Chapter One

Introduction

This chapter underlines a research description. There are some important points presented in this chapter. The background of the study includes the reasons why the researcher was interested in researching the topic. Identification of the problem and delimitation of the problem are also included in this chapter. Then, the researcher mentions the research questions and purposes of the research. In this chapter, the researcher also explains the significances of the research.

Background of the study

In a teaching and learning process, the teachers must be able to set the atmosphere in the classroom so that the learning process runs effectively and conducively. According to Oliver and Reschly (2007), the teacher should have the ability to manage and organize the classroom atmosphere in order to make the students getting more input in learning process. Besides, the teachers provide certain activities to be done by their students. In a college, the teachers usually ask their students to present about a certain topic as a classroom activity. It is line with Kakepoto, Habil, Omar, and Said (2012) who stated that presentations are provided to students to perform in a college.

Presentation is one of the activities that can be used. Presentation is an act of showing and delivering a given material to audiences. The teachers use the presentation activity as an instruction medium to assess students' ability in the

classroom activity. Additionally, the teachers know intensely about a student's confidence in the classroom. Al-Hebaish (2012) asserted that self-confidence is one of important aspects that can affect the students' in learning process. Thus, self-confidence as a crucial aspect in a successful presentation.

McPheat (2010) stated that self-confidence is an individual belief of students' ability to succeed in doing a task. It can be believed that self-confidence can be influential in achieving goals in learning process. In this study, the researcher will discuss the problem about students' self-confidence in doing presentations in teaching and learning process. Besides, presentation is able to increase students' self-confidence in doing presentation.

Based on researcher's observation, some students are still lack of confidence, so it can affect on their performance of classroom presentation. Thus, presentation require confidence of speaker to develop audience interest during presentation (Kakepoto, Habil, Omar, & Said, 2012). However, the researcher is curious about this phenomenon in ELED 2015 whether their performance of presentation and self-confidence are low or not. The researcher also want to investigate whether their self-confidence are correlated with how well their performance in classroom presentation.

Identification of the problem

Based on reseracher's experience, there are some problems faced by ELED students' of private University in Yogyakarta during the presentation. The problems are that the students have low self-confidence in delivering the material, and some of them feel nervous in performing the presentation. Besides, less preparation makes the

students feel difficult to deliver the topic and they have to read the presentation text all the time during presentation. Another problem which comes up is that the students are afraid to make mistake in delivering the presentation.

Delimitation of the problem

There are some categories to assess of classroom presentation, such as the delivery, the use of media, the performance, and the students' self-confidence. So, in this study the research only focus on the performance and the students' self-confidence, because the researcher would like to investigate the level of students' performance and students' self confidence in classroom presentation. The researcher also explores the correlation between students' performance of classroom presentation and students' self-confidence level.

Research Questions

The research questions are formulated as follows :

1. How is the ELED students' performance in classroom presentation?
2. How is ELED students' confidence level in the presentation?
3. What is the correlation between students' performance of classroom presentation and students' self confidence's level?

Purposes of the research

This research focuses on the correlation between students' classroom presentation and students' self-confidence at ELED of Private University in Yogyakarta. Based on the research questions, the purposes of the research are:

1. to discover the students' performance in classroom presentation

2. to investigate students' self confidence level

3. to explore the correlation between students' performance in classroom presentation and students' self confidence's level

Significances of the research

This research is expected to give positive contributions for the students, the lecturers, and other researchers.

For the students. This research provides the information that helps the students increase their information about the correlation between students' performance of classroom presentation and students' self-confidence.

For the lecturers. This research will be able to make the teachers know the correlation between students' performance in classroom presentation and students' self-confidence. By knowing this research, ELED lecturers can support the students to improve their performance and self-confidence in the presentation.

For other researchers. From this researcher, the other researcher can use this research as a reference at the same topic. Therefore, it might become a recommendation of further research.