Chapter Four

Findings and Discussion

In this chapter, the researcher presents the results and discussion of the research. The results present the result of statistical data analysis that answer the research question of the research. In the discussion of the result, the researcher is also presented the result with further explanation in this chapter.

Findings

In this section, the researcher presented the finding of three research questions of this research. The first finding was the students' performance in classroom presentation. In order to answer this questions, the researcher used document of Academic Presentation's score. The second finding was the students' self-confidence in the presentation. The researcher used questionnaire. The last finding was the correlation between students' performance in classroom presentation and students' self-confidence level in the presentation.

The ELED students' performance of classroom presentation. The first research question of this research is ELED students' performance of classroom presentation. Descriptive statistic was used to measure ELED students' performance of classroom presentation. Therefore, to measure ELED students' performance of classroom presentation, the researcher used document of Academic Presentation's score.

The category for students' performance of classroom presentation was provided on the table in chapter three (please look at table 3.4. page 26). The statistic application version 22.0 analysis result showed that the mean of students' performance of classroom presentation was 23.7. It means that the third year students generally had moderate score in classroom presentation. Then, the result can be shown as the following :

Table 4.1 The result mean of score of students' performance of classroom presentation.

Statistics		
Score of Students' Performance of Classroom Presentation		
N	Valid	95
	Missing	0
Mean		23.7789
Median		25.0000
Mode		28.00
Std. Deviation		5.40524
Skewness		-.473
Std. Error of Skewness		.247
Kurtosis		-.345
Std. Error of Kurtosis		.490
Range		25.00
Minimum		9.00
Maximum		34.00

Sum	2259.00

The ELED students' self-confidence level in the presentation. The second research question of this research is the ELED students' confidence level in the presentation. Descriptive statistic was used to measure ELED students' performance of classroom presentation. Therefore, the questionnaire for students' confidence level consisted of 15 items.

The category for students' confidence level was provided on the table in chapter three (please look at table 3.4 page 26). The SPSS analysis result showed that the mean of students' confidence level was 30.2 (please look at table 3.4 page 26). It meant that the third year students had high confidence level in the presentation. Then, research question score would be shown as the following :

Table 4.2 The results of items students' confidence level in the presentation

		TOTAL	RATARATA_15ITEM
Statistics			
N	Valid	95	95
	Missing	0	0
Mean		45.39	30.232
Median		45.00	30.000
Mode		45	30.0
Std. Deviation		7.796	5.2114
Skewness		.235	.238
Std. Error of Skewness		.247	.247
Kurtosis		-.261	-.294
Std. Error of Kurtosis		.490	.490
Range		30	20.0
Minimum		30	20.0
Maximum		60	40.0
Sum		4312	2872.0

Table 4.2.1 Statement 1 **I am relaxed when I have to speak in front of many people**

		I am relaxed when I have to speak in front of many people
N	Valid	95
	Missing	0
Mean		3.11
Median		3.00
Mode		3
Std. Deviation		.676
Skewness		-.129
Std. Error of Skewness		.247
Kurtosis		-.780
Std. Error of Kurtosis		.490
Range		2
Minimum		2
Maximum		4
Sum		295

The mean score **I am relaxed when I have to speak in front of many people** was 3.11. Based on the students' self-confidence (see table 3.5 page 26), 3.11 belongs to "High Self-Confidence Level" category. It could be concluded that the third year students generally had high self-confidence level.

Table 4.2.2 Statement 2 *"I am glad when my friends ask a lot of questions about my presentation"*

		I am glad when my friends ask a lot of questions about my presentation
N	Valid	95
	Missing	0
Mean		2.86
Median		3.00
Mode		3
Std. Deviation		.752
Skewness		.232
Std. Error of Skewness		.247
Kurtosis		-1.189
Std. Error of Kurtosis		.490
Range		2
Minimum		2
Maximum		4
Sum		272

The mean score **"I am glad when my friends ask a lot of questions about my presentation"** was 2.86. Based on the students' self-confidence (see table 3.5 page 26), 3.11 belongs to "Moderate Self-Confidence Level" category. It could be concluded that the third year students generally had moderate self-confidence level.

Table 4.2.3 Statement 3 *"I feel calm when I am speaking in public"*

		I feel calm when I am speaking in public
N	Valid	95
	Missing	0
Mean		3.00
Median		3.00
Mode		3
Std. Deviation		.758
Skewness		-.299
Std. Error of Skewness		.247
Kurtosis		-.418
Std. Error of Kurtosis		.490
Range		3
Minimum		1
Maximum		4
Sum		285

The mean score **"I feel calm when I am speaking in public"** was 3.00. Based on the students' self-confidence (see table 3.5 page 26), 3.00 belongs to "Moderate Self-Confidence Level" category. It could be concluded that the third year students generally had moderate self-confidence level.

Table 4.2.4 Statement 4 *"I dare to answer the questions given by the lecturer even though the words I say are convoluted"*

		I dare to answer the questions given by the lecturer even though the words I say are convoluted
N	Valid	95
	Missing	0
Mean		3.09
Median		3.00
Mode		3
Std. Deviation		.654
Skewness		-.097
Std. Error of Skewness		.247
Kurtosis		-.626
Std. Error of Kurtosis		.490
Range		2
Minimum		2
Maximum		4
Sum		294

The mean score **"I dare to answer the questions given by the lecturer even though the words I say are convoluted"** was 3.09. Based on the students' self-confidence (see table 3.5 page 26), 3.09 belongs to "Moderate Self-Confidence

Level" category. It could be concluded that the third year students generally had

moderate self-confidence level.

Table 4.2.5 Statement 5 *"I was very enthusiastic to answer the questions given to me during the presentation"*

		I was very enthusiastic to answer the questions given to me during the presentation
N	Valid	95
	Missing	0
Mean		2.89
Median		3.00
Mode		3
Std. Deviation		.722
Skewness		-.186
Std. Error of Skewness		.247
Kurtosis		-.253
Std. Error of Kurtosis		.490
Range		3
Minimum		1
Maximum		4
Sum		275

The mean score **"I was very enthusiastic to answer the questions given to me during the presentation"** was 2.89. Based on the students' self-confidence (see table 3.5 page 26), 2.89 belongs to "Moderate Self-Confidence Level" category. It could be concluded that the third year students generally had moderate self-confidence level.

Table 4.2.6 Statement 6 **"I prepared myself by reading the material before the presentation began"**

	I prepared my self by reading the material before the presentation began
N Valid	95
Missing	0
Mean	3.52
Median	4.00
Mode	4
Std. Deviation	.581
Skewness	-.728
Std. Error of Skewness	.247
Kurtosis	-.438
Std. Error of Kurtosis	.490
Range	2
Minimum	2
Maximum	4
Sum	334

The mean score **"I prepared my self by reading the material before the presentation began"** was 3.52. Based on the students' self-confidence (see table 3.5 page 26), 3.52 belongs to "High Self-Confidence Level" category. It could be concluded that the third year students generally had high self-confidence level.

Table 4.2.7 Statement 7 *"When the lecturer gave a question to me, I immediately answered the question"*

		When the lecturer gave a question to me, I immediately answered the question
N	Valid	95
		0
Mean		3.00
Median		3.00
Mode		3
Std. Deviation		.583
Skewness		.000
Std. Error of Skewness		.247
Kurtosis		.033
Std. Error of Kurtosis		.490
Range		2

Minimum	2
Maximum	4
Sum	285

The mean score **"When the lecturer gave a question to me, I immediately answered the question"** was 3.00. Based on the students' self-confidence (see table 3.5 page 26), 3.00 belongs to "Moderate Self-Confidence Level" category. It could be concluded that the third year students generally had moderate self-confidence level.

Table 4.2.8 Statement 8 *"I explained the presentation material clearly"*

		I explained the presentation material clearly
N	Valid	95
	Missing	0
Mean		3.09
Median		3.00
Mode		3
Std. Deviation		.603
Skewness		-.039
Std. Error of Skewness		.247
Kurtosis		-.224
Std. Error of Kurtosis		.490

Range		2
Minimum		2
Maximum		4
Sum		294

The mean score **"*I explained the presentation material clearly*"** was 3.09.

Based on the students' self-confidence (see table 3.5 page 26), 3.09 belongs to

"Moderate Self-Confidence Level" category. It could be concluded that the third year

students generally had moderate self-confidence level.

Table 4.2.9 Statement 9 *"I answered the lecturer's question in a clear and*

loud voice"

		I answered the lecturer's question in a clear and loud voice
N	Valid	95
	Missing	0
Mean		3.05
Median		3.00
Mode		3
Std. Deviation		.608

Skewness		-.024
Std. Error of Skewness		.247
Kurtosis		-.231
Std. Error of Kurtosis		.490
Range		2
Minimum		2
Maximum		4
Sum		290

The mean score **"I answered the lecturer's question in a clear and loud voice"** was 3.05. Based on the students' self-confidence (see table 3.5 page 26), 3.05 belongs to "Moderate Self-Confidence Level" category. It could be concluded that the third year students generally had moderate self-confidence level.

Table 4.2.10 Statement 10 *"I can arrange sentence well, so I can answer the question given by the lecturer"*

		I can arrange sentence well, so I can answer the question given by the lecturer
N	Valid	95
	Missing	0
Mean		2.93

Median	3.00
Mode	3
Std. Deviation	.733
Skewness	-.215
Std. Error of Skewness	.247
Kurtosis	-.305
Std. Error of Kurtosis	.490
Range	3
Minimum	1
Maximum	4
Sum	278

The mean score **"I can arrange sentence well, so I can answer the question given by the lecturer"** was 2.93. Based on the students' self-confidence (see table 3.5 page 26), 2.93 belongs to "Moderate Self-Confidence Level" category. It could be concluded that the third year students generally had moderate self-confidence level.

Table 4.2.11 Statement 11 *"I explained the material slowly and coherently so that the material I explained was understood by friends"*

		I explained the material slowly and coherently so that the material I explained was understood by friends
N	Valid	95

Missing	0
Mean	3.14
Median	3.00
Mode	3
Std. Deviation	.538
Skewness	.110
Std. Error of Skewness	.247
Kurtosis	.288
Std. Error of Kurtosis	.490
Range	2
Minimum	2
Maximum	4
Sum	298

The mean score **"I explained the material slowly and coherently so that the material I explained was understood by friends"** was 3.14. Based on the students' self-confidence (see table 3.5 page 26), 3.14 belongs to "High Self-Confidence Level" category. It could be concluded that the third year students generally had high self-confidence level.

Table 4.2.12 Statement 12 *"When I answering the questions from the lecturer, my voice was not nervous, so what I said was clear"*

		When I answering the questions from the lecturer, my voice was not nervous, so what I said was clear
N	Valid	95
	Missing	0
Mean		2.91
Median		3.00
Mode		3
Std. Deviation		.637
Skewness		.081
Std. Error of Skewness		.247
Kurtosis		-.505
Std. Error of Kurtosis		.490
Range		2
Minimum		2
Maximum		4
Sum		276

The mean score **"*When I answering the questions from the lecturer, my voice was not nervous, so what I said was clear*"** was 2.91. Based on the students' self-confidence (see table 3.5 page 26), 2.91 belongs to "Moderate Self-Confidence Level" category. It could be concluded that the third year students generally had moderate self-confidence level.

Table 4.2.13 Statement 13 *"I do not feel afraid of anything I will explain when I present the material"*

		I do not feel afraid of anything I will explain when I present the material
N	Valid	95
	Missing	0
Mean		3.05
Median		3.00
Mode		3
Std. Deviation		.590
Skewness		-.327
Std. Error of Skewness		.247
Kurtosis		1.180
Std. Error of Kurtosis		.490
Range		3
Minimum		1
Maximum		4
Sum		290

The mean score **"I do not feel afraid of anything I will explain when I present the material"** was 3.05. Based on the students' self-confidence (see table 3.5 page 26), 3.05 belongs to "Moderate Self-Confidence Level" category. It could be concluded that the third year students generally had moderate self-confidence level.

Table 4.2.14 Statement 14 *"I feel comfortable when I am talking in front of many people"*

		I feel comfortable when I am talking in front of many people
N	Valid	95
	Missing	0
Mean		2.91
Median		3.00
Mode		3
Std. Deviation		.701
Skewness		-.247
Std. Error of Skewness		.247
Kurtosis		-.014
Std. Error of Kurtosis		.490
Range		3
Minimum		1
Maximum		4
Sum		276

The mean score **"I feel comfortable when I am talking in front of many people"** was 2.91. Based on the students' self-confidence (see table 3.5 page 26), 2.91 belongs to "Moderate Self-Confidence Level" category. It could be concluded that the third year students generally had moderate self-confidence level.

Table 4.2.15 Statement 15 *"When I present the material, I always make eye contact with my friends"*

		When I present the material, I always make eye contact with my friends
N	Valid	95
	Missing	0
Mean		2.84
Median		3.00
Mode		3
Std. Deviation		.657
Skewness		-.053
Std. Error of Skewness		.247
Kurtosis		-.186
Std. Error of Kurtosis		.490
Range		3
Minimum		1
Maximum		4
Sum		270

The mean score **"I feel comfortable when I am talking in front of many people"** was 2.84. Based on the students' self-confidence (see table 3.5 page 26), 2.84 belongs to "Moderate Self-Confidence Level" category. It could be concluded that the third year students generally had moderate self-confidence level.

The correlation between students' performance of classroom presentation and students' self confidence level in the presentation. Before accessing the correlation between students' performance of classroom presentation and students' self confidence level in the presentation, the normality test was done. Test of normality was used to know whether the data that had been collected was normal or not. Test of normality in this research was used Sample Kolmogorof-Smirnov Test. Look at the table below to see the data was normal normality.

Table 4.3 Normality Test

One-Sample Kolmogorov-Smirnov Test

		Total	Score
N		95	95
Normal Parameters[a,b]	Mean	45.39	23.7789
	Std. Deviation	7.796	5.40524
Most Extreme Differences	Absolute	.162	.105
	Positive	.162	.049
	Negative	-.079	-.105
Kolmogorov-Smirnov Z		.162	.105
Asymp. Sig. (2-tailed)		.000[c]	.011[c]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Table 4.3.1 showed the normality test of students' performance of classroom presentation and students' self confidence in the presentation. The significant and Kolmogorov-Smirnov Z of the two variables were 0.000 and 0.011 and 0.162 and 0.105. It means that significant and Kolmogorov-Smirnov Z higher than 0.05. In conclusion, the distribution of the data was normal.

After examining the normality test, this research measured the correlation between students' performance of classroom presentation and students' self confidence level in the presentation. the Pearson's product-moment (r)is used to show the result correlation score between students' performance of classroom presentation and students' self-confidence level in the presentation. Statistical application 22.0 was used for analysis two variables in this research. The H_1 is received when the probability value is <0.05. Furthermore, the H_0 will be received if the value is >0.05. From the analysis, the result shows that the probability value is <0.05. It means that H_1 (alternate hypothesis) is accepted. It can be said that there is correlation between students' performance in classroom presentation and students' self-confidence level in the presentation. The result score was shown on the table as the following:

Table 4.4 Correlation Test

Correlations

		TOTAL	SCOREPRESE NTATION
TOTAL	Pearson Correlation	1	.612**
	Sig. (2-tailed)		.000
	N	95	95
SCOREPRESENTATION	Pearson Correlation	.612**	1
	Sig. (2-tailed)	.000	
	N	95	95

**. Correlation is significant at the 0.01 level (2-tailed).

From the table above, the terms of the significance correlation, the results

shows that the *r* value of correlation coefficient of the correlation between students'

performance in classroom presentation and students' self confidence in the

presentation was 0,612. The value is moderate correlation. As mentioned by Cohen

(2011) the value between 0.51 − 1.00 is moderate correlation (see table 3.6).

According to Gunawan (2015) r table for 95 is 0.220. The table shows that *r* value

was higher than *r* table. It can be concluded that there is correlation between the

students' performance of classroom presentation and students' self confidence level

in the presentation. Based on Cohen, Manion, Morrison (2011) correlation coefficient (r) with range 0.51-1.00 was in moderate correlation category. Hence, H$_1$ hypothesis was received that there is positive correlation between students' performance of classroom presentation and students' self confidence level. It means that if the students had a moderate score in performance in classroom presentation, the students' self-confidence is high.

Discussion

   Students' performance of classroom presentation. The mean score for students' performance of classroom presentation was 23.7. It means students batch 2015 was in moderate score of performance in classroom presentation (please look at table 3.4 page 26). Nikitina (2012) asserted that if the presenter has good preparation, automatically the presenter's performance will also be rather good. It means that this current research supported and related to Nikitina (2012) research.

   Students' self confidence level. The mean score for students' self confidence level was 30,23. It means the third year students had high self confidence level. It could be concluded that generally the third year students had high self confidence level in the presentation (please look at table 3.5 page 27). Levin and Topping (2006) mentioned that self -confidence is the first important point for having a successful presentation. Therefore, self-confidence had closely related to the classroom presentation. The students with high self-confidence may develop the learners' desure to communicate and help to improve language proficiency (Al-Hebaish, 2012).

The correlation between students' performance of classroom presentation and students' self confidence level in the presentation. The Pearson correlation score of the correlation between students' performance of classroom presentation and students' self-confidence was 0.612 and r table for 95 N is 0.2. According to Gunawan (2015) r table for 95 is 0.220. The r value was higher than r table. It means that there is correlation between the students' performance of classroom presentation and students' self confidence level. Girard, Pinar, and Trapp (2011) stated that presentation can improve their communication and develop their speaking skill. This meant that this current research related and supported Girard, Pinar, and Trapp (2011) research. The correlation coefficient (r) with range 0.51-1.00 was in moderate correlation category. Therefore, there is moderate correlation between ELED students' performance of classroom presentation and students' self confidence level in the presentation. Then, the H_1 was received which there is correlation between ELED students' performance of classroom presentation and students' self confidence level in the presentation. Levin and Topping (2006) stated that in the presentation, the students should require confidence to develop audience interest during presentation. This meant that this current research related and supported Levin and Topping (2006).