Academic Success in the Oral Presentation Course and Overall Self-Confidence

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A R T I C L E I N F O	A B S T R A C T
Key Words: Oral Performance, Academic Achievement, General Self-Confidence *Received : 17 May* *Revised : 19 June* *Accepted: 19 July* ©2023 Hidayad, Lestari, Laoli, Anam, Despita: This is an open-access article distributed under the terms of the Creative Commons Atribusi 4.0 Internasional. (cc) (i)	The investigation of the relationship between overall self-confidence and academic success in the oral presentation course was a special focus of the study. 53 female undergraduate English majors from PGRI University of Palembang participated in the study. The General Self-Confidence Questionnaire (GSCQ) and final evaluation scores for the Oral Presentation course were used to gather data. Data analysis was done using SPSS. The findings showed a significant, positive association between general self-confidence and academic success. High GSCQ scorers also performed well on the oral achievement test. In order to improve their students' achievement in oral performance, language instructors were advised to increase the development of their students' self-confidence.

INTRODUCTION

The process of learning a language is intricate (Young, 1991). It is impacted by cognitive and affective elements, which, according to (Tallon, 2009), are the primary causes of individual variability in foreign language learning. The affective domain, which includes personality traits including emotion, motivation, attitude, anxiety, and personality, is the emotional side of human behavior, according to (Brown, 2003; Skehan, 1991). One of these factors that has the greatest impact on learning is self-confidence. It is one of the main motivations for people and can have a major impact on someone's life, either positively or negatively. (Dörnyei & Skehan, 2003, p. 211)stated that the concept of self- confidence is closely related to self-esteem, both share a common emphasis on the individual's perception of his or her abilities as a person.

The phrases "self-confidence," "self evaluation," "self worth," "self appraisal," and "self satisfaction" are frequently used interchangeably in studies, according to (Gregersen & Horwitz, 2002). In its most basic form, it can be described as a psychological and social phenomenon in which a person assesses himself or herself in accordance with certain values that may cause various emotional states, become developmentally stable, but are still subject to change depending on individual circumstances (Rubio, 2021). It is described as an individual's "overall evaluation or appraisal of themselves, whether they approve of themselves or disapprove of themselves, like themselves or dislike themselves" by (Craven & Marsh, 2004; Higgins, 1996, p. 178). According to (Chou, 2018), it is the way a person feels about themselves or the "sense of personal worth and competence that people associate with their self concept" (Brockner, 1988, p. 243). According to (Pierce et al., 1989), it is the extent to which a person believes that they are competent, relevant, and deserving (Chang & Read, 2008). It is "a set of attitudes, judgments that a person brings with him or herself when facing the world," (Chang & Read, 2006) noted. It also involves expectations for success or failure, according to (Harris, 2009, p. 9). It often refers to perceptions of oneself and attitudes about oneself.

The development of general self-confidence occurs during childhood and results from the accumulation of interpersonal and intrapersonal experiences. The literature on how to increase general self-confidence points to a number of different origins from which it derives. The most crucial elements are: (1) personal experiences; positive events foster the growth of strong self-confidence, whereas negative experiences have the reverse impact; (2) Social cues from other people. Peers, peers, community, and home are all crucial for self-confidence development. Being exposed to negative signals lowers self-confidence levels, whereas sending good messages to others is regarded to be harmful to the development of strong self-confidence (Miraei, 2005). In order to successfully learn a foreign language, one individual characteristic that supports success is self-confidence. According to several studies, it is necessary for all language learning activities to be successful (Kimura, 2000). Academic success might be aided or hindered. Learners of foreign languages who are generally confident do well and probably think highly of their own abilities.

Conversely, "learners suffer from uncertainty, insecurity, fear, and social distance" when there is low self-confidence. (Yen et al., 2015, p. 9)

The development of oral performance, one of the four language skills, is regarded to be closely tied to self-assurance. Without some degree of it, FL learners cannot speak the language or express themselves freely and eloquently (H. D. Brown, 2000). The primary goal of this study was to investigate the relationship between learners' academic success on an oral presentation examination and their overall sense of confidence.

LITERATURE REVIEW

The majority of teachers find that the hardest part of teaching a language is helping students improve their oral communication abilities. Competence in the L2 may not be sufficient, even though doing various communicative tasks is the greatest strategy to help learners speak the language fluently. Learners must be willing to communicate as well as able to do so, according to (Wright, 2011). A willingness to communicate is described as "the intention to initiate communication, given a choice" by (Molberg, 2010), as cited in (J. C. Brown & Golston, 2004). The most crucial element that influences whether or not students will be willing to participate in speaking activities in language classrooms is self-confidence (Yashima et al., 2004). In other words, we might assert that effective communication results from self-assurance. Conversely, it is believed that the most perilous obstacle to successful communication is a lack of confidence. The impact of learners' self-confidence on their preparedness to engage in expressive activities in the classroom has been the subject of several studies (Al-Sibai, 2005; Ahmed, 2011). This research showed that self-assured language learners frequently take risks when speaking a foreign language, even when they make mistakes. Regardless of the subject being covered or the number of pupils in the class, they participate in a variety of speech exercises. They put in a lot of effort, learn from their mistakes, and gradually they become more fluent in the language. On the other hand, low confident learners usually look away from instructor to avoid being called on. They feel uncomfortable when using the language orally because they are concerned about being criticized or disapproved of. As a result, they tend to perform less successfully (Al-Sibai, 2004).

Literature has shown a connection between general self-confidence and academic success. It is a contentious relationship, and several investigations have produced contradictory findings. Numerous research has shown a beneficial relationship between self-confidence and language course grades. High self-confidence can also encourage communication among learners and advance language skills, which can lead to improved academic success. The relationship between self-assurance and academic success is dynamic. Academic achievement rises as self-confidence levels do. Academic achievement suffers as a result of low self-confidence in students (Yamini & TAHRIRI, 2006; Pullmann & Allik, 2008). Learners' speaking performance was particularly impacted by their level of confidence. It was correlated with the output they generated, which had an impact on L2 communicative proficiency.

Speaking anxiety is linked to lack of confidence, which has a negative impact on performance. (Gregersen & Horwitz, 2002; Chen & Chang, 2004).

Contrary to the results of the above studies, some more recent studies indicated a modest or low correlation between self-confidence and academic achievement such as (Brockner, 1988; Pullmann & Allik, 2008; Nagar et al., 2008), and the results of other studies revealed that no correlation was found between the two variables (Ahmed, 2011; Zubrick & Silburn, 2006; Gabuardi & Sánchez, 2015 ;Naderi et al., 2009; Yahaya & Ramli, 2009). In conclusion, it clearly appeared from the review of this survey that there is contradiction between the results of the previously mentioned studies. The possible explanation is that the above studies were conducted in different countries on different samples, gender, levels and used different scales. It was also obvious that there did not exist much research literature on the correlation between general self-confidence and academic achievement within a Saudi context. The studies conducted on Indonesia learners were very few such as (Ahmed, 2011; Purwanto, 2022). The current paper, therefore, aimed at investigating the correlation between general self-confidence and academic oral presentation achievements of female English majors, to find out if general self-confidence had an influence on learners' oral performance.

METHODOLOGY

To determine the connection between overall self-confidence and academic success, a descriptive-correlation methodology was used. The current condition of the study's subjects was described using the descriptive design. The correlation study, on the other hand, was conducted to ascertain whether there was a relationship between the study's variables or not in order to make predictions or recommendations (Fook et al., 2011).

The study's participants were 53 English-majoring undergraduate students from PGRI University of Palembang. Their ages ranged from 20 to 22 and they were female. They have studied English in school since the intermediate stage, just like other children their age. They didn't have much prior experience conversing in English with one other or native speakers before they joined the English Department. They also had little chance to use their English outside of the classroom. They were introduced to a few speaking-improvement courses by the English Department, the most crucial of which was Oral Presentation. Every participant registered for the oral presentation course during the 2021 academic year. The main objective of this course was to teach learners how to construct, compose, present and deliver information through oral interaction in more fluent and correct English.

(El-Anzi, 2005) developed the General Self-Confidence Questionnaire, which was used to gather data relevant to the study's goal. Participants received it during the first semester of the 2021 school year. There were 25 assertions about GSC in it, and students were asked to rate how much they agreed or disagreed with each one. (Kesumawati et al., 2017) said the responses were graded using a five-point Likert scale, with no being the lowest score and too much being the highest. The questionnaire's rating scale included a minimum score of 25 points and a maximum score of 125 points. A high score

on this questionnaire indicated a high level of GSC, whereas a low score suggested a low amount of GSC. Academic accomplishment was also evaluated for the study's purposes using the teachers' final evaluation "grades." The course instructor provided grades to students as a measure of their performance. Learners took the oral presentation test individually. Each student was given unlimited freedom to present anything they choose, along with some time to prepare. This assignment was to be completed in front of the teacher and other students. Ten minutes were allotted to each participant for her presentation. The following criteria were used by the instructor to evaluate students' performance: fluency, accuracy, organization, facts conveyed, delivery, nonverbal communication, and social skills.

SPSS (version 18.0) was used to evaluate the information gathered from the learners' results on the oral test and self-confidence questionnaire. To better comprehend the results of the study instruments' scores, descriptive statistics were computed. ANOVA, T-test, and correlation analysis were used to assess the relationship between the study variables. The outcomes were shown in the table below.

RESULTS AND DISCUSSION

The results of the computed descriptive statistics of the general self-confidence questionnaire revealed that the mean score of the participants was (92.41), and participants'' standard deviation was (16.786). See table (1).

Table 1. Self-Confidence Questionnaire

	N	Minimum	Maximum	Mean	Std. Deviation
Sum	53	59.00	155.00	92.4151	16.78648

It appeared from the results reported in table (2) that the mean score of the participants on oral presentation test was (81.84) and the standard deviation score was (4.89).

Table 2. Score of the Participants on Oral Presentation

	N	Minimum	Maximum	Mean	Std. Deviation
OPT	53	70.00	93.00	81.8491	4.89268

To examine the correlation between general self-confidence and academic achievement scores, correlation analysis was conducted. The Pearson correlation coefficient, presented in Table (3), was r (.707**). The Spearman' s rank correlation coefficient was also employed to determine the correlation between the two variable. The results presented in Table (4) revealed that the correlation coefficient was (.806**).

Table 3. The Pearson Correlation Coefficient

		GSC	OPT
GSC	Pearson Correlation	1 .	.707(**)
	Sig. (2-tailed)		.000
	N	53	53
OPT	Pearson Correlation	.707(**)	1
	Sig. (2-tailed)	.000	
	N	53	53

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

Table 4. The Spearman' S Rank Correlation Coefficient

			GSC	OPT
Spearman's rho	**GSC**	Correlation Coefficient	1.000	.806(**)
		Sig. (2-tailed)	.	.000
		N	53	53
	OPT	Correlation Coefficient	.806(**)	1.000
		Sig. (2-tailed)	.000	.
		N	53	53

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

The findings above indicated that the participants' scores on the general self-confidence questionnaire correlated positively with oral test scores. It appeared that general self-confidence could affect the quality of oral performance. The participants were divided in two groups according to the scores they acquired on the general self-confidence questionnaire: the higher self-confidence group and the lower self-confidence group. The ANOVA analysis was run, using self-confidence as the independent variable (high & low) and oral performance as the dependent variable. The results of the analysis revealed that self-confidence had a significant effect on the participants' oral performance F (20.82) = P<0.01.

Further, correlation analysis was employed to examine if there was a significant correlation between possessing high levels of self-confidence and high scores in the oral presentation test. The results, reported in table (5), showed a statistically positive correlation at the level of P <0.01. The positive correlation showed that the higher the participants' level of general self-confidence, the higher were their oral presentation scores and conversely participants with low self-confidence had lower scores. In other words, the participants' level of general self-confidence was a significant predictor for their academic achievement.

Table 5. Correlation Analysis

Group_s		N	Meant	Std. Deviation	Std. Error Mean	Spearman's rho
Group_p	59-79	13	1.1538	.55470	.15385	
	107-155	13	3.4615	.66023	.18311	749(**)

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

The findings mentioned above highlighted the importance of self-confidence in speaking a foreign language. Selfconfident learners are ready to speak in public. They work hard, perform well and accordingly, achieve academic progress. On the contrary, the issue of developing oral communication skills becomes problematic when learners suffer from a lack of self-confidence. Low confident learners feel uncomfortable, afraid and frustrated in the classroom. As a result, they tend to perform with less effectiveness and satisfaction, which is affecting their academic achievement in general.

CONCLUSION

The study looked at the relationship between overall self-confidence and performance on the oral performance test among female English major undergraduate students. The findings showed a substantial positive association between the two factors. The greater the learners' oral test scores, the more self-assured they were. The most self-assured students were willing to try speaking in front of others. On the other side, a lack of overall confidence led to a lack of motivation to try for a high-caliber oral performance. Less assured students had doubts about their prowess. They frequently made fewer attempts, which resulted in below-average achievement. The study's conclusions also emphasized the significance of encouraging all-around self-confidence in language learners in order to advance their oral skills. As a result, it is advised that language teachers concentrate on boosting their students' self-confidence by creating a safe learning atmosphere that inspires them to talk and take part in oral activities without inhibition. They can assist students in identifying their concerns and teaching them coping mechanisms. They can combat unfavorable opinions and attitudes while promoting optimistic thinking. They should maintain a laid-back and amusing mood during oral activities, create engaging activities that allow more time and opportunity, and focus on the positive.

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