

**The Correlation between ELED Students' Performance in Classroom
Presentation and Students' Self Confidence Level in a Private University of
Yogyakarta**

A Skripsi

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In a Partial Fulfillment of the Requirements for the Degree

Sarjana Pendidikan



Gemala Fitria

20140810070

ENGLISH LANGUAGE EDUCATION DEPARTMENT

LANGUAGE EDUCATION FACULTY

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Approval Sheet

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Universitas Muhammadiyah Yogyakarta
Language Education Faculty
English Language Education Department

We hereby approve the *Skripsi* of

Gemala Fitria

20140810070

Candidate for the degree of *Sarjana Pendidikan*


August 17, 2018



Gendroyono, S.Pd., M.Pd.

The *Skripsi* Supervisor

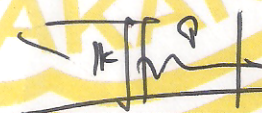
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Evi Puspitasari, S.Pd., M.Hum.

Examiner 1

August 17, 2018



Ika Wahyuni Lestari, S.Pd., M.Hum.

Examiner 2

Yogyakarta, December 18, 2018



Accepted

Dr. Suryanto

Dean of Language Education Faculty

Abstract

This research aims to examine the students' performance of classroom presentation, the students' self confidence level and the correlation between students' performance of classroom presentation and students' self confidence level in the presentation. This research was analysed by using quantitative research method and used explanatory correlation design. This research was conducted at ELED of private university in Yogyakarta. Population and samples of this research were 119 and 95 the third year students of ELED of private university in Yogyakarta. Then, this research used score of Academic Presentation course for accessing students' performance of classroom presentation and used modified questionnaire for accessing students' self confidence level in the presentation. The mean score of the students' performance of classroom presentation was 23.7 which meant that the third year students generally had moderate score in the performance of classroom presentation. Meanwhile, the mean score of the students' self confidence level was 3.23 which meant that the third year students had high self confidence level in the presentation. The data were analysed using descriptive statistic and descriptive correlation processed in statistical tools version 22.0. This research used Pearson Product Moment correlation to see the correlation between two variable. The finding shown that correlation p -value was 0.000 and the correlation between students' performance in classroom presentation and students' self-confidence level in presentation r value = 0.612 (Sig 2-tailed) meaning there is positive correlation between students'

performance in classroom presentation and students' self-confidence level in presentation.

Keywords: Classroom Presentation, Self Confidence

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 conducive. 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.

Methodology

The purpose of the study is to find out the correlation between students' classroom presentation and students' self-confidence. This study uses quantitative method to gather the data. The researcher used quantitative method because the researcher collected the data by numerical data from a large number of people. As Creswell (2012) stated that the characteristic of quantitative research are describe a trends for giving the explanation from relationship among variables. It provides the literature to give the major role from the research problem and justifying the research problem. The numerical data will be collected using an instrument, and analyze the trends that related to variables.

This study has two variables, students' classroom presentation and students' self-confidence. The researcher used a correlation design to access the data. Additionally, Creswell (2012) stated that correlational research design is a statistical research design to establish the tendency for two or more variables in the same way. Furthermore, it is appropriate to know the correlational two or more variables. This research has two variables, those are variable y and variable x. Variable y is students' classroom presentation, and variable x is students' self-confidence. Hence, this study research used explanatory design as the type of correlational design. According to Creswell (2012) explanatory design is a correlational design which the researcher measures two variables which are reflected to each other. This research used explanatory design because this study aims to examine the correlation between students' classroom presentation and students' self-confidence.

Finding and Discussion

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.

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.

Conclusion

This research aims to analyse the correlation between students' performance of classroom presentation and students' self confidence level. In addition, this research has three research question which are "How is the ELED students' performance of classroom presentation" "How is the ELED students' self confidence level in the presentation" "What is the correlation between students' performance of classroom presentation and students' self confidence level". Therefore, this research analysed the data from these three research question.

This research was accessed with quantitative research method. In addition, this research used explanatory correlation design. Then, this research was conducted at ELED of private university in Yogyakarta. The population of this was 119 students of ELD of private university in Yogyakarta batch 2015. The respondents of this research were students batch 2015 which 95 students were selected as the respondents. Moreover, instrument of first research question was a document of Academic Presentation score and for the second research question is questionnaire which has 15 items. Then, the questionnaire was distributed using a chatting application called Line Messenger and Whatsapp and this research used Google Form to manage the questionnaire. Furthermore, the data were accessed using statistic application. Therefore, this research used descriptive and inferential statistic to measure the data. The descriptive statistic was used for examining the first and the

second purpose of the research. In other hand, inferential statistic was used for examining the third purpose of the research.

The mean score for students' performance of classroom presentation was 23.7. It means students batch 2015 was in high score and had a good value in performance of classroom presentation. The mean score for students' self confidence level was 3.23. It means students batch 2015 had high self confidence level. The highest mean score was Q6. The mean score of Q6 was 3.52. It could be concluded that generally students batch 2015 had high self confidence level in the presentation. The lowest mean score was Q15. The mean score of Q15 was 2.84. It could be concluded that generally students batch 2015 was in moderate self confidence level.

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. 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. 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 meaning that there is correlation between ELED students' performance of classroom presentation and students' self confidence level in the presentation