CHAPTER 1
INTRODUCTION

1.1 Background of the Study

Speaking a foreign language, especially English, involves students' self-confidence. Self-confidence is the trust and belief in one's abilities to achieve a goal (Lone, 2021). It is the key and has significant value in speaking. Self-confidence is required for successful and fluent speaking (Pham et al., 2021). Therefore, self-confidence is essential in speaking, which can gain speaking achievement.

The phenomenon was that self-confidence plays an important role in speaking performance to reach speaking achievement and pass the Public Speaking course. Students' good speaking performances correspond with their high levels of self-confidence (Kutub, 2020). In March 2021, the researcher conducted initial interviews as preliminary research with English Education Department students who had studied the Public Speaking course. The participants were asked about speaking performance in that course. They answered that it is just like the name of the course, so it has so many speaking performances to practice speaking in public, such as imitating, dubbing, dialogue, presentation, practicing giving speeches at the awards, and others. The participants said that the more they practice, the more confident they are. It is in line with Utari et al. (2022), who stated that speaking skills students learn, which involve many practice situations during the learning process, can build self-confidence. In addition, in the syllabus of the Public Speaking course, it is stated that the goal of this course is to gain more confidence in communicating in public contexts. The participants successfully reached the goal as they passed the course and got good scores. Therefore, students' self-confidence is the successful element in good speaking performance in acquiring speaking achievement and reaching the course's goal to pass. Self-confidence is determined to be a component that contributes to students' speaking achievement (Evilia, 2022). From this phenomenon, the researcher examined the characteristics of students' self-confidence in speaking English performance in this course.

In the COVID-19 pandemic, learning to speak English adapted to a different situation. Due to virus prevention protocols implemented by numerous schools and universities, the conditions of the COVID-19 pandemic have transformed the learning process and system into distance learning (Rahardjo & Pertiwi, 2020). For this reason, almost all countries have implemented online learning. Online learning is a method without direct face-to-face interaction between teachers and students, but it is done through the internet (Samat et al., 2020). There are three online learning environments: synchronous, asynchronous, and hybrid (Tusino et al., 2021). Synchronous online learning is commonly used in online learning environments.

Public Speaking course implemented synchronous online learning during the pandemic. Synchronous online learning is live and real-time, resulting from three primary influences: classrooms, the media, and conferences (Fadhilah et al., 2021). The applications and platforms usually used for synchronous online learning in this speaking course are Zoom and Google Meet because they can launch online video meetings and conferences for the learning process. Synchronous online learning has better benefits because it is similar to traditional face-to-face classrooms, and distance is no longer an obstacle as it is done through an internet connection, eliminating time-wasting travel (Sulha et al., 2021). Therefore, synchronous online learning in speaking courses is suitable during the pandemic.

In the domination of synchronous online learning in a speaking course, which is a Public Speaking course during the pandemic, understanding the characteristics of students' self-confidence in speaking English is urged. This study is crucial because self-confidence in speaking is the key to effective speaking performance and reaching the speaking achievement required to learn English successfully. It will contribute to a greater understanding of the characteristics of students' self-confidence in speaking. Thus, it will provide insight into theory development in the academic field, which is valuable for educators and researchers. As a result, students' self-confidence characteristics in speaking English performance through synchronous online learning are examined in the Public Speaking course. This issue explored one of Indonesia's universities in West Java

to determine students' self-confidence characteristics in the Public Speaking course that utilized synchronous online learning.

The previous study identified the level of students' self-confidence in speaking performance in speaking courses through face-to-face learning. First, Azimova (2020) identified students' self-confidence in speaking performance as acquiring English during face-to-face learning in her study "Self-confidence in Oral Performance". Despite good English performance, she discovered that most students have low self-confidence. They frequently feel ashamed, afraid, and panicked when participating in speaking activities in class. The students' responses revealed a low point because the majority of them believed they must speak faultless English in class. In addition, Nadiah et al. (2019) in their study, "The Students' Self-Confidence in Public Speaking", showed that students' self-confidence level in speaking in an advanced speaking class through face-to-face learning was adequate. However, during the performances, the students made various errors that inhibited their speaking performance, including not making eye contact, making too many repetitions and pauses, and making too many movements. During the performance, the students also displayed nervous expressions, fear, and gloomy faces, indicating they were unable to control themselves and still struggled with self-confidence. Based on the interview, the influential factors that led to the student's lack of self-confidence are a negative mindset, lack of motivation, lack of practice, lack of vocabulary, lack of ability, and lack of preparedness. To summarize, the results of both research studies measured students' self-confidence level in speaking performance through face-to-face learning. However, rarely have investigations been conducted to investigate students' self-confidence characteristics. This study gap emphasizes the significance of shifting focus from only evaluating a particular result, namely self-confidence level in speaking performance, to analyzing the intricacies of self-confidence characteristics. The present research aimed to offer significant insights into the characteristics of students' self-confidence in speaking performance. Therefore, to fill this gap, this study is intended to investigate the characteristics of students' self-confidence in speaking English through synchronous online learning.

1.2 Formulation of the Problem

Based on this research background, this research question is formulated as "What are students' characteristics of self-confidence in English speaking through synchronous online learning?".

1.3 Operational Definitions

To avoid misinterpretation of this research, the researcher provides operational definitions related to this study as follows:

1.3.1 Speaking Performance:

Speaking performance is how someone speaks to convey an idea or information to the listener, assessed by how it is performed.

1.3.2 Speaking Performace in Public Speaking course:

Speaking performance in the Public Speaking course is the real-world experience of ceremonial, informative, and persuasive speaking performance practices such as dialogue, presentation, role play, and speech that use language ethics in communication. It is assigned and assessed as a requirement for speaking achievement and passing the course.

1.3.3 Self-Confidence:

Self-confidence is someone's belief and trust regarding their own abilities and skills in their life to achieve their goals without worrying about the result.

1.3.4 Self-Confidence in Speaking Performance:

Self-confidence in speaking performance is students' belief and trust in their ability to speak effectively, which can be seen in their attitude and behavior while speaking.

1.3.5 Synchronous Online Learning:

Synchronous online learning is real-time, as students and instructors virtually attend class through video conferencing at the same time as scheduled.

1.4 Aim of the Research

This research aimed to investigate students' characteristics of self-confidence in speaking English performance through synchronous online learning.

1.5 Significances of the Study

This research is expected to generate beneficial results in three ways, which are:

1.5.1 Theoretically

The results of this study will contribute to enriching insight into the concept of self-confidence in speaking English, specifically on the characteristics of students' self-confidence in speaking and how vital self-confidence is, which affects their speaking performance.

1.5.2 Empirically

The results of this study presented evidence-based information on the detailed analysis of students' self-confidence characteristics in speaking through the patterns of students' attitudes and behaviors, which offer valuable empirical foundations for theory development in the academic field.

1.5.3 Practically

The results of this study will contribute to the curriculum adjustment, especially in speaking courses in an English Education Department, which encourages educators and learners to strengthen students' self-confidence in speaking performance. It involves effective teaching methods and learning approaches that support the development of speaking performance by reinforcing self-confidence to promote students' participation and overcome challenges.