

## **Chapter Two**

### **Literature Review**

This chapter explores of literature review on this study. This chapter consists of explanation about students' classroom presentation and self confidence. In this literature review, the researcher discusses students' classroom presentation, the procedure of classroom presentation and presentation design, students' self-confidence in classroom presentation, and the influence of classroom presentation to students' self-confidence. In the last of this chapter two, the reseracher presents about the review of related studies, the conceptual framework, and hypothesis related to this research.

#### **Presentation**

There are three parts of the presentation section. Those sections are called definition of the presentation, benefits of the presentation, and procedure of classroom presentation. Hence, the following paragraphs are the theories from the experts related to this research.

**Definition of presentation.** According to Levin and Topping (2006), stated that presentation is a talk or speech delivered by presenter or speaker to audience of more people. Nikitina (2011) maintained that a presenter should make sure that the message is acceptable and understood correctly to the audience. Besides on delivering the topic to audience, it should make sure that the topic is not boring. Therefore, the presenter should make the presentation interested to the audience.

In addition, Nikitina (2011) said that there are three major points of successful delivering the presentation. Those major points are ethos, logos, and pathos. In the ethos presentation, the presenters are asked to share their thoughts, observation, knowledge, and ideas to audience publically based on chosen topic. In the logos presentation, the speakers should make sure that the message is acceptable and understood by audience. The last point, the speakers should have a connection with the audiences' attention called as pathos.

Effective presentations will help speakers understand how to deliver their ideas to audience successfully. In the perspective of Nikitina (2011), the speakers are required to provide an interesting topic during presentation to audience. In the presentation, it is not about the delivery, but it is about the content importance being delivered. In addition, the way the presenters present the material to the audiences should be accepted fully. The presenters should practice the presentation in front of the class in order to prepare their presentation performance. Besides, the presenters should understand the material that will be present because it will help them to be more focus on audience than to read the presentation text.

Nikitina (2012) asserted that there are three important aspects in doing good presentation. Those aspects are preparation, practice, and performance. A presenter should prepare the materials related to the topic before doing presentation. After preparing the material, the presenter should do presentation practice. The presenter should deliver the material clearly to audiences. After the presenter doing practice, the presenter should focus on presentation performance. If the presenter has good

preparation, the presenter's performance will also be rather good. The presenter should focus on audience than read texts or notes. Hence, a presenter should try to practice in front of mirror in order to have good and well-prepared presentation performance.

**Benefits of presentation.** There are some benefits of using presentation in the classroom. Girard, Pinar and Trapp (2011) stated that in the presentation, students are allowed to improve their communication and presentation to develop their speaking skills. Therefore, the teachers are required to build up students' speaking skill performance. Presentation also can be beneficial for the students to help them to bridge the gap between language study and language use. It also helps the students to organize and construct information become active and autonomous learners (King, 2002).

Apple and Kikuchi (2007) also found that main benefits of oral presentations, are that it can develop the students' centred learning, learning motivation, and self-reliance autonomy. Four English language skills as writing, reading, speaking and listening are required in enhancing students' presentation performance. Enhancing students' performance is one of the benefits of using presentation (King, 2002). In writing and reading skills, the students are required to conduct a research and write their presentations. In speaking skills, students' are required to deliver the presentation in English. In listening skills, students are required to be an audience for other students' presentation.

In addition, another benefit of oral presentation is to improve learners' communicative competency and to develop communication skills in English (Hovane, 2009). It also increase students' awareness on the importance of presentation skill. Oral presentation provides an opportunity for students to practice their language skills. Presentations are not only useful to improve students' communicative skill, but it also can prepare the students to not be afraid to deliver their ideas or thoughts especially in the future work field. Participating in presentations also can help the students to develop their ability in their future working places (Živković, 2014).

**Presentation in English classroom.** Generally, in doing presentation, there are some element should pay a lot of attention. The presenter should attention to the time and the content of presentation. Hashemi and Hokmabadi (2011) stated that in English presentation, the presenter should pay attention to English structure, vocabulary, and pronunciation. Therefore, the presentation will be effective and the audience will listen and understand their presentation well. During the presentation, there are some important things should pay a lot of attention to, such as introduction, information, visual, conclusion, and question used in English presentation.

**Procedure of classroom presentation.** According to Marchis (2010) asserted that in this global area, information and communication technology become an important part in any kind of field. There are technologies that are able to search and present the information in some forms. The information can be in document, poster, diagram, presentation, and documentary films' forms. Additionally, there are some

important steps on creating a presentation. Started by choosing and collecting related information and material. The next step of creating presentation is to create the plan of the presentation. Then, the presenters write the notes about what they will talk in the presentation, and the materials should relate to the topic itself.

### **Self-Confidence**

There are three various sections of self-confidence. Those are definition of self-confidence, the factors of affecting students' self-confidence, and the characteristics of self-confidence. Thus, for more information of supported theories from some experts are presented in the following sections.

**Definition of self-confidence.** Usta (2017) maintained that self-confidence is an individual's perception and belief that related to their feelings, thoughts, and acts. Self-confidence is involved in personality aspects such as emotion, motivation, attitude, anxiety, and personality. Self-confidence is one of the most influential aspect affected in learning process (Al-Hebaish, 2012). In learning, the students should have self-confidence to enhance their ability in learning activity. Self-confidence is closely related to individuals' academic success and motivation. Hence, motivation is also one of important parts in education (Usta, 2017).

According to Goel and Aggarwal (2012), "Self confidence is a positive attitude of oneself towards one's self-concept". From the statement mentioned, it means that self-confidence can make students believe in their own self. There are some factors affecting the development of self-confidence such as parents' attitudes. Parents' attitude is the most important factor in building students' self-confidence. If

parents encourage their children and accept their children when they make mistakes, the children will try to accept themselves to develop their self-confidence.

Brown (as cited in Anwar, 2016) stated that there are two important aspects to develop self-confidence, and those are cognitive and affective aspects. Cognitive aspects is the ability to process the information and knowledge using brain. In effective aspect, the students process their personal learning based on interest, motivation, and self-confidence. Thus, the teachers are required to choose the most suitable teaching strategy for the students so that they can increase their successful learning process. The Brown's statement mentioned above is in line with Tuan and Neomy (2007) who stated that the elements, which can influence students' performance are included in oral presentation, cognitive and effective factors while doing presentation.

**Factors of affecting students' self-confidence.** Lopez and Bui (2014) asserted that factor affecting students' self-confidence is social support. Social support can be from friend or families of students. Meanwhile, social self-confidence also plays an important to influence decisions of peers (Greenacre, Tung, & Chapman, 2014). Through social confidence, people will be more sociable with those around them. They can manage their social interactions and create more social bonds to others in group. People can increase their ability to influence social context (Berndt, 2002).

**Characteristic of students with self-confidence.** In Lauster's study (2012), it is mentioned that there are several characteristics of students' self-confidence. The

first characteristic is to believe in one's own ability. A self-belief in all phenomena is that occur related to the individual's ability to evaluate and overcome the phenomena that occur. The second characteristic is called independently without involving many others. The third characteristic is having a positive self-concept namely the existence of a good assessment of the self both from the views and from action performance causing a positive sense of self. The last characteristic is daring to express opinions, the existence of an attitude to be able to express something in self-disclosed to others without any correction which can inhibit the feeling expression.

**Self Confidence in Public Presentation.** There are two parts of communication that are required in oral presentation. Those are delivery and preparation of the speech. There are several components of preparation, including visual aids, handouts, notes, and location. In delivery, the speaker should pay attention on their face, voice, and confidence (Luthy & Deck, 2007).

Duarte (2008) asserted that there are three important parts in presentation. Those are the message used in the presentation, the visual story, and the delivery to audience. The first part is that speaker should explain the message is specifically. The next part is that the speaker should prepare the slides in order to show the presentation materials to audience. The last part is about how the speaker delivers the materials to audience. Duarte (2008) asserted that a presenter should do more practice, so that it could increase their knowledge in the presentation. By doing more practice, the presenter could become more confidence in delivering the presentation to audience.

Levin and Topping (2006) mentioned that self-confidence is the first important point for having a successful presentation. Therefore, in the presentation the students should require confidence to develop audience interest during presentation. So that the audience are not feel bored with what the speaker saying in the presentation. In summarize, self-confidence is a significant element in presentation.

### **Review of Related Studies**

There are many studies related to this research, but the researcher only took three related studies. The first study is a study conducted by Salim (2015) entitled “General Self Confidence and Its Implication on Students’ Achievement in Oral Presentation”. This study was measured by using close-ended questionnaire to collect the data. This study used quantitative research design as research design. The respondents were 68 students at second semester in English Department at Private University of Lamongan, Indonesia. The results showed that there was positive correlation between general self-confidence and students’ achievement in the oral presentation.

The second study related to this research is from Yaya and Ramli (2009) about “The Relationship between Self Concept and Communication Skills towards Academic Achievement among Secondary School Students in Johor Bahru”. In this study, the data was measured by questionnaire. This study used a quantitative method as research design. The sample of this research was 370 student who were chosen



randomly. The result showed that there was no significant relationship between those variables are self-confidence and students' achievement in the oral presentation.

The third study related to this research from Al Hebaish (2012) about "The Correlation between General Self-Confidence and Academic Achievement in the Oral Presentation Course. In this study, the variable x was measured by questionnaire, and for variable y was measured by test score. The respondents of this research were 53 undergraduate students of Taibah University on Saudi. The result showed that there was positive significant correlation between two variables.

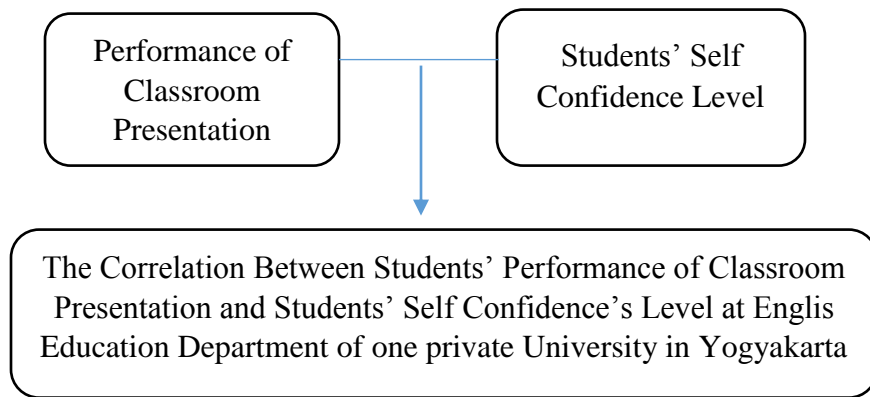
These three research above have similarities and differences with this current study. Salim (2015) have similarity with this current research about students' self-confidence and students performance in presentation. Moreover, the different between Salim (2015) with this current research is instrument to collect the data. Those variables use questionnaire to collect the data. This current research use document of academic presentation score and questionnaire to collect the data. Meanwhile, Yaya and Ramli (2009) has similarity with this current research that correlation between students' self-confidence and students' achievement. Moreover, the different between Yaya and Ramli (2009) and this current is the setting. Yaya and Ramli (2009) study were conducted in secondary school. This current research was conducted for students in university which is conducted at ELED of private university in Yogyakarta. Furthermore, Al Hebaish (2012) has similarity in students' self-confidence in the presentation. The different between Al Hebaish (2012) and this current research are the instrument. Al Hebaish (2012) study used questionnaire for

variable x and used test score for variable y. This current research used score for variable x, and used questionnaire for variable y.

### **Conceptual Framework**

Presentation is a talk or speech delivered by presenter or speaker to audience of more people (Levin & Topping, 2006). The students should make sure that the message can be accepted and understood correctly to the audience. In presentation, the students is not only about how to deliver, but it is about delivery content, and the way to present the material to audience should be acceptable (Nikitina, 2011).

Sukitkanaporn and Phoocharoensil (2014) stated that in doing presentation, the students should improve the content and delivery. The students are required to make clear presentation, well-designed presentation, and professional presentation in English. Therefore, to make clear presentation, students should have enough self-confidence (Kakepoto, Habil, Omar, & Said, 2012). Self -confidence leads closely to individuals' successful academic and motivation. That way, the motivation is one important part in education process (Usta, 2017). In addition, self-confidence is one important aspect in doing presentation; the researcher assumes that there is correlation between classroom presentation and students' self-confidence. The correlation may be illustrated in the following figure.



*Figure 2.1 Conceptual Framework*

## **Hypothesis**

The hypothesis of this study mentioned below:

H1: There is correlation between student' performance in classroom presentation and students' self-confidence's level.

