STUDENTS’ SELF-CONFIDENCE IN SPEAKING FOR A LIVE PRESENTATION: A LITERATURE REVIEW

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ABSTRACT
The ability to speak English is a challenge for students in Indonesia as users of English as a foreign language. This study aims to determine whether there is a relationship between students' confidence in their ability to speak English using a live presentation method. The researchers used the Prisma 2009 statement to spell out the process. Ten articles were presented to collect the data related to students' self-confidence and speaking skills. This paper finds that student self-confidence is an essential component that determines the mastery of speaking skills.

Keywords: self-confidence; speaking skill; live presentation

INTRODUCTION
One of four basic skills in English is speaking, and the essential thing in English is speaking. Speaking to other people or in public is the purpose of learning English. The most common way to convey the message to others is by speaking. It should be realized that the ability to communicate effectively is a must, which needs to be taken seriously in English education (Azadi 2015). Learners do not have the ability to communicate appropriately and correctly. It makes learners lack self-confidence and avoidance when communicating with native English speakers (Oradee 2012).

A Personal factor to support the achievement of foreign language learning is self-confidence. According to some studies, language learning activities will be carried out successfully according to some studies (Huitt, 2004& Khodadad 2003, cited in Hayati 2008, Brown, 1994). Some of the critical factors are (1) person experiences; self-confidence improves when students always practice their English and make a mistake, so they learn from the experiences, (2) social messages received from others; environment also build students' self-confidence. Besides speaking skills, self-confidence is the most influential variable in learning English. Self-confidence helps students talk to their friends or in front of the class during the teaching and learning process (Al-Hebaish 2012).
Self-confidence and speaking have a significant correlation. Most learners cannot speak English because they do not have self-confidence in their speaking ability. They are afraid to make mistakes when speaking. As a result, their speaking ability does not have significant progress in the teaching and learning process.

The live presentation is one of the methods in the teaching-learning process. The live presentation is one of the most commonly spoken genres for English language learners in academic and workplace settings (Chang & Huang, 2015). This method makes students speak actively and build their self-confidence. In this method, each student can convey their arguments and feel free to ask everything related to the learning materials. Therefore, this method is beneficial to improve their self-confidence.

The achievement of speaking skills is considered to be highly correlated with confidence. In other words, we can convey our opinion in confidence, and there will be good communication. Students who talk a lot and practice speaking will make you speak fluently. However, they have not used the correct structure in speaking English, but they have high self-confidence to practice. Therefore, the foreigner will help them improve their speaking skills. On the contrary, lack of self-confidence is considered the most barrier dangerous for effective communication. Based on the description above, the researchers can assume that "there is a positive correlation between students' self-confidence and their speaking skills.

LITERATURE REVIEW

Self-Confidence Role In Speaking

Speaking is a productive skill that requires a lot of activities for the learning process. The teaching and learning process in speaking class can build learners’ self-confidence. They also have to take risks as they learn how to speak English. Great courage will make them confident. They will speak more fluently when they have confidence.

Self-confidence is one of the success factors for students learning or speaking English. Self-confidence is convincing ability and self-judgment in performing tasks and choosing an effective approach. It includes trust in dealing with increasingly challenging environments and confidence in their decisions or opinions. Learners with high self-confidence will talk or communicate in any situation both in class or outside the classroom (Syafitri, A., Yundayani, A., & Kusumajati, 2019).

Live Presentation In The Classroom

Handling live presentations in the classroom is not easy as we think. There are two kinds of a live presentation in the classroom: (1) group presentations; consist of two or more learners that present the material in the class, in a group presentation will encourage teamwork and help students get feedback from each throughout the process of developing the presentation, (2) individual presentations; some benefits which during the individual presentation are train
learners to be responsible in delivering the material and build learners' self-confidence by speaking in front of the class.

Some methods for delivering live presentations: (1) manuscript: the learners using text to deliver their material but sometimes they have to use eye contact, expression, and vocal variety to engage the audience, (2) memorization: using learners' memorization skills for delivering the material and do not forget to make a note just for the vital point, (3) impromptu: for this method, the learners may be asked to give some comment about the material suddenly, and the critical thing in this method is the learners have to know the critical point of their material.

**Students' Self-Confidence In Live Presentation**

Live presentation in the classroom gives the learners a greater opportunity to speak and share their opinions. The learners will explore their material before doing a live presentation to make them ready to speak in front of the class and discuss the problem in the discussion session. It makes the learners confident to speak if they have explored the material before.

Learners' self-confidence will improve and train their speaking as well. Of course, they may make mistakes, but the teacher will guide them to the correct way, so live presentation is one of the best methods to make the learners speak actively.

**METHODOLOGY**

English is an international language in the world to communicate with foreigners. Communicating to other people using English is the main point in learning English. Self-confidence is one of the essential factors in speaking because it can give enthusiasm, brave, and stimulation to the learners, hence because of those factors, the speakers will be able to achieve better performance. This paper uses the Prisma 2009 statement to spell out the process. The systematic way allows researchers to find out the most relevant studies within the purpose of a study. To analyze the data, the researchers read ten articles related to students' self-confidence and speaking skills. The researchers collect the data from articles in the google scholar database. The instrument in this paper is the text from ten articles.

**FINDING AND DISCUSSION**

In the previous chapter the researchers said that this paper uses the prisma 2009 statement and the researchers took 10 previous studies related to students' self-confidence in speaking for a live presentation.

**Table 1. Table of finding**

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<tr>
<th>No</th>
<th>Articles</th>
<th>Important finding</th>
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<tr>
<td>1</td>
<td>Improving The Self-Confidence In</td>
<td>Self-confidence gives direct impact on</td>
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*Fakultas Keguruan dan Ilmu Pendidikan*

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<p>| 2 | Students’ Self-Confidence in Speaking Skill | Describing people/classmate is one of the effective ways to improve students’ speaking skill. |
| 3 | The Use of Three Steps Interview to Increase Students’ Self-Confidence at Speaking Skill. | Students’ self-confidence was proved with implementation one of technique from cooperative learning with name Three Step Interview, it showed with good responses from students in teaching learning process that got from questionnaire. |
| 4 | Improving Students’ Motivation And Self-Confidence In Speaking Using Mingling Games. | Mingling games successfully improved students’ motivation and self-confidence in speaking. Mingling Game can be applied not only just for elementary level as the previous research done by Susi Sundari Kurniaawan, but also for junior high school level as done by the researcher. |
| 5 | The Students’ Self-Confidence in Public Speaking. | Students felt doubt when they were speaking in public. Some factors caused the students' lack of self-confidence. Based on the interview result, the students of the advanced speaking class were lack of preparation and practice. The preparation was not only material but also all of the students need to create a good performance such as creativity, appearance, mentality, self-control, topic selection, and media. |
| 6 | Pair Taping for Undergraduate EFL Students’ Speaking Fluency and Self Confidence. | The first research question asked the effect of pair taping technique upon the students’ speaking fluency. The result of quantitative has given evidences that proved this learning tool come to be a very useful practice in improving the students’ fluency in speaking English. The main data of quantitative were the pretest and posttest recording. The word per minute (WPM), speaking duration and total number of words were counted to know the fluency. They were also assessed and scored to know how the students’ holistic speaking |</p>
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<th>No.</th>
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<td>7</td>
<td>The Implementation of Project-Based Learning In Increasing Speaking Achievement and Self-Confidence.</td>
<td>Overall Project based learning significantly increased students’ speaking ability and self-confidence. To get the detail results, we also provided the results of paired sample t-test and independent sample t test of the aspects of speaking and self-confidence. The aspects of speaking analyzed were accent, grammar, vocabulary, fluency and comprehension. Meanwhile, there were four aspects of self-confidence, namely: language use anxiety, causal attribution, perceived L2 competence and self-efficacy. For detail information about the statistical analysis of aspects of students’ speaking ability and also self-confidence.</td>
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<td>8</td>
<td>The Correlation between Self-Confidence and Students’ English Achievement of Tertiary Students at Universitas Advent Indonesia.</td>
<td>The result showed that there is no significant correlation between self-confidence and students’ English achievement. Because of there is no enough evidence to reject the $H^0$ hypothesis, the $H^*$ will be accepted if there is enough evidence provided for this research. There are some questions showed a significant correlation between self-confidence and students’ English achievements.</td>
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<td>9</td>
<td>Correlation between Self-confidencen and Speaking Skill of English Language Teaching and English Language and Literature Preparatory Students.</td>
<td>This study was designed to ind out the relation between self-confidence and speaking achievements, and to determine if there is any difference in self-confidence levels and speaking achievements of the participants according to department and gender. Within the lights of the indings that were examined in this study, it was observed that there is a statistically significant correlation between self confidence and speaking achievement.</td>
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<td>10</td>
<td>A Correlation Between Self Confidence and The Students’ Speaking Skill.</td>
<td>In general, the speaking skill of the students at the third grade of the English Department of Swadaya Gunung Jati University is well. It can be seen when they had been given the questions, they</td>
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answered it correctly. In the other word, their answer is match with the questions that was given. Beside of that, they also pronounced the word clearly, whereas they still need many times to find the vocabulary and arrange it into the utterance.

According to the table above, the researcher can explain that students' speaking skills have a significant relationship to self-confidence. Students who have good self-confidence can convey their opinions clearly and easily for others to understand. The classroom method also affects students' self-confidence and students speaking skills. The ten articles that the researcher read explain how to improve students' self-confidence and speaking skills.

In the first article, the researcher used the self-directed dialogue technique. In this method, the teacher makes a pair and commands the students to have a conversation in class based on the theme given by the teacher. It is almost the same with the third, sixth, and seventh articles. The third article was also in pairs, but the researcher used three step interviews. The sixth article is in pairs, but the students record their conversation with their couples, and it will be corrected by the teacher if they have wrong grammar while speaking. Finally, the seventh article uses project-based learning, but the teacher commands the students to make a group and discuss something interesting based on their theme. Using those will make the students feel comfortable to talk about anything with their classmates, and it can influence their speaking and self-confidence.

In the table above, some articles investigated the relationship between self-confidence and students' speaking skills. The second, eighth, and ninth articles discuss it differently. For the second article, the researcher used to describe their classmate to make them practice their English, and the eighth, ninth, and tenth articles used the same quantitative method. All three of the pieces used the questionnaire to collect the data. The articles that investigate the relation between students' self-confidence and their speaking skill conclude there is a significant relationship between them.

The fourth article is a unique method to improve students' speaking skills because the researcher uses fun learning in the classroom. Mingling games work like the moderator shouts out a general category, and the group is asked to mingle around to find others that have the same answer, and they clump up to form a larger group. Using games makes the students more active in class, enjoy the teaching and learning process, and improve their self-confidence, communication, and teamwork.

The fifth article discusses how public speaking can improve students' self-confidence and speaking skills. This is one of the extreme methods because not all students can speak in front of people. The teachers' role will impact this method, such as giving them motivation before speaking in front of people, commanding
them to practice their speaking in front of the mirror, and also being a role model in public speaking.

CONCLUSION

Confidence is an important factor in speaking skills that increases students' self-confidence has a correlation with speaking skills students. This is supported by Roysmanto's previous research, which states, "if students have high self-confidence, they will achieve the best performance in fluent speaking skill." This means that students' self-confidence has a correlation between students' speaking skills.

REFERENCES


[http://departments.mwc.edu/spkc/Handouts/eval_group_presentation.html](http://departments.mwc.edu/spkc/Handouts/eval_group_presentation.html)