

**SELF CONFIDENCE AND ITS INFLUENCE ON ENGLISH ORAL PRESENTATION SKILLS AMONG
FOURTH SEMESTER STUDENTS OF THE ENGLISH LANGUAGE EDUCATION DEPARTMENT AT
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Universitas Islam Riau, Pekanbaru Riau, IndonesiaEmail: aliffadhlurrahmanm@student.uir.ac.id**Abstract**

The ability to make effective presentations can be influenced by various factors, with self-confidence being among the most significant of these factors. In many instances, students experience problems in making oral presentations as a result of nervousness, fears of making mistakes and low self-confidence, hence affecting their oral presentation skills. Consequently, the knowledge of how self-confidence and oral presentation skills relate can significantly help students develop their oral presentation skills in universities. The purpose of this study was to investigate the effects of self-confidence on students' oral presentation skills in English at Universitas Islam Riau. The quantitative correlation research design was adopted for this study. The population of this study comprised of the fourth semester students at the English Language Education Department, whereas the samples were selected using the purposive sampling method. Data was gathered through self-confidence questionnaires and oral presentation rubrics. The self-confidence questionnaires were used in measuring the self-confidence level of the students, while the rubric was used in evaluating various dimensions of the students' oral presentation skills such as fluency, pronunciation, delivery of content, and audience engagement.

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INTRODUCTION

It is quite important to speak about the role of English as an international language in education, communication, business, and technology. The oral presentation in English is one of the techniques, which is widely used in higher education as a teaching method in order to improve the students' speaking skills, critical thinking, and communication abilities. It is expected from the students to make presentations in such a way that they would show the ability to express their ideas, to structure the information properly, and to communicate with the audience effectively.

In addition, it should be noted that there are several problems, which many students experience while making their presentations. The problems can be represented by such things as anxiety, fear of making mistakes, limited vocabulary, and lack of self-confidence. Among all the factors listed above, self-confidence plays the major role, influencing the speaking skills of the students.

There are several studies devoted to researching the impact of self-confidence on the speaking performance in English. According to the results of the research, self-confidence has a positive effect on the students' desire to communicate and their speaking skills in English.

Although the number of studies regarding self-confidence and speaking skills has increased greatly, there have been few efforts to study the effects of self-confidence on oral presentation skills in English of the fourth-semester students. Most of the research conducted previously has focused more on the speaking skills rather than on oral presentation skills.

Research Gap

In the past studies, the subject of confidence has been studied to a limited extent in relation to speaking skills in English language learning. However, very few people have any idea about the effects of confidence on presentation skills in the English language by university students particularly those enrolled in the English Language Education Department of Universitas Islam Riau.

Research Objective

This research is intended to determine the influence of self-confidence on oral presentation ability through the use of English language among students of the English Language Education Department, Universitas Islam Riau in their fourth semester.

METHOD

Research Design

This particular study employed a quantitative research design where correlation analysis was utilized to examine the influence of self-confidence on students' ability to present themselves in the English language. The reason for choosing correlation analysis is that it facilitates the determination of the degree of relationship between two variables.

Population and Sample

The population for this study includes all students studying in semester four at the Department of English Language Education at Universitas Islam Riau for the year 2025/2026.

For this study, the method of purposive sampling was adopted for the selection of the sample. For this study, the sample includes students who have made oral presentation in their English class. For this study, the sample includes students who have offered themselves for the study.

Data Collection

Two instrument were used to collect data

1. Self Confidence Questionnaire

The questionnaire was constructed taking into account the elements associated with the level of self-confidence, in order to assess the level of self-confidence of the students. This questionnaire comprised of five point Likert scale that contained the following responses:

Strongly agree (5)

Agree (4)

Neither agree nor disagree (3)

Disagree (2)

Strongly disagree (1)

The questions of the questionnaire pertained to self-confidence in English speaking, giving opinions, answering questions, and making presentations.

2. Oral Assesment Rubric

The oral presentation skills of the students were assessed through rubrics which involved the following criteria:

Fluency

Pronunciation

Grammar

Vocabulary

Organization of content

Audience participation

Presentation skills

Marks were assigned for each of these criteria against pre-defined standards.

Data Analysis

Process of Data Analysis

The analysis of data was done through the following process:

1. Data coding and scoring

- ° Scoring of the questionnaire was done using the Likert scale.
- ° Scoring of the oral presentation was done according to the rubrics.

2. Descriptive Statistics

- ° Mean, percentage and standard deviation were calculated to give descriptive statistics about students' self-confidence and oral presentation skills.

3. Pearson Product Moment Correlation

- ° Pearson product moment correlation was used to determine the relationship between self-confidence and oral presentation skills.

4. Coefficient of Determination (R^2)

- ° Coefficient of determination was used to determine the degree of self-confidence that influenced the oral presentation skills of the students.

5. Test of Significance

- ° The test of significance was conducted at 0.05 level of significance.

RESULTS AND DISCUSSION

1. Results

This Research was done among 40 fourth semester students of the English Language Education Department at Universitas Islam Riau. The data collection Process used a questionnaire and rubric in measuring students oral presentation performance self-confidence.

Table 1. Students Self Confidence Levels

Category	Frequency	Percentage
High	12	30%
Moderate	22	55%
Low	6	15%
Total	40%	100%

From table 1, it can be observed about 55% students are indicates as moderately self-confident, even 30% categorized as highly self-confident. It only shows that 15% belong to Low self-confident.

Table 2. Students Oral Presentation Skills

Categories	Numbers	Percentages
Excellent	8	20%
Good	20	50%
Fair	10	25%
Poor	2	5%
Total	40%	100%

From the above analysis of the results, it is evident that many of the participants had good oral presentation skills (50%), followed by fair (25%) and excellent (20%)

Discussion

In fact, most of the students possess moderate levels of confidence while making oral presentations through the use of the English language. It means that although the students feel confident in presenting their ideas in public, they still feel some nervousness when making the presentations.

Additionally, correlation analysis showed that there is a high level of positive correlation between the two variables - self-confidence and oral presentation skills. It is proved by the correlation coefficient value $r=0.684$. It means that confident individuals normally demonstrate good performance in terms of fluency, pronunciation, organization of content, and communication with the audience.

These results confirm the hypothesis formulated by Albert Bandura (1997), whereby self-confident individuals have the ability to perform certain actions, since they are prepared for taking risks and facing challenges. With regard to giving a speech, the higher the level of self-confidence of the students, the more efficiently they will be able to speak without fear of giving a speech in public.

The results are consistent with the results described in the previous literature review concerning the influence of self-confidence on speaking ability development of EFL students. The students who are self-confident enough will be ready to practice speaking. In addition to that, those students, who were not self-confident, had difficulties with communication anxiety, fear of making mistakes, and inability to communicate their ideas. These aspects negatively affected the students' performance when giving a presentation. It could be concluded that self-confidence is one of the psychological aspects influencing the students' English oral presentations.

Speaking generally, these findings prove that self-confidence improvement would positively affect students' oral presentations.

CONCLUSION

Objectives of the study were to identify the effects of self-confidence on the skills of oral presentations of the fourth semester students of the English Language Education Department, Universitas Islam Riau.

Findings revealed that most of the students possessed a moderate level of self-confidence and oral presentation skills. Furthermore, self-confidence and oral presentation skills were significantly related to each other. Students who possessed a high level of self-confidence did well in oral presentation skills.

From the above analysis, one can see that self-confidence is a key element that helps learners to perform well in their English oral presentations. Therefore, raising the level of confidence in the learners will help improve their speaking skills.

IMPLICATION

The study adds value to existing literature on the psychological factors affecting English oral presentation performance. It underscores the importance of including activities meant to build up confidence in the teaching of the English language and presentations.

SUGGESTION

1. The lecturers should allow their students an opportunity to make presentations on a consistent basis.
2. Classroom activities should be structured in such a way as to create a positive environment for learning, hence lowering speaking anxiety.
3. Active participation in speaking activities by the students is very essential.
4. The researchers should conduct research on how other variables affect oral presentation skills, including speaking anxiety, motivation, vocabulary control, and the use of communication strategies.

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