



Research Article

Improving students' self-confidence in learning through action research: Presentation skills in focus

Improving students' self-confidence in learning

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Abstract

This action research aimed to improve students' self-confidence in learning, with a specific focus on presentation skills. It was initiated and implemented by the practitioner at a teacher college in Injibara, Amhara Region, Ethiopia. The participants were second-year regular Civic and Ethical Studies student teachers from Room 10. Out of 18 student teachers, six were purposively selected to identify the root causes of the problem. Data were collected through interviews and direct quotations, which were analyzed qualitatively using descriptive sentences, while data gathered via presentation rubrics were analyzed using percentages. The pre-intervention findings revealed that shyness, nervousness, fear, and lack of knowledge hindered students from delivering oral presentations confidently in front of an audience. Based on these findings, intervention strategies were designed to address these challenges. After implementing these strategies over four months, the project proved successful in enhancing students' oral presentation skills and reducing nervousness and fear.

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Introduction

The current crisis in the educational system is so mostly due to low self-confidence. It affects most students not to participate actively in their learning which in turn affects their progression to be unsatisfactory though they spend much time in the class. Low self-confident students who join colleges and universities have lower academic skills, performances and knowledge, and they are found to be less engaged in different classroom activities and face more transition difficulties (Sander & Sanders, 2005).

On the other hand, students who are successful in colleges and universities are very active and volunteers in doing every learning activity and they also like the colleges and universities, (Tamel & Askoy, 2001). On the contrary, students who lack self-confidence '...are usually found to be extremely fearful and timid, reluctant to express their opinions and even unable to utter a complete meaningful sentence in class' (Ibid). Furthermore, these students feel uncomfortable when they are asked to take part in different classroom activities; they usually take oral tasks, like presentations and reflections as challenges and threats. They lose trust in their own capabilities; rather they are more concerned about being criticized or rejected by others. Therefore, improving the students' self-confidence becomes more important for it plays a great role to encourage students to take part in the classroom activities as well as for the realization of conducive classroom situation for the teachers.

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When confirming this fact, Norman & Hyland (2003) have stated that confidence is a factor in learning which can have a positive effect on students' oral presentation, participation and progress.

The students that I am teaching are prospective primary school teachers and should have self confidence in presenting ideas in front of the audience. If these students cannot do presentation freely in the classroom without frustration, they will not be effective and reflective teacher educators. Hence, self-confidence is crucial for my students since they will be teachers of primary schools. However, the serious problem I identified in my classroom during observation was that most of the students that I was teaching were not voluntary to present ideas or materials in front of the audience. Following the informal talks to my students, I discovered that most of them had problems of frustration. They wanted to participate in presentation session, but they lacked confidence, even to read their material in front of the class. I usually ask the students to present their materials in front of the class through an activity called oral presentation. However, many of the students are afraid of making presentation due to lack of self-confidence. They feel anxiety when they are demanded to present the point that they have discussed in front of the class. This usually worried me a lot, and the situation became a big problem for the students because it affected the students' academic achievement as well as the reflective skills negatively.

To further identify and understand the problems in detail, I used the following rubric presentation criteria which have been adapted from Gallo (2005) in the class where I have been assigned to teach. The oral presentation task was a 10 to 15 minutes presentation. Two weeks before the presentation, the task requirements and the criteria were explained and discussed in the class. On the day of the presentation, each of the students took turns in presenting their parts to the whole class. The class was second year regular Amharic civic and ethical studies. In this class, there were 18 students/trainees. Out of these, 9 of them were male trainees while the rest were females. The observation was done for three consecutive weeks.

In addition to the above presentation rubrics, I have justified the reasons why these problems arose through my personal observation and experience as listed as follows.

- Some students are introvert and they are afraid of making mistakes due to lack of knowledge. Though some of the students want to improve their frustration by

participating in different classroom activities, they still are too shy to do that in class. They always keep silent during oral presentation session, which really makes me disappointed. Sometimes, I'm confused. What can I do to help them to do presentation with confidence? It is really a demanding and challenging task.

- Some of the students do not want to make oral presentation, as they are the product of teacher-dominated methods that didn't allow for exercising or drilling oral presentation in the classroom learning. In these situations, teacher is the only reliable source leading to them to be successful in their oral presentation skills.

In order to improve the above situations of the study in my regular teaching practice, I have tried my best to improve the students' oral presentation skill using varieties of student-centered methods of teaching, like brainstorming, giving more time for students to think, praising them when they are succeeded in presentation, encouraging students to participate in different classroom activities like in academic debate, creating an unstressed and relaxed classroom atmosphere in my regular classroom teaching. I have also spent a lot of time in persuading and encouraging my students to do and practice oral presentation; as a result, sometimes I couldn't, even, finish my regular teaching plan.

After these intervention strategies, I made frequent observations on the students' oral presentation skill, and I found some improvements on twelve students (5 females and 7 males). These students appeared to be satisfied with their oral presentation performance. Two students shared their positive view. As they said, "we are happy with our presentation because we were prepared well. We didn't depend on our script at all during presentation." These students have relatively decreased the extent of their anxiety and fear in presenting ideas in front of the class and they have also improved their confidence from day – to – day when they drill on oral presentation. These students also reported that they gained more confidence in addressing all the questions; they began to convince the audience appropriately by quoted sources during presentation. They also spoke clearly and used different techniques to create interest on their presentation and stood in front of the audience with confidence. Hence, their level of self-confidence has partly been improved. However, I did not observe changes on 6 (4 females and 2 males) students. These students were not still free from frustration and anxiety and took the presentation task as a challenge; they became highly nervous and frustrated in front of the whole class.

To improve this situation, I also delivered different opportunities for these students to exercise presentation drills in different classroom activities. What I did here was that I always initiated these students to do presentation on certain issues in a classroom twice a week for about a month. Not only this, I was also able to apply different active learning methods, like brainstorming, peer tutoring and good feedback on assessed works so as to boost their level self confidence in presenting ideas in front of the audience; however, I couldn't enhance the students' oral presentation skill in the normal practice of teaching learning. This situation initiated me to seek other strategies that could improve the oral presentation skill of the students. Thus, carrying out action research on improving the students' oral presentation skill is timely and essential.

If this problem continued and remained unsolved, it would be difficult to get self-confident and reflective teachers. This would have negative impact on the quality of education. Thus, I wanted to look at this problem and found out a solution to the issue through doing an action research project. In order to address the above situations of this study, I have drafted the following leading research questions: What were the possible causes for low self-confidence of the students in oral presentation? What strategies should I use to improve the students' oral presentation?

Methodology

Action research is a form of self-reflection aimed at the improvement of a social practice (Hopkins, 1985:56). This paradigm relies on qualitative data, holistic analysis and description derived from close contact with the participants of the study. For this particular research, Individual Action Research type is adopted and case study research design was used; and the data were collected through observation and interview for analysis purpose; thus, I have used more of qualitative approach and to some extent quantitative approach for I have used some numerical data (percentage). This action research project has followed the model that is developed by Kemmis and Robin. It was a famous representation of the action research "spiral" that contained four stages; planning, acting, observing and reflecting.

Student teachers who have been learning in room 10 regular civic and ethical studies are my target students who have been selected due to lack of self-confidence in presenting ideas in front of the audiences. In the selected classroom, there have been 18 students (10 female and 8

male). Among these, six student teachers (4 females and 2 males) have been selected purposefully for the study due to they were highly refusing and suffering to make presentation in front of the audience. These students often found presentation extremely challenging and they became nervous when they were asked to make presentation to the class. Hence, they have been taken purposefully for the study to get the necessary data about the root causes of the problem.

To get the necessary data about the situation of the problem, I have used oral presentation rubrics in the classes where I have been assigned to teach. The purpose of the rubrics was to get preliminary data about the situation of the problems as well as to identify level of the students' presentation. During observation, I continuously recorded problems observed on the students during presentation sessions. I also have used this observation checklist (evaluation rubrics) after intervention was carried out to check whether the students' presentation skill was improved or not.

Semi-structured interview was also used to collect data from the respondents. To do this, I developed semi-structured interview; some items were constructed as a bench mark for further discussion. The reason behind using this data collection tool is due to the fact that semi-structured interview is more flexible for me in collecting data because I can ask additional questions if I think that they are useful (Bryman 2004). This interview was held with purposively selected 6 students to get the root causes of the problem. In addition, this interview was conducted with two course teachers who were teaching in the selected room to collect evidence whether the problem was improved or not.

For each datum which has been gathered through semi-structured interview and observation rubrics, descriptive statements and percentage analysis techniques have been used respectively. Direct quotation has also been another way of analyzing the data

Ethical Consideration

Research ethics primarily deals with the interaction between the researcher and the research population being studied. Following points have been taken into critical consideration while I was conducting the study: I have disclosed who I was and why I was there; I have briefly explained the objective of participating in this action research project for the participants. So, they have shown an appropriate consent for their participation;

We have agreed with the participants that the study is conducted only to solve the problem and that it cannot be used for any other purpose or benefit. Informants have been informed how the confidentiality would be protected, and will be applied accordingly. Furthermore, I have tried to avoid bias: Bias on the part of the researcher is unethical. Hence it is a deliberate attempt to either to hide what the researcher has found in his/her study, or highlight inappropriately to its true existence. Therefore, I have taken this in to consideration during my study/when I was conducting this action research project.

Results and Discussion

In this section, the data obtained from interview have been analyzed around the thematic areas of the research questions, and found the following results.

Accordingly, the first item stated for the interviewees was “what makes you insecure when you are asked to make oral presentation?” On this issue out of six students five of the interviewees replied individually in the same way. That is, they feel anxiety when they are demanded to present the materials in front of the class. Based on the result of the interview, it has been found out that students’ anxiety when presenting ideas in front of the class was caused by the personal capability that is usually called self-confidence. They further confirmed that whenever the teacher was asked to present what they have discussed to the class, they felt uncomfortable and shy in speaking in front of their peers or the class. Individually, the interviewed students forwarded their view as follows. Student 01 in her interview stated as:

“I am frightened to make oral presentation. When I listen to the others presentation, my mind is neat and calm, but when it comes to my turn, my mind is blank and the very thing I want to do is to hide in the floor if possible.”

The interviewed student 03 stated as:

“When you asked me to make presentation in the front of the audience, I was very nervous when I stood in front of my classmates. I feel discomfort when I speak in front of the class.”

Student 05 was also apprehensive when she was selected to talk in front of the class. As she said:

“I felt very apprehensive when I was selected to talk in front of the class.” she further said: “I was never confident in what I was being asked to present and there were many times when I hoped I would not be asked to present at all.”

Students 04 also stated as, “I am not good in the subject matter for I lack knowledge, so I dislike doing presentation.”

The other causes of problems stated by the interviewed students include students' personality, limited time for practice, anxiety, and limited presentation time. As one student (02) mentioned,

“I don't know. It may be my personality. I am usually shy and nervous when I have to speak or do something in front of many people”

Therefore, from the above interview, it can be understood that their shyness, nervousness, fear, lack of knowledge and limited time for practice influenced them not to make oral presentation in front of the class.

The second thematic area of the interview was whether the students were confident or not in responding to questions asked after they made presentation by the lecturer and by audiences. In this idea, they all responded as “Not confident.” The reason given for this answer was that they become fearful, shy and less confident to answer questions asked by the lecturer. Four students further confirmed that whenever the teacher asked different questions, they feared to respond to; they thought that their ideas were not well formulated enough. They felt frustration to express whatever ideas come to their mind due to lack of confidence on their knowledge. I also asked these students whether they could ask questions if they did not understand the lesson. They replied that if they knew that it was their responsibility to ask if they did not understand, or if they wanted to know or needed further clarifications from the lecturer, they would prefer to ask their friends. If they had to ask the teacher they would ask him/her in person outside of the class instead of asking inside the class. Student 03 in her interview further stated as:

“I didn’t like to ask since childhood. Whenever I think to raise my hand to reflect in the class even if I know the answer of the question, I often feel frustration. If there are things that are not understood to me, I would rather ask my friends to ask the question on my behalf”

This finding is consistent with Wright (2009). His study indicated that those less confident students are experiencing fearfulness, not being active to respond to the questions, being pessimist, having no vision of life and are feeling insecure and live to make others happy rather than themselves. The third main issue of the interview was the extent of the students’ confidence in doing an academic debate with their peers. Four students responded that they did not have confidence to do an academic debate with their group.

The reason given for this was that they did not have experiences and interest in participating in academic debate. They preferred to keep quiet and just listen. They further claimed that fear of making mistakes and confusion made them not to participate in academic debate and in oral presentation.

Students 03 & 05 further stated that:

“We felt nervous because of being afraid of making mistakes, so it made us forget the points that we wanted to talk while debate and presentation sessions, so we remain kept silent.”

The other main issue of the interview was about the extent of their confidence when a teacher uses different approaches in the classroom teaching. All of the trainees (the six) responded that their level of self-confidence becomes increased when the teacher uses different approaches in the classroom teaching. However, the problem they face was when the teacher asked to make oral presentation in front of the class. They further confirmed that they lost self-confidence and became nervous when the teacher challenged to do presentation individually.

Student 04 in her interview further stated as:

“I have never made oral presentation in my educational journey. When you asked me to make individual presentation, I became nervous, and the points that I wanted to talk disappeared from my mind.”

Form this interview; I became aware that my students had been controlled by teacher centered methods of teaching for many years. They couldn't understand what they were supposed to do in the different classroom activities when it came to be expressing them. What I could learn from their interview was that by using varieties of active learning methods in the classroom teaching, I could have enhanced the students' oral presentation skill.

Action Strategies

Derived from the findings of the above baseline qualitative research, the following action strategies were developed.

Boosting the academic knowledge of the students

Several studies (Fatma, 2015, Verma et al, 2016) confirmed that the level of self-confidence affects the academic achievement of the students in the educational system. In academia, a common solution to any problem is better education on the subject. Thus, enhancing the

academic knowledge of the students by providing tutorial session and make them to develop study habits are a very important mechanism to improve their level of self-confidence which in turn helps them to do presentation freely without frustration. Hence, this action strategy includes the following activities: providing tutorial sessions and devised ways to improve the students' study habits or skill.

Drill on the culture of presentation skill

One of the major challenges which affect the students' self-confidence was when they were asked to make oral presentation in front of the audience (McCroskey, 2005). This action strategy also emanates from the suggestion of prominent scholar Bandura (2006). In his study, he pointed out that improving the students' presentation skill and giving positive feedback helps to boost the students' level self confidence in learning. Based on this idea, the following activities were to be accomplished: setting presentation session; giving students' example presentations, done by the teacher or other students; and make them to write a self-reflection of their own presentation.

Implementing micro teaching in the classroom

This action strategy includes the following activities: make them to plan their presentation; at this stage basic information should be included, such as the topics of the presentation, how much time, when and how long. Then, the session should be planned to follow a 4-step guide: start, introduction to the new content, practice and closure.

Apply reinforcement and positive feedback

One of the expected outcomes of this action research project was showing appropriate behavior in presenting ideas in front of the class, and they have not been frustrated in doing presentation. Hence, the following specific activities were to be accomplished under this action strategy: provide it as soon as possible after the students' good work occurs, deliver it in a sincere manner, praise and taken rewards.

Implementation of the Action Strategies

In order to enhance the students' oral presentation skill and overcome their shyness and frustration, I have designed the above strategies. The designed strategies were put into practice for nearly four consecutive months (4 December 2021 – 30 March 2022). The aforementioned action strategies and specific activities were implemented in four phases. The following is a brief description and reflection on the implementation of these action strategies.

Phase I: Boosting the academic knowledge of the students using tutorial class and making them develop study habits

This was the first phase of the project. The expected outcome of the project at this phase was stated as; after the successful implementation of the actions at this stage, the academic knowledge and the study habits of the students should be developed so that the students have better knowledge in doing presentation confidently. To do this, I used tutorial class and also made them develop study habits to get better knowledge on the subject. Students, when given knowledge on a subject, tend to feel more prepared and can better learn how to succeed in their presentations. Accordingly, what I did here was that every Wednesday, I provided tutorial class for one hour to enhance the academic knowledge of the students. In each tutorial class, I assigned group work in small groups, so that everyone could get opportunities to present their work, which would slowly build confidence and lead them to be more participants in this activity. This gave them an opportunity to overcome their shyness and hesitation. Presentation was carried out after every group work by different members. I made it compulsory for all the members to take turns in presenting what they have discussed with their group in front of the class.

In this tutorial class, the participants of the study have got better knowledge on the subject matter so that they would get advantage of developing self-confidence while presenting ideas in front of the audience. To check whether the students have got better knowledge on the subject or not, I gave them tests twice a month. The tutorial session was given once a week for four months (i.e. from 4 December 2021 to 30 March 2022) using participatory method of teaching. During the implementation of this strategy, co-observation by the colleague was made.

The next strategy that I used to boost the students' academic knowledge was improving the students' study

habit. A student cannot enjoy learning and cannot modify behavior according to environment, if he/she does not know the art of study. Bad and unhealthy study habits create tension and frustration of the students and they do not freely enter in any debates, presentations, discussions etc. and are weak among their classmates. So as to minimize these problems, I devised the ways by which they develop their study habits to make them confident in their own learning as well as in their own academic knowledge. To check whether they studied or not, I always asked them different questions before I began the class. The purpose of doing this activity was to create better understanding of their subject matter, to develop the potential of the students to think, and to drive or to clear ideas about their subject; these in turn helped them to develop the ability to present ideas in front of the class without fear and anxiety. To do this, I gave and trained them using 10 study habits employed by highly successful students.

Phase II: Drill on the culture of presentation skill

After completing the implementation of action strategies in phase I, I directly proceeded to the implementation of action strategies of phase II. The expected outcome at this phase was stated as follows: After the successful implementation of action strategies at phase II, the students should be required to get better skills of presentation in front of the class without fear, and improved their level of self-confidence. To improve this situation, what I did here was that I gave them guideline about how they could develop their presentation skill and made them implement in their own classroom learning. Accordingly, I gave them certain issues from the content they learnt for presentation, and then every Wednesday afternoon, each target student spent 8 minutes in presenting ideas in front of the audience. I did this repeatedly for three months once a week (i.e. from 2 January 2022 to 30 March 2022). This was done to make them confident as well as improved in their ability of presenting ideas in front of the audience. It is said that "practice makes a man perfect." I declared that practice definitely makes a presentation perfect, so I encouraged the target students to practice presentation in front of the mirror in their home while making eye contact with themselves in a loud voice. I also encouraged them to practice their piece of delivery multiple times and to write their own self-reflection.

In line with this, Lima (2016), Murakami et al., (2012) and Sucharitrak (2018) in their study stated that combining regular practice with videotaping and self-reflection, in and outside the classroom, could be one of the best approaches to improve pronunciation and other essential features of oral presentation skill.

Phase III: Implementing Micro teaching

Action strategies in this phase focused on implementing micro teaching as one of the classroom activities. The purpose of practicing micro teaching is to help them to build confidence and be prepared for a variety of classroom scenarios; and during the process students plan what they want to teach by practicing among friends and colleagues to minimize their level of anxiety during presentation. To do this, every Saturday, the student teachers planned the lesson focusing on a specific subject matter guided by me, and presented it in a period of 10-15 minutes to 10-15 classmates and to the supervising instructor. I did this repeatedly for three months so as to improve their level of presentation skill.

Phase IV: Applying reinforcement and positive feedback, and edition of final action research reports

The implementation of action strategies at this phase were guided by the following expected outcome: 'After the successful implementation of action strategies at phase IV, the students should show appropriate behavior in presenting ideas in front of the class, and will not frustrate in doing presentation. This was the last phase of the research project and the action strategy was implemented throughout three consecutive months while they were making presentation without fear. When I get students, who have confidence in presenting ideas without fear and frustration to the class, I always appreciate, motivate and give additional point. I also continuously provided reinforcement and positive feedback and acknowledge their efforts to make the subject students confident. As a result, at the end of the implementation of these action strategies the majority of the students' skills in presenting ideas in front of the audience have been improved.

Project Evaluation

In action research, evaluation plays a critical role in ascertaining whether or not the action strategies

implemented have brought the desired changes (McKernan 1996). It is also through evaluation that the practitioner should check the effectiveness of his/her action research project as a whole. Hence, after rigorous, careful and continuous implementation of the above intervention strategies, I have collected data to assess if I have got the situation improved or changed. The following are the evaluation methods that I used to check whether the situation was improve or not.

Evaluation Methods

Rubrics of presentation: I used rubrics of evaluation criteria for scoring the students oral presentation to check whether their levels of presentation were improved or not.

Expert Evaluation: In order to obtain unbiased and neutral data on the quality and effectiveness of my action research report, I involved my critical friends/ colleagues, who were requested to observe changes based on the evaluation criteria prepared for this purpose.

Interview: In order to obtain the data concerning the success of the project, I also interviewed two teachers who were teaching these trainees other courses to check whether the situation was improved or not.

As it has been revealed in table 4.2 above, I inferred that there were changes of situations when I considered students' oral presentation skill after action strategies were implemented. I have seen that the implementation strategies that I have used helped me to overcome the problem. However, I and my colleagues/ critical friends/ confirmed that the changes observed were not to the maximum expected outcomes as designed in first cycle strategic action plan. Nonetheless, as the result of the observation rubrics, it can be said that much improvement was observed on the students' ability. To triangulate the data obtained from the presentation rubrics and from my colleagues' supervision, I interviewed two course teachers of the selected room about the students' oral presentation skill; they confirmed that they have observed better changes on the students' level of oral presentation skill. Two of the interviewees have claimed that the majority of the students have presented their materials in front of the audience without frustration. Their level of presentation skills has become increased from day to day. However, they did not deny that there were two female students who have had the problem of frustration and self-confidence and have highly resisted when asked to present what their group members have discussed in front of the audience.

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To triangulate the data obtained from the presentation rubrics and from my colleagues' supervision, I interviewed two course teachers of the selected room about the students' oral presentation skill; they confirmed that they have observed better changes on the students' level of oral presentation skill. Two of the interviewees have claimed that the majority of the students have presented their materials in front of the audience without frustration. Their level of presentation skills has become increased from day – to – day. However, they did not deny that there were two female students who have had the problem of frustration and self-confidence and have highly resisted when asked to present what their group members have discussed in front of the audience.

Conclusion

In this section lesson learnt from the practices, my prior experiences and my interest of changes in the project were presented. I have started this action research project with many things in mind. As a teacher educator, one of my professional duties is looking possibilities to help female student teachers to become reflective and critical thinker, creating effective teaching learning process; producing a prototype action research report for student-teachers and teacher educators in my college, and becoming a pioneer in conducting action research in my college were some of the issues behind undertaking this action research project.

In order to materialize all these intentions, a classroom action research project was designed and implemented by me. In the course of nearly four months, I developed and implemented various action strategies in five different, but highly interrelated, phases. Evaluation results of the project revealed that I was successful in materializing the basic intentions of the project; that is, improving the students' presentation skill in learning.

As has been indicated in the result section, there are a lot of situations improved that I have planned. Out of six students, four of them have improved the oral presentation skill by the action intervened. The results obtained from the presentation rubrics, my colleagues' supervision and interviews from the course teachers have indicated that there are two female students (student 03 and student 05) who have not shown changes yet on their level of self-confidence during presentation due to different psychosocial factors like lack of motivation, lack of individual aspirations, fear and nervousness. They always face difficulty to speak in front of the class. Thus, the problem of frustration and lack of self-confidence were causing them to lag behind in their presentation skill. Consequently, I was able to provide them assistance and support in class individually and even through the department level. But I have not observed changes on them; thus, I will develop another cycle of the same research issue so that the situation will be further improved cooperatively with the psychology lecturers for I believe that these trainees should get further self-confidence amendment training to overcome their nervousness and fear.

From this action research project, I have learnt many things. To begin with, the project has not only enabled me to help students to improve their oral presentation skill but also to be equipped with the basic knowledge of carrying out an action research. This action research journey has also been quite rewarding both for my students and for me. The result of the action research has given me the confidence about how to integrate the intervention strategies into my classroom teaching to improve students' oral presentation skill. It has also helped me to become a systematic and critical thinker and to reflect on the expected and unexpected situations that happened in and outside the class. As for students, it has enabled them to improve their presentation in front of the class without fear.

Finally, the practical experience obtained from this action research project helped me to revisit my teaching approach which I was dominantly using talk and chalk. I have also got a positive feedback in the overall process of this action research project.

Conflict of interest

The author declares that no conflict of interest.

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Attachments

Table 1. Rubrics of Students' Oral Presentation in Aggregation Before Intervention

No	Criteria	Outcome measures			Scores
1	Appropriate language use (20%)	If the student uses appropriate language: Communicative forces. Communicative wording. Language used in presentation according to audience Idea flow and fluency. (20mark)	If the student uses appropriate language: Communicative forces. Language used in presentation according to audience. Idea flow and fluency. (15 mark)	If the student uses appropriate language: Communicative forces. Language used in presentation according to audience. Idea flow. (10mark)	Regarding the appropriateness of the language they used during presentation all students score 10 marks
2	Delivery (20%)	If the student is: Easy to listen to. Little dependence on notes. Well prepared, gesture, fluency. Enunciate their presentation properly and correctly. (20 Mark)	If the student presentation is: Easy to listen to. Mostly depend on notes. Prepared, gesture, fluency. Enunciate their presentation properly. (15 Mark)	If the student is: Voice is not easy to listen to. Totally depend on notes. Not well prepared. Not articulate the presentation audibly and clearly. (9 Mark)	The aggregated result of the student's way of delivery during presentation showed that all students score below 10
3	Confidence (20 %)	If the students are: Enthusiastic. Confident. Know where to begin. Matched the presentation to situation. (20 mark)	If the students are: low level confident Know where to begin. Trying to match their presentation to the audience. (14 mark)	If the students are: No confident. Not knowing where to begin. Nervousness (9 mark).	Regarding the level of the students' confidence in oral presentation, they also scored below 10.
4	Content (20%)	If the students are/have: Well-adjusted their presentation. Convincing the audience via source noted and quoted appropriately. Well explaining key terms in their own words. Depth knowledge about the content. (20 mark)	If the students are: Adjusted their presentation. Try to convince the audience via source noted and quoted appropriately. Try to explain key terms in their own words. Depth knowledge about the content. (15 mark)	If the student is/has: Not good enough to adjust their presentation. Not trying to convince the audience using sources appropriately. Not explain key terms in their own words. Shallow knowledge. (9 mark)	Concerning the content of their presentation, the aggregated result showed that the majority of the students which accounted 90% scored below 10.
5	Readiness for reflection and defense (20%)	If the student able to : Engage the audience (use media, eye contact, and fun). Be confident in addressing all contents. Address well all of the questions raised. Manages time well (average use of allotted time). Respects ideas of others. Reactions in accepting comments. (20 mark)	If the student able to : Engage the audience (i.e. Eye contact). Be confident in addressing some contents. Address well most of the questions raised. Manages time well (use of allotted time). Respects ideas of others Positive reactions in accepting comments. (15 mark)	If the student : Is not engaging the audience. No confident in addressing contents. Unable to address the questions raised. Manages time. Feel anxiety about ideas of others. No positive reactions in accepting comments. (9 mark)	Regarding the readiness for reflection and defense, almost all students which accounted for 89% score below 10.

Table 2. Changes Observed in Aggregations After Intervention

Based on the evaluation data obtained through the aforementioned methods, the following changes were obtained.

No	Criteria	Outcome measures			Scores
1	Appropriate language use (20%)	If the student uses appropriate language: Communicative forces. Language used in presentation according to audience. Idea flow and fluency (20mark)	If the student uses appropriate language: Communicative forces. Language used in presentation according to audience. Idea flow and fluency. (15 mark)	If the student uses appropriate language: Communicative forces. Language used in presentation according to audience. Idea flow. (10mark)	Among the target students, four of them scored 20. This means, 67% of the students' spoke loudly to everyone could hear. The language they used was clear; they speak with fluency and attract the audience. They didn't miss the word during presentation.
2	Delivery (20%)	If the student is: Easy to listen to. Little dependence on notes. Well prepared, gesture, fluency. Enunciate their presentation properly and correctly. (20 Mark)	If the student presentation is: Easy to listen to. Mostly depend on notes. Prepared, gesture, fluency. Enunciate their presentation properly. (15 Mark)	If the student is: Voice is not easy to listen to. Totally depend on notes. Not well prepared. Not articulate the presentation audibly and clearly. (9 Mark)	Regarding the way they delivered their presentation, the target students, except two scored 20. These students speak loudly to draw the attention of the audience, used techniques to create interest on their presentation. They were little dependence on the notes they prepared. Their voice was easy to listen and articulated their presentation audibly and clearly to the class
3	Confidence (20 %)	If the students are: Enthusiastic. Confident. Know where to begin. Matched the presentation to situation. (20 mark)	If the students are: Low level confident. Know where to begin. Trying to match their presentation to the audience. (14 mark)	If the students are: No confident. Not knowing where to begin. Nervousness. (9 mark)	In this criterion, except two the other students scored 20. These students are confident, knowledgeable, matched the presentation to the situation and they were enthusiastic. They also controlled their nervousness.
4	Content (20%)	If the students are/ have: Well-adjusted their presentation. Convincing the audience via source noted and quoted appropriately. Well explaining key terms in their own words. Depth knowledge about the content. (20 mark)	If the students are: Adjusted their presentation. Try to convince the audience via source noted and quoted appropriately. Try to explain key terms in their own words. Depth knowledge about the content. (15 mark)	If the student is/has: Not good enough to adjust their presentation. Not trying to convince the audience using sources appropriately. Not explain key terms in their own words. Shallow knowledge. (9 mark)	Regarding the content of their presentation, except two students, the rest which accounted 67% scored 20. These developed the ability to present ideas to the class with confident. They have also used sources and began to provide premises for their presentation to convince the audience. They began to explain key terms in their own words during their presentation.
5	Readiness for reflection and defense (20%)	If the student able to : Engage the audience (use media, eye contact, and fun). Be confident in addressing all contents. Address well all of the questions raised. Manages time well (average use of allotted time). Respects ideas of others. Reactions in accepting comments. (20 mark)	If the student able to : Engage the audience (i.e. Eye contact). Be confident in addressing some contents. Address well most of the questions raised. Manages time well (use of allotted time). Respects ideas of others. Positive reactions in accepting comments. (15 mark)	If the student : Is not engaging the audience. No confident in addressing contents. Unable to address the questions raised. Manages time. Feel anxiety about ideas of others. No positive reactions in accepting comments. (9 mark)	Regarding the readiness the students for reflection and defense, four students scored 20. These students engaged with the audience and used eye contact and addressed well all of the questions raised by the audience confidently. They effectively use their time; and did not feel nervous during reflection.