to avoid engaging in communication activities with teachers and classmates.

Related to speaking course, students who have low self-confidence can be indicated by following characteristics as follow:

a. Avoid eye contact with another audience or the instructor. Similarly it was stated by Al-Sibai (2005) that low confidence students usually look away from the instructor to avoid being called on. They feel uncomfortable when speaking in front of the class because they are concerned about being criticized or disapprove.

b. Mother-tongue use also indicates students have low self-confidence especially as EFL students. They assume that using mother tongue is easier, comfortable and safe. Konidaris (2004) stated that mother-tongue use causes serious problem dealing with speaking courses. They often use code-mixing which is using two or more languages in order to avoid pronunciation mistakes.

c. Lauster (1978) asserts that students often feel that they have nothing to say or take a long time to think about what to say. Students feel anxious about what they have to say and how to say it.

d. Monologue. According to Zivkuvic (2014), low confidence students can be seen by inactive interaction while speaking in front of the class, they usually not giving interaction by looking down or reading notes.

6.   *The Strategies to Increase Self-Confidence*

Having self-confidence will make people believe that they will reach their expectations. They commonly believe in their abilities and do not fear failure. They are brave to take any risk; therefore, they keep going to be positive and be unafraid to face everything going to happen. High self-confidence also contributes to developing students' success in the learning process; therefore, teachers should help students build their confidence.

Self-confidence comes from oneself and can be increased during the teaching and learning process. Therefore, the teacher is supposed to know how to promote students' confidence. Particular approaches are needed. Dornyei (2001) states that the approaches to maintain and increase students' self-confidence can be in the form as follows:

a.   Teachers can foster the belief that competence is a changeable aspect of development.

b.   Favorable self-conception of target language competence can be promoted by providing the regular experience of success.

c.   Everyone is more motivated to complete work if they believe they can contribute.

d.   A simple personal word of encouragement is adequate.

e.   Teachers can reduce classroom anxiety by making context less stressful.

B. Oral Presentation

1. Defining of Oral Presentation

Oral presentation skills recognize as a critical professional skill, but the learning and teaching of these skills investigate (Levasseur, Dean, & Pfaff, 2004). According to Chen, (2009); Sundrarajun & Kiely, (2010), oral presentation refers to a form of public speaking in which students, individually or in groups, deliver a prepared speech on a specific topic in English to the class with the assistance of visual aids. Morita (2000) stated that oral presentation is a common and highly routined aspect of classroom life in higher education settings. Additionally, it is well-known that business courses have emphasized oral tasks such as oral presentations. Despite the prevalence of oral activities in higher education, there is very little literature on oral presentations in the English language classroom (Morita, 2000; Otoshi & Heffernan, 2008). Futhermore, an oral presentation is a learner-centric activity mainly carried out in the classroom to improve the learners' speaking skills (King, 2002; Miles, 2009).

Saputri (2017) add that an oral presentation is an activity that communicates ideas and information to the public. Unlike a study, an oral presentation brings the personality of the speaker better and allows for immediate contact between all participants or audiences (Clark, 2010 as cited in Saputri, 2017).

2. *Types of Oral Presentation*

Chivers and Shoolbred (2007), stated that understanding the presentation style will help you explore the primary goal of giving the presentations. Therefore, based on the aim of the presentation, the speakers can decide the type of their presentation. There are two types of presentation, namely:

a. Informative Oral Presentation

This is a type that has a primary goal, which is to make the audience learn something new. In this type of presentation, the speaker uses an informative speech. An informative presentation aims to communicate with the audiences and give them much information in a limited time. Chivers and Shoolbred (2007), found that the purpose of the informative presentation is to organize a set of something important, describe a new political event or report a given topic in the form of research. Moreover, the speakers use an informative to instruct the audience, explain a concept, demonstrate a procedure, or describe an occurrence. Furthermore, speakers may choose the topic on their own. Chivers and Shoolbred (2007) argue that this type of presentation uses in many organizations where students or teachers expect to report progress at crucial stages of a project.

b. Persuasive Oral Presentation

Persuasive speech influences the audience in their thinking about a topic that may be given or chosen. It is usually used to make the audience react or discuss the topic with the presenter. According to Chivers and Shoolbred (2007), the speakers need to have strong content in this

presentation and present it transparently. In addition, the speakers should try to show the audience that they have confidence. The Speakers can use some emotions when it is necessary. Moreover, Baker (2000) states that persuasive has three elements, which are:

- Logos

  The topic in a persuasive presentation must be logical. According to Tracy (2008), when speakers want to discuss their topic, they should organize their ideas from the most important to the least significant. Then, the presenters must logically connect those ideas in their assertions or arguments. Furthermore, the speakers organize what they are going to say from beginning to end.

- Character (ethos)

  Character or ethos is the speakers' personality and beliefs. Tracy (2008) defines that character or ethos as "your character, ethics, and belief abilities when you talk". Increasing the audience's trust in speakers before and throughout speakers' speech increases the likelihood that the audience will accept reasoning and take action on their recommendations.

- Passion (pathos)

  Pathos is the speaker's use of their emotions. It is the most crucial element that speakers can use to make the audience support their argument. Also, pathos can make the audience change their opinions and take positive action about the speakers' topic.

In sum, Chivers and Schoolbred (2007) state that if students do this type of presentation, they will have confidence in their performance and learn how to deal with any reaction that may happen as a response from their audience. Persuasive presentation is a complex process in which the speaker needs to be logical in delivering the topic; also, they need to use their emotion to influence the audience.

3. *The advantages of Using Oral Presentation in the Language Classroom*

Oral presentation help integrate the language skills that are equally essential in the global village. The literature on English teaching has stressed combining the four competencies and giving them equal weight (Al-Issa, 2006). Oral presentations facilitate that. While the presenter uses an overhead projector (OHP) to present their work, everyone else reads the notes that appear on the slides, listens to the talk, and takes notes in preparation to ask the presenter questions about the topic.

a. Practicing Speaking

Despite its importance in people's daily social activities and interactions, speaking is one of the least practiced and most neglected skills in almost any EFL classroom. It is especially true in teacher-centered and broad classes, where more focus is on receptive skills. Al Issa added that Oral Presentation is an efficient way to enable the students to practice constructive oral English and practice listening to the rest of the class. In addition, oral presentation in the EFL classroom is expected to help students see that language is a living, dynamic thing, with various outlets promoting their acquisition.

b. Making Decision

The oral presentation allows students to support the decision-making process. For example, when students are the 25 freedoms to choose a subject to present in, for example, an intermediate-level EFL classroom, they are implicitly asked to decide and take the initiative. It is missing from other study halls showing English subjects or utilizing the chalk-and-talk strategy and the transmission-based methodology (Al-Issa 2006).

c. Preparing for Real Life

Having the floor and standing before other people, such as peers, is hard to show once work requires confidence and courage. However, it is a marketable skill that's needed a lot in different jobs around the world. Therefore, the presentation in the EFL classroom prepares students for the work market whose they will join when they leave school.

d. Acquiring knowledge through language

Languages in general and English are potent tools for gaining infinite information and knowledge (Al-Issa, 2005). When students are asked to find a topic and search for specific information or data in English, they use the language meaningfully and purposefully and vary their access to knowledge sources through the sincere use of the target language, which has implications for improving their language (Al-Issa, 2006). Authentic materials are significant sources of language acquisition, and oral presentations help activate access to this source.

e. Promoting Learner-Centeredness

Giving Oral Presentations helps students replace memory and transmission-based learning, which is still in vogue in many education systems in the developing world (Al-Issa, 2007), with interactive, responsive, analytical, and autonomous learning and critical thinking. Oral Presentations also promote and encourage learning through exploration and study. By taking responsibility for their knowledge, students are placed at the core of the learning process. Such positive behaviors must be instilled in students as they grow older from an early age to scaffold their growth.

f. Expanding the Teacher's Roles.

Teachers in the traditional EFL classroom have specific roles in exercising authority over knowledge, information, and classroom activities. According to King (2002), the role of the teacher in oral presentations not only involves planning detailed guidelines, coordinating groups, helping students select subjects, directing their research, and helping them learn how to use various visual aids, but also holding question and answer sessions, providing feedback on sequencing ideas and evaluating their results. Furthermore, teachers assign flexibility and leadership to students in an oral presentation class and promote cooperative learning. The teachers, in short, encourage, assist, coordinate and direct knowledge for the students.

4. *Effective Oral Presentation*

Chivers and Shoolbred (2007) claim that to prepare and deliver the presentation, some characteristics are essential to make it effective:

1. Careful planning and preparation

2. Good time management

3. Relevant and interesting content

4. Good communication skills

5. Appropriate use of technologies

6. Clear supporting documentation

7. A suitable audience participation

Therefore, in an oral presentation, students must know how to prepare and structure their presentations. In addition, they need to understand how to deliver it because this will make its content more compelling.

5. *Delivery of Oral Presentation*

Delivery of oral presentation is different from writing report because in the oral presentation if the audience does not understand the speaker, they cannot turn back and try to connect to get the idea. Therefore, giving an oral presentation should be organized to make the audience understand the objective of the work. The speakers should know how to deal with the time allocated for delivering the presentation to achieve their goals. A good presenter knows how to use the time to inform the topic or material. Therefore, they can finish their presentation at the exact time. According to Chivers and Shoolbred (2008), the time during the presentation relates to the content. Sometimes, the audiences also get the time to

ask questions, so the speakers should prepare themselves according to the time and use it effectively. If the speakers do not have much time to present, they can only give the audience a critical point. In addition, one of the problems that the speakers face is when practicing in the presentation group. In this case, they do not have the same time to practice. In sum, to be on time, the speakers need to structure and organize the work.

6. *Structure of An Oral Presentation*

To affect the hearer, the speaker provides a clear outline of his topic and structures it well. According to Chivers and Shoolbred (2008), a transparent system helps the audience quickly understand the presentation's content. If the presentation is structured, the listener will be easier to understand. Storz et al. (2002) decide that there are three parts in presentation:

a. Introduction

The introduction is the essential part of the presentation. The speakers need to get the attention of their audience. According to Storz et al. (2002), in English-speaking countries, when a speaker wants to get the audiences' attention, sometimes they start with a joke or statement to surprise them and raise their interest. The speakers have to be intelligent in a way that will help them to involve the audience in their talk.

b. Body

In this part, the speaker gives detailed information relevant to their topic. The speaker should focus on the quality rather than how much information they provide to the audience. Sequence, the information should

be given in an organized way from general to specific. Linking Ideas, the speaker should make a connection between their information. It will help the audience to be more understanding. The speakers can use examples to be precise. Voice and Pronunciation: To be understood, the presenter needs to use their voice (tone, pitch, speed, and slow speech) to attract their audience.

Therefore, they try to recognize themself as something natural. According to Storz et al (2000), the voice is essential in giving the audience the exact meaning. So if the speakers raise their voice, he will put their audience in the subject. Moreover, sometimes when the speech is slow, some audience will sleep. So, a greet pronunciation is essential because there are more words in English, which are similar, so the speaker should say it with the correct stress and intentions.

c. Conclusion

This part is important for speakers to inform the audience that the presentation has finished. There are several ways that the speakers can use it to complete their talk. According to Storz et al. (2002), " The end of the conclusion of your talk should include four parts: a brief reminder of what you tried to show in your speech and how you tried to do so, a short conclusion, make comments or open a discussion". When the presentation is done, the presenter tries to answer all the audiences' questions.

C. Previous Studies

Before conducting this research, I already found out several previous studies which have similarities with this research; the first is the research conducted by Al-Hebaish (2012) study the Correlation between General Self-Confidence and Academic Achievement. This study aimed to find the correlation between general self-confidence and academic achievement in the oral presentation course. There were 53 undergratuate female students of the English Department at Taibah University. The data was collected through a general self-confidence questionnaire and the final score of the oral presentation course and SPSS was used to analyze the data. This result showed a significant correlation between general self-confidence and academic achievement. The participants who scored high in General Self-Confidence Questionnaire (GSCQ) also had high scores in the oral achievement test.

The second is in Nadiah et al.'s (2019) research about the Students' Self-Confidence in Public Speaking. The study focused on analyzing and describing students' performance in public speaking at Advanced Speaking class. There were 30 participants for this study. The data were collected trough questionnaire and interview. The result shows that the students' self-confidence in Advanced Speaking class is uncertain or adequate level. Based on the results of a questionnaire, the mean score for students' self-confidence was 3,2, while observations revealed that students made several performance errors, such as not making eye contact, speaking with vibration, repeating themselves, making numerous movements, and also making numerous pauses. Students' self-

confidence was influenced by characteristics such as a negative thought, lack of vocabulary, lack of ability, lack of motivation, lack of preparation and lack of practice.

The third is by Suhardin (2011), he has also researched the Use of Oral Presentations in Enhancing Speaking Skills. The research finding showed that the presentations are beneficial for students in the English learning process; this activity can apply to all levels to help them improve their speaking and presentation skills. If well prepared, organized, and delivered, students' oral presentations will give students the confidence to speak in public and benefit them in their future work.

Fourth, Moreover, Salim (2015) researched the General Self-Confidence and its Implication on Students' Achievement in Oral Presentation. Their study aims to describe Indonesian EFL students' general level of self-confidence, their academic performance in oral presentations, and the relationship between self-confidence and academic performance in oral presentations. The participants of this study were 68 students in the second semester students of English Department at one private university in Lamongan, Indonesia. The data were collected trough data documentation of oral presentation score and a close-ended questionnaire. This study shows that the more self-confidence students have, the higher their academic achievement during the oral presentation. Students that have a high level of self-confidence talk more fluently in front of the class. Meanwhile, those who lack confidence frequently struggle to speak in front of a class.

The last is from Rofiah and Waluyo (2021) about Developing Students' English Oral Presentation Skills and Do Self-Confidence, Teacher Feedback, and English Proficiency Matter. The study was particularly aimed to evaluate the relationship between self-confidence, teacher feedback, and English proficiency in terms of developing students' oral presentation skill in English. Student presentation scores, survey data on self-confidence, and feedback from teachers on students' presentation performances were all used to collected the informatin and the data for this study. The findings indicated that; 1) there are two underlying factors affecting self-confidence, namely situational and potential confidence, and communication confidence, and one underlying factor affecting teacher feedback, namely perceived teacher feedback practice; and 2) English proficiency is the only significant predictor of students' presentation performance. While it may seem natural that English proficiency scores would be a major predictor, this study demonstrates that students' self-confidence and instructor evaluation had no direct correlation with students' English presentation ability, which was maybe unexpected. The small impacts of self-confidence and teacher feedback are probably related to the study's high proportion of low-level students. Furthermore, characteristics such as student gender and subject of study had no significant effect. This work contributes to the growth of research on English oral presentations.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter addresses the research methodology: research design, research participants, methods of data collection, and methods of data analysis. Each of them will discuss below.

A. Research Design

I used the qualitative method to collect and analyze the data in this research. I felt that the qualitative was the most appropriate to answer the research questions of this study. This kind of method was helpful for me to collect the data well and get a clear understanding and intense evidence of the phenomenon. This study aims to know the students' self-confidence in performing English oral presentations. According to Astalin (2003), Qualitative research is a systematic research method that tries to produce a comprehensive description of a social or cultural phenomenon, which is primarily narrative, to inform the researcher's conceptualization of the phenomenon. Qualitative research is education research in which the researcher relies on the participants' experience and analyzes data through the word or paragraph from the participants rather than quantification of data collection and analysis (Bryman, 2012).

Furthermore, I used a case study for the research design. According to Noor (2008), A case study is meant to concentrate attention on a single issue, characteristic, or unit of analysis. By employing a case study design, researchers can better understand specific problems and circumstances and explore examples that contain a wealth of information (Noor, 2008).

B. Research Participants

In this study, the population was all of the fourth-semester students in one of the Islamic public universities in Aceh. Furthermore, I used purposive sampling to select the participant. According to Barreiro and Albandoz (2001), purposive sampling is when the person selecting the sample then tries to make the sample representative based on the opinion or purpose of the representation subjective. Additionally, Johnson and Christensen (2012) stated that purposive sampling is a non-random sampling technique requiring researchers to determine their research participants based on specific criteria needed.

Based on the definition above, it can be concluded that specific criteria and standards need to be set to get as much information as possible from the participants. In this study, the requirements of the participants are the English Department students who are taking Public peaking course in the fourth semester. Due to that criteria, I selected ten students who fulfilled all the criteria as the participants of this research.

C. Methods of Data Collection

Various instruments can be utilized as simple devices based on the design used in conducting the data. There are surveys, observations, interviews, an experiment, and a Focus Group Discussion (FGD). The use of particular research tools makes it easy to get accurate data quickly (Dawson, 2002).

I chose the interview as the method of collecting data for this study. The data were in the form of interview transcripts of the research participants. According to Lambert and Loissele (2007), an interview is a research technique to

gather information from participants' experiences, views, and beliefs concerning a specific research question or phenomenon of interest. In this study, I used semi-structured interviews to gain data from the students. According to Jamshed (2014), semi-structured interviews are those in-depth interviews where the respondents have to answer preset open-ended questions and are widely employed by different healthcare professionals in their research. This method was used to gain information to answer the research question.

Because this research was conducted during the Covid-19 pandemic, face-to-face interviews were impossible. Telephone interviews were carried out in order to flatten the curve and avoid further escalation of Covid-19 distribution. Bryman (2012) stated that telephone interviews were permitted when the researcher and the participants were unable to meet in person for the interview. I made an appointment with ten students and told them that I would interview them. I chose ten students from the class who have some criteria. The criteria of the selected students were English department students in the fourth semester and taking the public speaking course. During the interview process, I recorded and took some notes of the interviewees. It aimed to avoid any fallacy or misunderstanding of data collection when it was analyzed descriptively.

D. Methods of Data Analysis

After getting the results of the interviews from students, the next step is to analyze the data. In this study, I used thematic analysis for analyzing the data. Braun and Clarke (2006) define thematic analysis as a method for identifying, analyzing, and reporting patterns within data. I verifies the data through thematic

analysis to construct core themes differentiated between and within transcripts (Bryman, 2012).

According to Braun and Clarke (2006), there are six steps in conducting thematic analysis. The first step is to familiarize, where the researcher is generally looking through the data to get familiar with and identify items with potential interest. The second is to generate the initial codes. Then the process will continue to search for the theme and review the possible themes. The next step is to define and name it. And the last step is to write up the final result of the data.
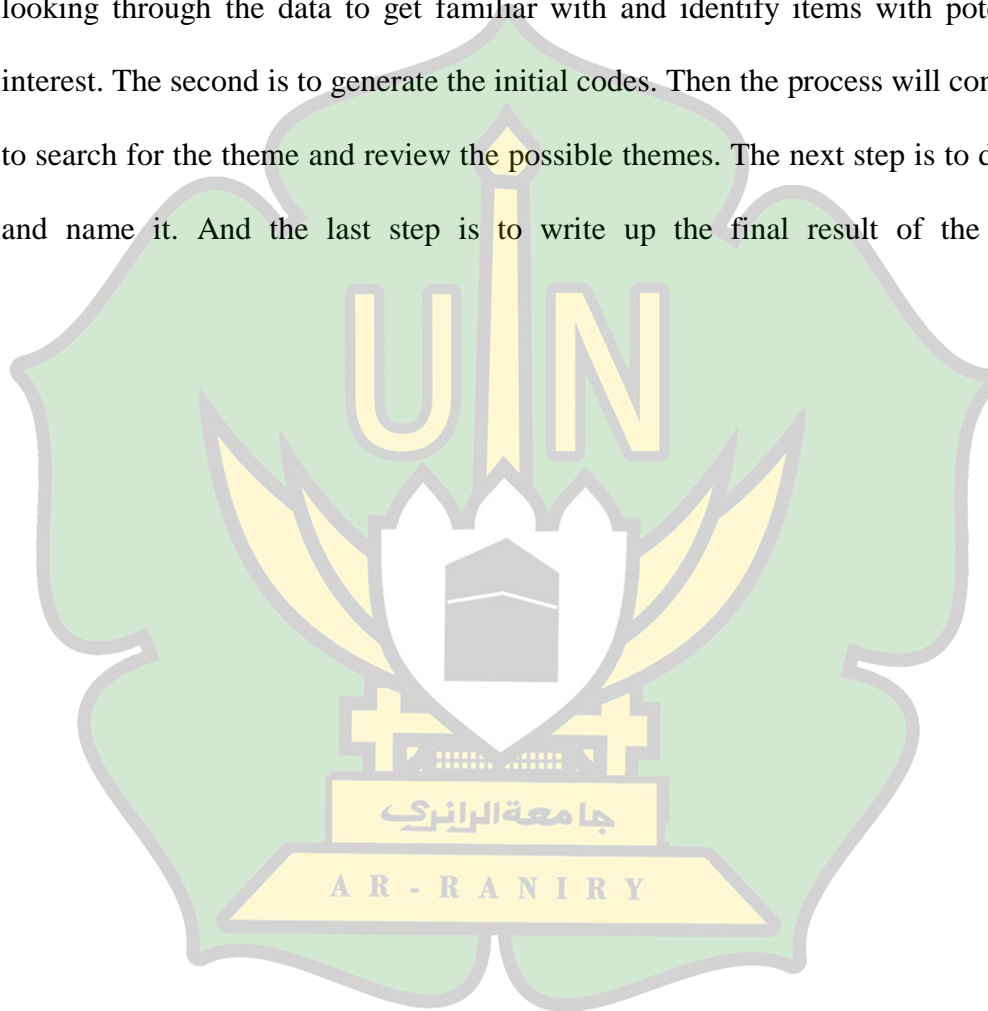
CHAPTER 4

FINDINGS AND DISCUSSION

A. Research Findings

This chapter shows the findings and discussion about analyzing students' self-confidence in English oral presentations. The results displayed are based on data gained from interviews. It was constructed to fulfill the aim of the study. There are to know how confident are English students when performing English oral presentations in public speaking class and to find out the factors that influence students' self-confidence.

The interviews were conducted from June 27 – July 07, 2021, with ten students at a major Islamic public university in Aceh. There were fifteen questions asked to the participants. The selected participants are Teuku, Arif, Sherina, Ayu, Kiki, Nazar, Intan, Yerza, Dina, and Haris. Furthermore, after analyzing the data, I presented these points:

1. Students Self-Confidence when Performing English Oral Presentation

a. The obligation to present

The interviews results showed that most of the participants did a presentation in the class due to their obligation to do it, either in the direction of the teacher or for their exams.

Sherina said that "Yes. I think I did many oral presentations before because many courses that I have taken required me to do an oral presentation".

The different statement said by Haris "No, I rarely have a presentation in the classroom because I'm not confident enough and I feel shy talking in front of a group of people".

Sherina explained that she had to do an oral presentation because many of her courses required oral presentations, even in public speaking classes. Meanwhile, Haris explained the difference statement. Even though it was an obligation, he rarely did a classroom presentation. It happened because he felt shy and less confident to speak in front of the class.

b. Understanding of oral presentation

According to the interview result, all the participants had a deeper understanding of the oral presentation. However, the students explain that understanding with two different types of explanations. It can be seen from their responses. As stated by Kiki:

> Oral presentation is one of a presentation short presentation to talk something like something topic that given for example I can to giving something example like being speaker for the one of the seminar or webinar that short talking I think to talking about one topic maybe like that giving information to based on our research I can do that.

In addition, the different statement was delivered by Intan:

> In my opinion about oral presentation is actually it very interesting and challenging because as we know it required us to speak around of

many people, there are a bit tens and shy and make us a bit scare because it is not an easy thing to do as we know. And then beside that an oral presentation has many benefit especially for us a student, that are increasing our self-confidence, increasing our public speaking and increasing our language also and I think my opinion about that.

From the interview result, it can be concluded that there were two different types explanation of oral presentation. First, 4 of 10 participants explained the definition of oral presentation based on what they knew. Meanwhile, the other students delivered their feelings and experiences when doing an oral presentation in front of the class.

c.   Problem-solving

Problem-solving is a person's way or effort to overcome the problems it faces. In conducting oral presentations, students also overcome the problems because of the obstacles they faced during the presentation in the classroom. Based on the interview results, I found various ways that students usually do in problem-solving they face.

Ayu said that "I will try to remember the points of the material and pretend to calm and not make eye contact with audiences, so that it makes it me easier to remember the points".

Another participant stated a similar answer. Intan stated that :

> So actually I often to feel it when I get stuck in my head when during the presentation what I do that aa I will improve I will do the improvisation aaa for the example like using another word or another

example that aa have a connection with a word that I want to say I think that my trick when I forget what I want to say during the presentation.

The interviewees mentioned several ways of overcoming the problems they faced when doing oral presentations. Ayu said she would try to remember the forgotten material, pretend to be calm, and not make eye contact with the audience. Meanwhile, Intan often used other words or other examples that had a relationship with the word she wanted to say. Moreover, other participants also mentioned different ways to overcome that, such as looking at the written paper, keep talking even if out of the material, continuing with the following line, and changing the forgotten word or sentence with its synonym.

2. The factors that influence students' self-confidence.

a. Insecurity

All participants gave the same reaction about how they felt when the lecturer asked them to do an oral presentation. Teuku stated that "I think, I am felt a little bit anxious, worry and thinking about "can I do this presentation good like she or he do?".

The same thing also said by Haris "I think that I really afraid cause I do not know how can I explain in front of the class without preparing the material such as losing the vocabulary or not knoing the material at all".

Moreover, participant Kiki stated that:

> I really fell anxiety maybe sometime I am going to be nervous because all the human in the world when don't really I mean not master on the public speaking is will be nervous for them and not except me because I am one of the person be nervous when I see a lot of people in front me and I will be stuck maybe and ya I really excited to do this one.

Teuku explained that when he saw his friend did a good presentation before he did it, it would make him feel more upset and worried whether he could do the same thing or not. Furthermore, Haris also stated that if a lecturer suddenly asked him to do an oral presentation without any preparation, he would be afraid to present and make mistakes or forget what he wanted to say in front of the class. Kiki also gave another reason; she felt anxious before doing an oral presentation. It happened when she saw many people in front of her and realized that she was not good at speaking.

b. Steps before doing presentation and their impacts

Based on the interview results, participants mentioned various things they usually did or must do step by step before conducting a presentation. These stages will impact students' self-confidence and their successful presentation.

Ayu stated that "First, I'll search the interesting topic on YouTube or social media, Second, I'll find the material on Google, then I'll write the points, after that, I'll create into paragraph, lastly I'll practice to present the material".

In addition, Arif also said "The way I prepare my presentation, I read a lot of material that can increase my knowledge, so if I master the topic that I discuss about obviously it will increase my confident in front of people".

Meanwhile Yerza said that "I feel my heart beat so fast, I am afraid I can not present well because I do not have preparation before".

Most participants stated that they are not confident performing in the class if they have not done maximum preparation. They thought that if they prepared before doing a presentation, it makes them more confident when they are in front of the class. They believe that careful preparation will help them be more confident in presenting the material. They usually research what they want to offer first, then understand or memorize it before the presentation.

c. **Positive thinking**

According to the participants responses, I found that some of them still have positive thought with other people.

Dina stated that:

> I think my lecturer and my classmates aa really mature because they did not ee you know like ee laugh when I make a mistake like it's just a common mistake if we present in the class you know with a lot of people staring so aa their very mature aa they did not do anything bad if I ee I do bad in presentation, something like that haha.

The similar thing also stated by Kiki:

> I am one of the person going to be don't care about what they are thinking of me because I am still learning and when the lecturer give a lot of aaa opinion, suggest, I will take it because it will be positive for me and when my friend is going to laugh at me, I don't care, yeah I told you that I still learning, I am not master of public speaking, I am just trying to be best and I will do the best way.

The data shows that some participants still have positive thoughts about themselves, their classmates, and lecturers. It can be seen from Dina's statement. She said that making mistakes when presenting in front of the class is natural. She also believed that her classmates and lecturers would act maturely and not laugh at her. Furthermore, Kiki also said that she is a person who does not care about what people think of her because making mistakes is part of the learning process. She tries the best she can.

d. Work in group performance

Most of the participants prefer to work in groups in performing English oral presentations because they feel more comfortable, as stated by Ayu "I prefer to present in group, because I feel more comfortable and confidence with the material because we did it together".

Intan also emphasize this:

> I prefer to present my material in pairs or in group because it a bit more easier because we not do it by ourselves, we can discussion, we

have preparation aa iiin with our group so beside that when we do the presentation, we can switching like aa half and half, so we not really scare to run it and I think will be aaa good choice in presentation.

Based on the data above, it can be concluded that there are several reasons why the participants prefer to work in groups. As mentioned by Ayu, if she did a presentation in the group, it would impact her confidence. She felt confident when he did a presentation with his classmates instead of herself. She also added that it also made her feel comfortable. Furthermore, participant, Intan said that working in a group was easier because he could share his material with other friends. Moreover, they can easily discuss it. Almost all participants believed that working in a group could help them in many ways.

e. Depending on situation

Based on the participants' responses, I found that students' conditions and situation significantly affected their success in making presentations and answering questions given by classmates or lecturers during the presentation process.

Sherina mentioned that "It depends on the situation, if I'm 100% confident with my answer, I will answer it but if I don't, usually I just stay silent wkwk".

In addition, Dina also said that "If I new the question that my friend ask me during the presentation, I will imediately ee answer that question beause I already know the question so its easy for me to answer that".

Moreover, Intan stated that:

> Usually we will receive aa question from our audience in the end of the presentation so if they answer the question during the presentation I will say that to postpone the question after have done the presentation so the question will be asking in the end of my presentation it will not distract us on the presentation and everybody is feeling well.

The participants said that their situation and conditions significantly affected the presentation results. It refers to the students' self-confidence, how much material they have mastered or how much knowledge they will present, and how well they understand the questions asked. It can be seen from Sherina statement. She said that if she prepared a good answer and were confident with it, then she would answer, but if not, she preferred to be silent.

B. Discussion

This qualitative research aimed to determine students' self-confidence in performing English oral presentations in public speaking class. As stated in chapter 1, this study consists of two research questions. The first one is "how confident are English students when performing English oral presentations in public speaking class?". The second one is "what are the factors that influence students' self-confidence?".

The data of this study was collected through an interview to understand their experience and accurate viewpoints about the topic I brought. There are ten

participants and fifteen questions asked. The results will be discussed in two points in this section based on the research questions.

To answer the first research question, "How confident are English students when performing English oral presentations in Public speaking class?". The data shows that almost all participants have a good understanding of oral presentations and have much experience doing presentations in the class. Based on the research findings, the participants presented in the class because it is an obligation for them, not because they wanted to do it. They did it because of the direction from the lecturer, or it was for their exams. In this study, the participant also said that they often faced some obstacles while doing English oral presentations. Fortunately, almost all the participants overcame all the problems in their way.

The second research question is about "what are the factors that influence their self-confidence?". Based on the research finding, I found some factors that influence students' self-confidence when doing English oral presentations. The first factor is psychological factors such as feeling anxiety. According to Habiburrahim (2020), feeling of anxiety is acknowledged as an emotional element that a person encounters during the learning process. It creates an atmosphere of exaggerated worry, which affects and destroys students' self-confidence and causes them to avoid engaging in communication activities with teachers and classmates. It proved that the participants of this study often feel afraid, nervous, anxious, and have other negative feelings when performing English oral presentations. Furthermore, Rubio (2007) stated that because of low self-confidence, numerous psychological barriers will affect students in the classroom,

such as insecurity, fearfulness, anxiety, and feeling isolated from society. As a result, they may divert an individual's attention away from the learning process. It would severely affect the individual's performance. In addition, the participants were also afraid of making mistakes. They think about what other people think of them if they make mistakes, whether their friends laugh at them or the lecturer scolds them when they cannot do a good presentation. It happens before they do an oral presentation until the presentation is done. Furthermore, if the participants saw their friend did a good presentation, it would negatively impact them. They were afraid that their work would not be as perfect as their friends'.

The second factor is the situation and preparation. The participants usually would tend to make presentations based on their situation in preparing it well or not. If they had careful preparation, they would do it because they believed that careful preparation would help them more easily to present the material. It also makes them more confident to do it. This finding is in line with Suhardin (2011); the presentations benefit students in the English learning process. If well prepared, organized, and delivered, students' oral presentations will give students the confidence to speak in public and benefit them in their future work.

Moreover, the same thing also happened in answering their friend's question. If they had enough knowledge about the question asked, they would answer it, but if not, they preferred to be silent. However, few of them were reluctant to answer their friends' questions even though they knew it because they feared it would go wrong. The participants also needed much time to muster the courage to answer it because many negative things were on their minds. In

addition, the participants also prefer to work in groups when doing their presentations. They said that it would impact their confidence and feel more comfortable. Furthermore, the students also said that working in a group was more accessible because they could share their material with other friends and easily discuss it. Almost all participants believed that working in a group could help them in many ways.

The last factor influencing students' self-confidence is their positive thought and belief in self-ability. According to Lauster (2003), belief in self-ability is a people's positive attitude that they understand what they are doing. Based on the research finding, I still found a small percentage of the participants who can overcome negative thoughts and feelings of insecurity in themselves. Students who have self-confidence will overcome their fears or negative thoughts, so they will easily communicate, especially in oral presentations in front of the class (Nadiah et al., 2019).
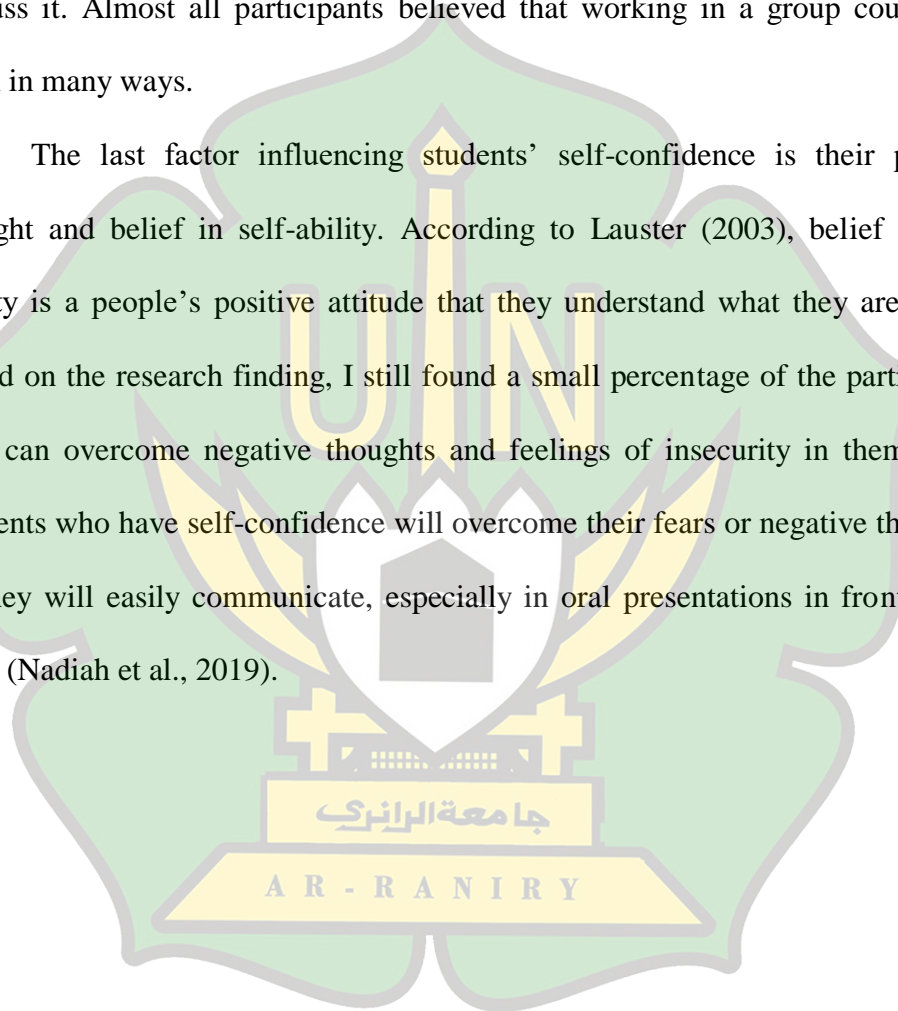
CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

This chapter provides the conclusion and suggestions for this study. It consists of the data analysis and the result of the discussion summary. In addition, some recommendations are provided for the proposed research and recommend future work in this field.

A. Conclusion

This study aimed to determine the students' self-confidence through students' feelings, thoughts, and experiences when doing English oral presentations. Based on the results and discussion in chapter IV, even though the students know well about oral presentations and have careful preparation, they still lack self-confidence because of their high negative thought, do not believe in their abilities and always pessimistic.

B. Recommendations

Doing an oral presentation is always related to students' self-confidence. If the students have high self-confidence, it will be easy to do the presentations. On the other hand, if students have low self-confidence, it will negatively impact their presentations. Here the role of the teacher is also needed in building students' self-confidence. Teachers need to appreciate students' efforts and always support them even when they make mistakes. I am as a researcher, would like to give some recommendations for future researchers.

Some possible limitations can be seen in some parts of this study. The first limitation might come from the research participants. In this study, I only took students as a sample. Then, the data only collected from the learners' perspective. Therefore, for the future researcher, I recommend changing the research participants. They might come from the educators' perspective, whether a school educator or a university educator. They may give a complete perspective on the students' self-confidence in performing English oral presentations. The second limitation might come from the research question. I hope the future researcher will provide the deeper question to collect the data accurately. The last limitation came from the data collection method; I only used interviews to collect the data. Therefore, I suggest that future researchers add more than one instrument to get more accurate data. It may use data analysis to provide strong evidence toward the students' self-confidence when doing oral presentations.
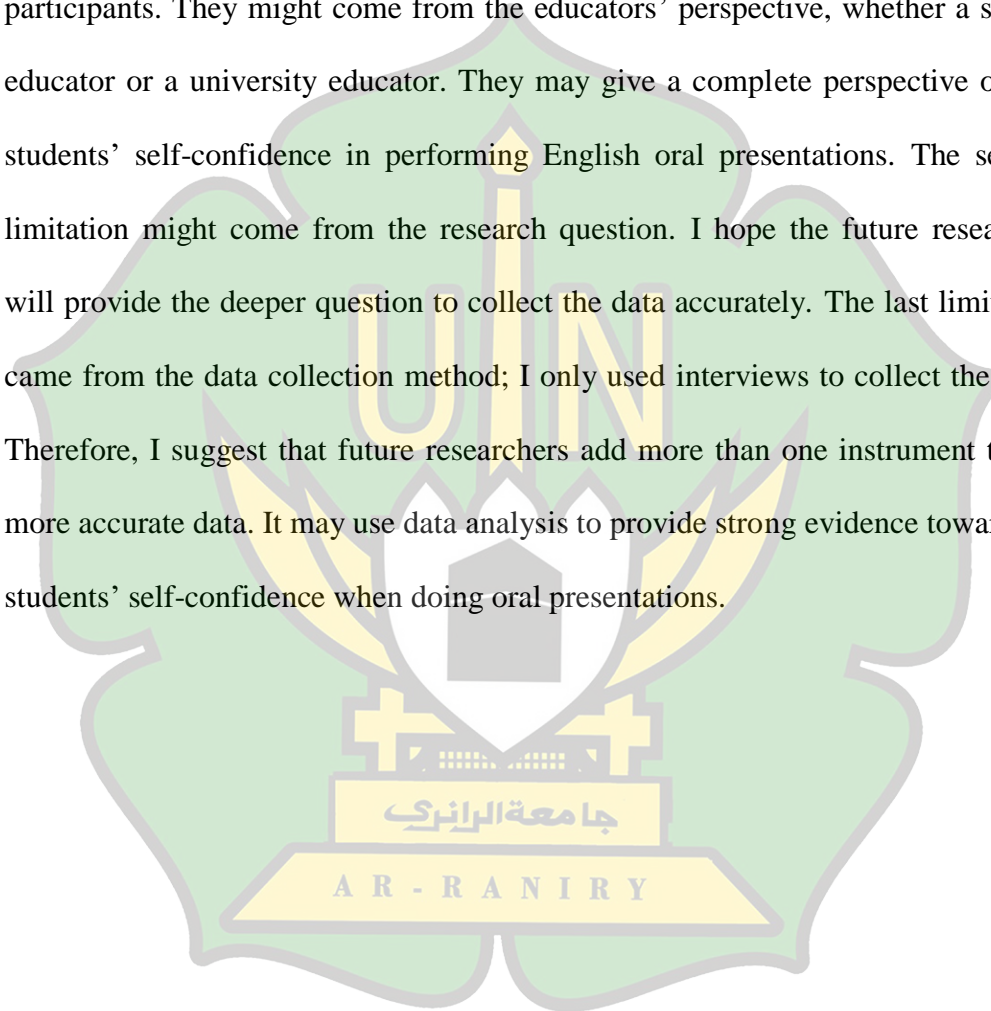
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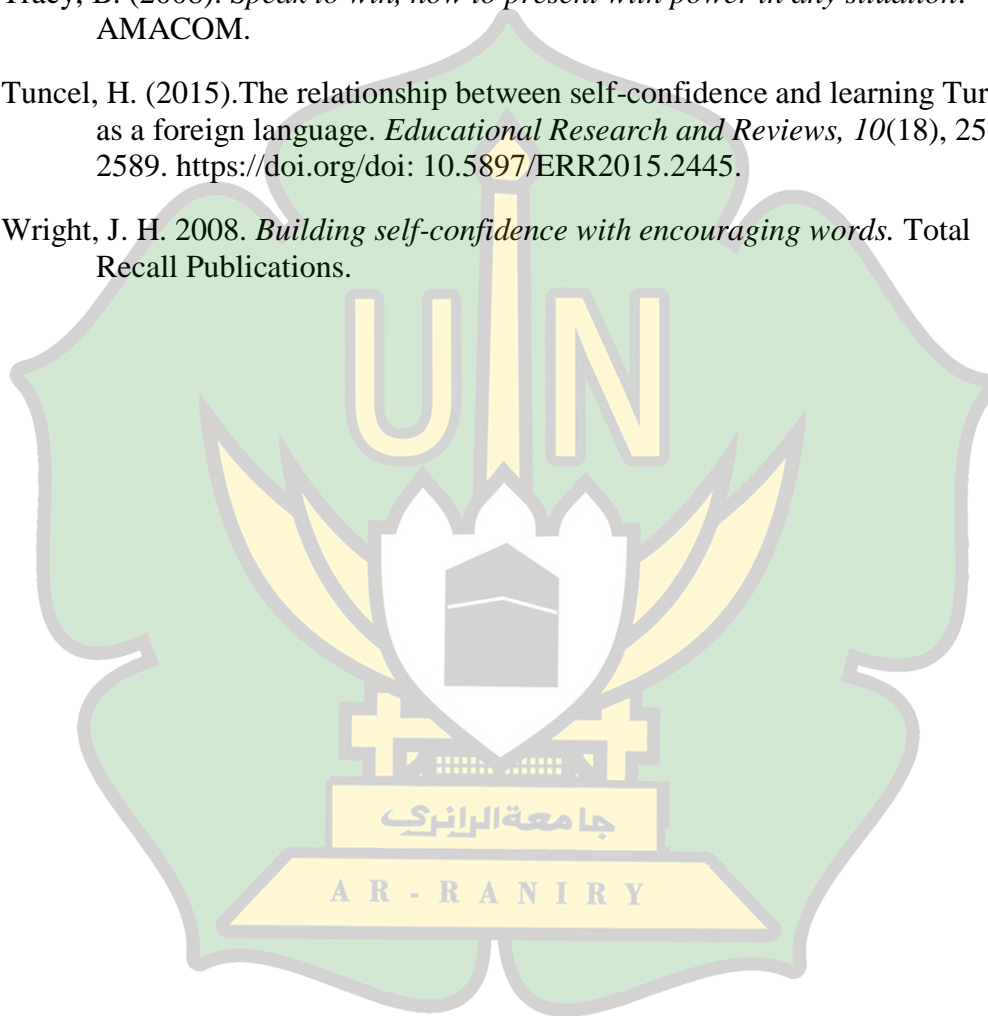
Appendix A

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-13619/UN.08/FTK/KP.07.6/12/2020

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 23 November 2020

MEMUTUSKAN

Menetapkan :

PERTAMA   Menunjuk Saudara:
1. Prof. Dr. T. Zulfikar, M. Ed   Sebagai Pembimbing Pertama
2. Dr. Safrul Muluk, M. Ed   Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama   : **Muslimah Puji**
NIM   : **160203117**
Program Studi   : **Pendidikan Bahasa Inggris**
Judul Skripsi   : **Analysis of Students Self-Confidence in English Oral Presentation**

KEDUA   : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2020; No.025.04.2.423925/2020, tanggal 12 November 2019.

KETIGA   : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2021/2022

KEEMPAT   : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 07 Desember 2020
An. Rektor
Dekan,

Muslim Razali

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.

Appendix B

INTERVIEW PROTOCOL

Project   : An Analysis of Student Self –Confidence in English Oral
                    Presentation

Time of Interview :

Date   :

Place   :

Interviewer   : Muslimah Puji

Interviewee   :

Position of interviewee:

This research is about student self –confidence in English oral presentation. The purposes of this research are to find out the students self confidence in performing oral presentation in the classroom. The data will be collected through a semi-structured interview which will be recorded through phone call. The interviewee data used for the research purposes only to keep the interviewees' privacy. During the interview, the interviewee will be asked several questions. The interview process will take about 15-20 minutes.

1. Are you a person who frequently do a presentations in the classroom? Yes or no, why?

2. What do you think about oral presentation?

3. How do you react when you have an oral language activity in the classroom?

4. How do you prefer to present your material, work in group or alone?

5. Could you tell me how you prepare your presentation?

6. What do you feel if you are going to do an oral presentation?

7. How do you feel when the lecturer suddenly asks you to present an oral presentation in front of class?

8. What will you do if you are asked to choose a presentation topic to be presented during the lesson then you get a difficult topic?

9. What do you do if suddenly you forget what you want to say during the presentation?

10. How do you think other students and your lecturer in class react when you make mistakes?

11. What if you get a question from your friend during a presentation, what will you do?

12. If you knew the answer to a question that asked by your friend, would you answer it or would you choose to remain silent?

13. Are you satisfied with the answer you gave to your friend?

14. When you see your friends doing a great presentation and then it's your turn. What do you think?

15. Give me your opinion about how to present a good presentation in front of the class?