Building Students' Self-Confidence in Speaking English for Presentation in Online Classes

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ABSTRACT

This study discusses building student's self-confidence in Speaking English for Presentation in an online class. The aim of this study is to investigate the practice of stressing (word stressing and sentence stressing), speech chunk (chunking and pausing), and intonation in students' speaking skill with purpose for building students' self-confidence to speak English effectively in online classes. The data taken in this study were gained from students' responses towards the use of stressing, chunking and intonation contributing in building their self-confidence in their English language speaking skill. The students involved in this study were those taking online English 3 class as a compulsory subject course in a private higher institution in Bandung West Java Indonesia. The results indicate that the most of students perceive positively that the use of stressing, chunking and intonation in English speaking skill for presentation are helpful to encourage them to participate in Speaking English for Presentation in an online class and contribute in building their self-confidence to speak English.

Keywords*: Word Stress, Sentence Stress, Speech Chunk, Intonation, Self-Confidence, Speaking English for Presentation

INTRODUCTION

Speaking skill is a productive skill which requires learners to produce language. This skill is required when they are involved in expressing ideas or message using the language they produce. This ability to communicate effectively their ideas and message makes learners gain more self-confidence in participating any activities and platforms required speaking skills. One of the speaking activities is presenting an issue or discussion using English.

Presenting a discussion effectively is considered as an important skill to master for students in higher education. They need to express and explain a particular field, as their own competency, or inform or persuade current issues to others either as a compulsory assignment to accomplish in their classes or as other purposes in their organizations or society. Skills related to perform a presentation such as presentation techniques, interpersonal skills, communication skills, speaking skill are needed to be acquired by students so that intended message is effectively communicated.

Since English is as a global language when it is spoken internationally to as a tool of communication for learning, trading, conversing, gaining worldwide

information and doing other business, it is a need for students to be able to perform a presentation using English. It is intended for them to be ready to immerse to live and face in the globalized world so that this will assist their career growth for those who want either to work independently or to join institutions or companies. These reasons can be one of considerations to introduce Speaking English for Presentation in a subject course in higher institution.

As it is discussed above that presentation techniques, interpersonal skills, communication skills, speaking skill are needed to be acquired by students, performing a presentation using English needs another skill, that is English language speaking skill. Word stress and sentence stress, intonation, chunking and pausing are included features of pronunciation. Practices of these features in English speaking will give a contribution for effective and meaningful communication.

A study related to stressing is from Sole, Maria-Josep (1991) discussing the role of stress and rhythm in English is as a basic for intelligibility, adequacy and fluency in speech. Furthermore, foreign learners are suggested to be consistently practiced stress and rhythm in the early stages. Another study related to intonation is from Nagendra and Azad (2018) discussing the importance and use of intonation in communicative English or spoken / day to day English. One of the results shows that the right intonation pattern is a challenging task for teachers to teach this to their students. A study of chunking was conducted by Bustamante (2019) investigating how Chunking Language is perceived by online EFL learners and analyzing how this strategy enriches the learners' vocabulary acquisition. One of the results shows that Chunking Language in the module as a vital strategy, important in language learning.

From three studies above, the discussion reveals that the role of stress and rhythm, intonation and chunking and pause should be taken into account to be introduced, learned and practice by students especially for EFL students. Therefore, the present study aims to investigate the practice of stressing (word stressing and sentence stressing), speech chunk (chunking and pausing), and intonation in students' speaking skill with purpose for building students' self-confidence to speak English effectively in online classes of Speaking English for Presentation.

LITERATURE REVIEW

Pronunciation is the way a language is spoken and a word is pronounced, and the way a person speaks the words of a language (Hornby, 1995:928). There are seven categorized as essential pronunciation features namely, sounds, speech chunk (chunking and pausing), stress (word stress and sentence stress), intonation, connected speech, vocal features, voice quality (UTS: HELPS, 2016). In this current study, the tree features of pronunciation are employed in Speaking English for Presentation with a consideration as an introduction to get familiarized to EFL students.

Chunking is as a prevailing approach in teaching (Xu and Padilla, 2013). It is a parsing technique categorizing words in a sentence to the functions noun, verb and others (Gobet, Lloyd-Kelly, and Lane, 2016). Pausing and chunking play vital communication tools for both listeners and speakers and these divide speech into 'pieces' or 'chunks'(UTS: HELPS, 2016). Furthermore, these are intended by the speaker to communicate a thought or idea, or to highlight important information, whereas by the listener as the simplest and most effective way to 'package information', and make it easier for listeners to understand. A speech chunk can be a word, a phrase or a whole sentence by pausing – moments of silence, sometimes very short, slowing down, and giving strong stress on the last key word in the chunk. In performing a presentation, the use of enough pausing in speech chunk when you are introducing a new topic, at the end of one section and before you start a new topic (UTS HELPS, 2016). Furher, speech without pauses and speech chunks can confuse the listener with 'too much information', and consequently they may feel 'lost' the intended information or message from the speaker.

Another essential pronunciation feature is stressing. Stress and rhythm are the backbone English pronunciation (Sole, Maria-josep,1991). Furthermore, they state that the most productive single device for achieving an adequate pronunciation of Englishs is .by assigning the right stress pattern—at the word and phrase level— and by learning to produce unstressed syllables. Stress is also one of the most important speech tools used by English speakers to communicate meaning (UTS:HELPS, 2016). This is intended for English speakers to use stress to highlight important information they think. Furthermore, every English word with more than one syllable or word part has a stress pattern which can be looked up a dictionary to see which syllable is stressed. In addition, the English stress system is the CONTRAST between stressed and unstressed syllables, stressed and unstressed words. Then, stressed syllables are longer and louder than unstressed syllables and these have some pitch change or movement of the voice up or down.

Next, another essential pronunciation feature in this study is intonation. It describes 6) describes 'intonation is the melody of speech' (J.C.Wells, 2006). Intonation is "a layer of meaning beyond words and helps speakers communicate meaning through the rise and fall of the voice" (UTS:HELPS, 2016). Furhter, the patterns of rise and fall are called as 'tones'.The different tones include grammatical meaning, e.g. different tones for types of questions, status of information, e.g. main or subordinate, finished or unfinished, attitude, e.g. whether we're certain or not, have doubts or reservations, feelings, e.g. whether we're confident, happy, enthusiastic, sad, bored, etc., relational, e.g. how 'open', friendly or 'closed' we are towards a listener, or to communicate empathy or shared feeling.

Concept of self-confidence refers to self in one's personal judgment, ability, power, etc (Ryan, R.M. & Dosi, E.L,2000). This means one with his personal judgment has ability, power on certain things or field and this needs to continue to improve or to share what he has. This is an important aspect one should have to go through his life. Self- confidence is also needed for learners learning English to improve, share their ability. Some learners have insufficient level of self-confidence, especially those who still have lower level of their English ability. Teachers can help

their learners to improve their learners' self-confidence by designing particular activities.

Designing particular activities in Speaking English for presentation in online classes is introducing some essential pronunciation features, word stress, sentence stress, intonation and speech chunk. Some activities of speaking English were designed to produce sufficient interaction between teachers and learners and among learners as this is parallel to what Nilson, L.B., Goodson, L.A.(2017 in Sukmiarni, 2022) states designing learning activities in an online class is intended to foster productive interaction.

Study Description

Participants

This study was conducted in two classes in a higher educational institution in Bandung. The participants are 24 university students from two online classes and they were learning English 3: Speaking English for Presentation as an obligatory subject course. The data was taken by the end of November 2022 and numbers of the participants are 13 female and 11 male students.

Instruments and Method

A simple set of questionnaires was distributed to all the participants. The questionnaire used in this study is close ended questions. Criteria of the questionnaire asked students' responses toward the practice of word and sentence stresses, intonation and speech chunk in Speaking English for Presentation Class comprise of eight questions related to essential pronunciation features. The data was collected from questionnaire and analyzed quantitively and qualitatively.

RESULTS AND DISCUSSION

The data from questionnaire used to identify if the practice the practice of word and sentence stresses, intonation and speech chunk in Speaking English for Presentation Class can help them build their self-confidence to perform individual English presentation.

The data from questionnaire used to find out if the participants'perception that the practice word and sentence stresses, intonation and speech chunk in their classes can help them in performing English Presentation as indicated in table 1-4 , meanwhile that the practice word and sentence stresses, intonation and speech chunk in their classes   can build their self-confidence in performing English Presentation as indicated in table 1-8.

Table 1 Students' Perception towards The Practice of Word Stress Can Help the Participants to perform English Presentation

Word Stress	(N)	(%)
Very agree	15	62.5
Agree	8	33.3
Rather Agree	1	4.2
Doubtful	-	-
Very Disagree	-	-
Disagree	-	-
Rather Disagree	-	-

Table 2 Students' Perception towards The Practice of Sentence Stress Can Help the Participants to perform English Presentation

Sentence Stress	(N)	(%)
Very agree	12	50
Agree	11	45.8
Rather Agree	1	4.2
Doubtful	-	-
Very Disagree	-	-
Disagree	-	-
Rather Disagree	-	-

Table 3 Students' Perception towards The Practice of Intonation Can Help the Participants to perform English Presentation

Intonation	(N)	(%)
Very agree	15	62.5
Agree	11	33.3
Rather Agree	8	4.7
Doubtful	-	-
Very Disagree	-	-
Disagree	-	-
Rather Disagree	-	-

Table 4 Students' Perception towards The Practice of Speech Chunk Can Help the Participants to perform English Presentation

Speech Chunk	(N)	(%)
Very agree	17	70.8
Agree	7	29.2
Rather Agree	-	-
Doubtful	-	-
Very Disagree	-	-
Disagree	-	-
Rather Disagree	-	-

The table.1-4 show that the participants's responses toward the practice of word stress, sentence stress, intonation and speech chunk are helpful for them. These can help them in performing English presentation. Mostly the participants perceive these activities done in their classes positively. This is indicated by their responses which mostly they agree and very agree with these activities.

Table 5 Students' Perception towards The Practice of Word Stress Can Build the Participants 'self-confidence to perform English Presentation

Word Stress	(N)	(%)
Very agree	15	62.5
Agree	8	33.3
Rather Agree	1	4.2
Doubtful	-	-
Very Disagree	-	-
Disagree	-	-
Rather Disagree	-	-

Table 6 Students' Perception towards The Practice of Sentence Stress Can Build the Participants 'self-confidence to perform English Presentation

Sentence Stress	(N)	(%)
Very agree	12	50
Agree	9	37
Rather Agree	3	12.5
Doubtful	-	-
Very Disagree	-	-
Disagree	-	-
Rather Disagree	-	-

Table 7 Students' Perception towards The Practice of Intonation Can Build the Participants 'self-confidence to perform English Presentation

Intonation	(N)	(%)
Very agree	14	58.3
Agree	7	29.2
Rather Agree	3	12.5
Doubtful	-	-
Very Disagree	-	-
Disagree	-	-
Rather Disagree	-	-

Table 8 Students' Perception towards The Practice of Speech Chunk Can Build the Participants 'self-confidence to perform English Presentation

Speech Chunk	(N)	(%)
Very agree	14	58.3
Agree	9	37.5
Rather Agree	1	4.2
Doubtful	-	-
Very Disagree	-	-
Disagree	-	-
Rather Disagree	-	-

The table.5-8 show the participants' responses towards the practice of word stress, sentence stress, intonation and speech chunk can help build their self-

confidence. Mostly the participants perceive these activities done in their classes positively and this can build their self-confidence This is indicated by their responses which show that mostly they agree and very agree with these activities.

The reasons why the participants perceive positively why the practice word and sentence stresses, intonation and speech chunk in their classes can help them build their self-confidence in performing English Presentation as follows,

"Agar bahasa Inggris kita akan terdengar lebih jelas dan lebih alami (JK: PF#01)'.
"In order that our English will be heard clearer and more natural (JK:PF#01)

"Memperlancar ketrampilan berbicara bahasa inggris (MT:PF#2)".
" To improve English speaking skill (MT:PF#2)".

"Karena membantu untuk memperlancar speaking bahasa Inggris dan percaya diri (MA:PM #3)"
"Helping to improve English speaking skill and self-confidence (MA:PM#3)

" sangat membantu dalam berpresentasi (IH:PF#4)"
"Helpful to present in English (IH:PF#4)

"menjadi lebih bervariasi tidak membosankan untuk didengar atau dilihat (IH:PF#5)"
"Having variation and it is not boring to be listened and seen (IH:PF#5) "

"untuk mendapatkan perhatian audiens (GF:PF#6)
" to get audience's attention (GF:PF#6)"

"Karena hal terpenting dalam penyampaian pesan presentasi untuk meyakinkan audiens (YP:PF#7)
"Because the most important thing is in conveying message of presentation to convince audience (YP:PF#7)

"sangat membantu sekali, karna kita tau, penekanan pada kalimat, dan dapat memudahkan dalam menyampaikan pendapat yang ingin di sampaikan, (TI:PM#8)
"Very helpful, because we know sentence stressing, and can make easier in conveying opinion/ideas we want to deliver (TI:PM#8)

"mengerti setiap kata yang tepat untuk presentasi (AI:PF#9)
"understand every appropriate word to present (AI:PF#9)

"Karena dengan berlatih kita bisa lebih percaya diri (MS:PM#10) "
Because by practicing, we can be more confident (MS:PM#10)"

"Karena ... bisa menambah rasa percaya diri sendiri (JM:PM#11)"
"Because … can increase self-confidence (JM:PM#11)

"karena self-confidence atau kepercayaan diri datang dari internal atau dari dalam diri maka bagi saya stressing kata agak membantu meningkatkan kepercayaan diri saya namun tidak sepenuhnya membantu meningkatkan kepercayaan diri (BR:PM#12)"
"Because self-confidence comes from internal or inward, so for me this is helpful to increase self-confidence, although it is not fully increased (BR:PM#12)

"Karena dapat meningkatkan kepercayaan diri (PS: PF#13)"

"Because … can increase self-confident (PS:PF#13)"

"*Berlatih word stress, sentence stress, speech chunk, and intonation bisa lebih pede.(BS:* PF#14)"
"Practising word stress, sentence stress, speech chunk and intonation can increase my confidence to present in English (BS:PF#14)

"*Karena secara tidak langsung dengan belajar stressing suku kata ini skill berbicara kita semakin meningkat sehingga tidak akan takut salah dalam pengucapan yg berujung meningkatnya percaya diri dalam presentasi* (FL:PF#15)"
"because indirectly by practicing stressing, intonation, speech chunk can improve speaking skills and increase self-confidence in presenting (FL:PF#15)

"*Karena dengan berlatih semua ini bisa membantu saya meningkatkan kemampuan berbicara bahasa Inggris saya sehingga saya bisa menambah percaya diri*.(CR:PF#16)
"Because by practicing all these can help me to practice English speaking skill (CR:PF#16)

" *ini bisa membantu saya untuk percaya diri saat presentasi* (PS:PF#17)
"These can help me to be confident when presenting (PS:PF#17)

"*Karena dapat meningkatkan rasa percaya diri saya* (VP:PF#18)"
"Because … can increase my self-confidence (VP:PF#18)

"*Karena kita percaya diri dengan materi yang akan kita bawakan* (SY:PF#19)"
"Because we are confident with the material we will deliver (SY:PF#19)

"*lebih mudah dipahami* (DW:PM#20)
" easier to understand (DW:PM#20)

"*Agak membantu karena belum bisa terlalu percaya diri* (PP:PF#21)
"pretty helpful because I am not confident enough (PP:PF#21)

"*Disetiap stressing yang sedang digunakan, mengalirkan rasa percaya diri ketika saya ingin menyampaikan topik dari presentasi saya. Seolah-olah saya tengah meyakinkan sesuatu hal kepada audiens lewat penempatan stressing yang tepat hingga mampu membuat audience ikut memahami apa yang tengah saya sampaikan* (MR:PM#22)
"In every stressing I use when presenting a topic discussion, the feeling of confidence grows as if I am convincing "
"*Dalam berprestasi jadi lebih lancar dan nyaman dengan audience* (WF: PF#23)"
"In delivering a presentation it can better and more comfortable with audience (WF:PF#23)

"Sangat membantu, karna jadi lebih percaya diri, karna pada saat persentasi, apa yang ingin di sampaikan jadi lebih tersampaikan, karna ada penekanan (TJ:PM#24)"
"Very helpful because I can be more confident, because when doing a presentation what I want to convey can be delivered well because using stressing (TK:PM#24)

From the results above, It can be concluded that the practice of pronunciation features-word stress, sentence stress, intonation, and speech chunk

are helpful learning activities for learners in Speaking English for Presentation. Mostly the participants perceive that these activities are useful and can build their self-confidence to perform English presentation.

CONCLUSION AND SUGGESTION

One of basic language skills is Speaking skill. It is a productive skill which requires learners to actively improve their speaking ability. Speaking English for Presentation is a skill requires learners's ability in presenting and sufficient English ability to speak. One of speaking learning activities is practicing word stress, sentence stress, intonation, and speech chunk which are parts of pronunciation features. The positive responses from the students involved in this study shows that they are eager to participate and enjoy in these activities which can help them in performing a presentation individually and build their self-confidence when presenting.

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