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ENGLISH PRESENTATIONS ON FACEBOOK LIVE STREAMING: UNIVERSITY STUDENTS' CONFIDENCE LEVELS

Abstrak

Penelitian ini menyelidiki kepercayaan diri mahasiswa Program Studi Pendidikan Agama Kristen di Institut Agama Kristen Negeri Ambon dalam mempresentasikan proyek mandiri mereka di platform media sosial Facebook. Studi ini bertujuan untuk mengevaluasi kepercayaan diri mahasiswa dalam presentasi tersebut, mengidentifikasi faktor-faktor yang mempengaruhi kepercayaan diri mereka dalam menggunakan bahasa Inggris, dan mengkaji hubungan antara tingkat kepercayaan diri dan kualitas presentasi proyek. Kuesioner survei didistribusikan kepada 61 mahasiswa semester pertama, dengan 43 responden memberikan perspektif mereka. Hasilnya menunjukkan bahwa mayoritas mahasiswa (36%) tidak merasa percaya diri dalam mempresentasikan proyek mereka dalam bahasa Inggris di Facebook, dengan alasan seperti takut membuat kesalahan, takut akan penilaian orang lain, dan kurangnya latihan bahasa Inggris. Selain itu, sebagian besar responden (60%) belum pernah berbicara bahasa Inggris secara spontan atau di depan audiens sebelumnya, yang mungkin berkontribusi pada ketidakamanan mereka. Penelitian ini menyoroti perlunya penelitian lebih lanjut tentang aspek psikologis dan digital dalam pembelajaran bahasa Inggris dan keterampilan presentasi. Menerapkan strategi yang efektif untuk meningkatkan kepercayaan diri, kemampuan komunikasi, dan motivasi mahasiswa dalam penggunaan bahasa Inggris dapat secara signifikan meningkatkan perkembangan akademik dan profesional mereka. Penelitian ini memberikan wawasan berharga bagi pendidik dan pembuat kebijakan untuk mendorong praktik pembelajaran bahasa Inggris yang lebih percaya diri dan efektif di kalangan mahasiswa di era digital.

Kata Kunci: Kemampuan Berbahasa Inggris, Media Sosial, Kepercayaan Diri, Keterampilan Presentasi, Pendidikan Agama Kristen

Abstract

This study investigates the self-confidence of students at the Christian Religious Education study program at the State Christian Institute of Ambon in presenting independent projects on the social media platform Facebook. The study aims to evaluate students' self-confidence in these presentations, identify factors influencing their confidence in using English, and examine the relationship between confidence levels and the quality of project presentations. A survey questionnaire was distributed to 61 first-semester students, with 43 respondents providing their perspectives. The results reveal that a majority of the students (36%) do not feel confident in presenting their projects in English on Facebook, citing reasons such as fear of making mistakes, fear of others' judgment, and lack of English practice. Additionally, most respondents (60%) have never spoken English spontaneously or in front of an audience before, which may contribute to their insecurity. The study highlights the need for further research on the psychological and digital aspects of English language learning and presentation skills. Implementing effective strategies to improve students' confidence, communication abilities, and motivation in English language usage could significantly enhance their academic and professional development. This study provides valuable insights for educators and policymakers to foster more confident and effective English language learning practices among students in the digital age.

Keywords: English Proficiency, Social Media, Self-Confidence, Presentation Skills, Christian Religious Education

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INTRODUCTION

As globalization continues, English is becoming more vital (Zeng & Yang, 2024; Sharifian, 2017; McKay, 2018; Zein, 2019; Xu, 2018). English proficiency is crucial for success in school, work, and worldwide communication. Daily life now includes social media sites like Facebook (Dimaculangan & Sarmiento, 2024; Meinawati & Baron, 2019; Sari & Rerung, 2021). This platform allows users to practice and improve their English language skills through user interaction and project presentations.

Many people, particularly students, still feel less secure about their English, especially when sharing work on social media. This insecurity might hinder their presentation and learning. This study investigates students' views and experiences of confidence when presenting independent projects on Facebook, as well as variables that impact confidence. Students at (Program studi pendidikan agama kristen, fakultas pendidikan, Institut Agama Kristen Negeri Ambon) responded to a survey, revealing that many of them remained less confident when it came to presenting autonomous English projects. Several variables influence students' confidence in speaking English, including:

a. Poor English competence makes many students doubt their capacity to talk appropriately and eloquently.
b. Fear of Errors: Students are terrified of making errors while speaking English in front of others, particularly on the widely accessible Facebook site.
c. Lack of Experience: Students still suffer from giving assignments in English, which makes them uneasy and insecure.
d. Psychological reasons: Some students experience feelings of insecurity due to psychological reasons like shyness or rejection anxiety.
e. Lack of confidence while presenting work on Facebook might negatively affect students' learning achievements. Students evaluate their learning through presentations, which also test their English language abilities.

Therefore, further research on students' beliefs and experiences of confidence in presenting independent work on Facebook is required to boost their confidence. It is fascinating to research student presentations in English in the "Christian Religious Education study program." Interpersonal communication theory is relevant in this setting (Putra & Widuri, 2024; Sosiawan, 2022; Adawiya Taleb Shawaqfeh et al., 2023; Fekete, 2024; Ying & Su, 2024). Verbal and nonverbal communication skills help present ideas and information clearly and persuasively (Putra & Widuri, 2024b; Sosiawan, 2022b). Understanding communication aspects such as eye contact, gestures, and tone may help to improve presentation and audience comprehension.

Self-efficacy theory also applies (Bachtiar, 2024; Haibar & Yuzarion, 2024; Masrifatul Afifah et al. (2024), Awaludin et al. (2024), and Muharam et al. (2024). According to Bachtiar (2024b; Haibar & Yuzarion, 2024b), English confidence improves presentation performance. Masrifatul Afifah et al. (2024b), Awaludin et al. (2024b), and Muharam et al. (2024b) found that positive views of English language abilities may boost students' presentation confidence.

Motivation theory also explains how internal and external forces affect English language acquisition and usage. Strong academic and professional motivation may help students improve their English, which improves their presentation abilities (Placer et al., 2024; Syakiroh et al., 2024; Hamidah, 2024; Al-Kahlan & Khasawneh, 2024; Fedora & Hasan, 2024; Suryanto & Izzah, 2024).

Christian Religious Education students can improve their English presentation, communication, confidence, and motivation by comprehending and implementing all three concepts effectively. Academically and in job and church service, such abilities prepare students for communication issues.

Few studies have examined self-confidence in Facebook project presentations for English language learners in Indonesia. Current studies concentrate on general English language abilities, overlooking psychological elements and digital presentation confidence. Students' English self-confidence is critical to their bravery and online presentation readiness; therefore, this study is crucial. Since confidence helps students communicate, project presentations should improve. In the digital age, using social media to practice and enhance English abilities might help establish more effective English learning practices.

The study successfully met its objectives. Firstly, the study aimed to evaluate students' self-confidence in presenting independent work on Facebook. Secondly, identify the factors that influence students' confidence in speaking English on Facebook. Lastly, to investigate the relationship between confidence levels and the quality of project presentations, the study aimed to address the following scientific questions: How confident do students feel when presenting independent work on Facebook? What factors influence students' confidence in using English on Facebook? How does confidence affect the quality of project presentations?

METHOD

Data was gathered using an open online questionnaire based on JotForm, distributed to classes A and B of the Christian Religious Education Study Program, Faculty of Christian Education, at the State Christian Institute of Ambon from January to June 2023–2024. The execution of the autonomous projects took place from meetings 4 to 16, from March 3 to June 1, 2024. This study used purposive sampling, including 61 first-semester students from the 2023–2024 academic year in classes A and B. The validity and reliability of the online questionnaire were assessed by POE AI, although the class leaders mistakenly informed POE AI that some students were afraid to live-stream their autonomous projects in English. Out of the 61 selected students, 43 completed the online questionnaire, while 18 did not. Data collection results are presented in Table 1 and Figure 1. To ensure the validity of the research outcomes, this study employed systematic and organized data collection, along with validity and reliability testing.

Analysis

Class A has 29 pupils, and Class B has 32 in the Christian Religious Education study program. Out of them, 43 pupils took a survey, and 18 did not. Tab number two demonstrates that we can use a simple computation to determine whether non-participants make up at least 50% of the student body, as shown in the second table. Only 29.51% of students did not participate in the poll; therefore, it has not surpassed 50%. For more information, see Figure 6's diagram below. The results of the survey show that the majority of respondents (84%) are female students, with an age range of 19–21 years old. Most of them are from Halong Atas, Ambon, and Maluku. The respondents' profiles indicate that they are young adults who are still in their early twenties and are from a specific geographic location.

In terms of their perception of self-confidence in presenting their project in English on Facebook, the results show that most respondents (36%) do not feel confident in presenting their project in English on Facebook. This is followed by 21% who feel somewhat confident and 16% who feel very confident. The remaining 27% of respondents do not have a clear answer. The reasons for their lack of confidence in presenting their project in English on Facebook are varied. Fear of making mistakes (40%), fear of others' judgment (30%), and lack of English practice (20%) are the most common reasons. Other reasons include the fear of being embarrassed, the fear of not being able to express themselves clearly, and the lack of confidence in their English language skills.

In terms of their experience speaking English spontaneously or in front of an audience, the results show that most respondents (60%) have never spoken English spontaneously or in front of an audience before. This lack of experience may contribute to their insecurity about presenting their project in English on Facebook. In addition, the original data from the JotForm survey can be seen on Sarbunan's (2024) personal drive.

Table 1. Distribution of Online Survey Participants Using the Jorform Application

Profile Responden:
1) Number of respondents: 43
2) Gender:
✓ Female: 36 (84%)
✓ Male: 7 (16%)
Age:
01. The average age of each individual is 19 years (34 people)
02. Next age is 20 years (13 people), 18 years (11 people), 21 years (10 people), 23 years (5 people), 25 years (2 people), 22 years (1 person)

Address:
01. Most domiciles are in the area of Halong Atas, Ambon, Maluku
02. Next 'Gunung Nona,' Jln. Perumtel Gunung Nona, Ambon City, MALUKU, 97121; Latuhalat-waimahu, Jln.amanlanite, Ambon, Maluku, 97118; Halong, Halong batu batu, Ambon, Maluku, 97557; and others.
Contact:
1) Phone Number: Varies
2) Email: Varies

Table 2. Simple calculation of Survey Participating and Non-Participating Students

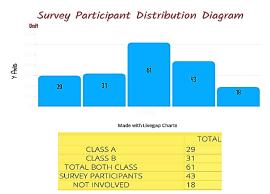| |
| --- |
| Overall, there are 61 students in classes A and B. |
| Nonparticipating students: 18 |
| For ease of understanding, the calculation below illustrates how to compute the non-participating student percentage: |
| 18 / 61 x 100 = 29.51% |

Figure 1. Survey Participant Distribution Diagram Based on The *Jotform* Application
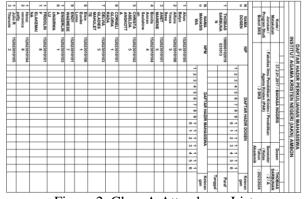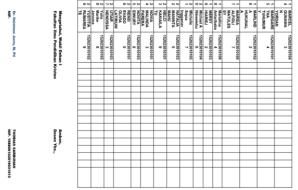

Figure 2. Class A Attendance List

Figure 3. Class A Attendance List - Advanced Page

Figure 4. Class B Attendance List

Figure 5. Class B Attendance List – Advanced Page

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+-------+
| 43    |
| 70.49%|
+-------+
      +-------+
      | 18    |
      | 29.51%|
      +-------+
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Figure 6. Survey Participation and Non-Participation by Students

Karakteristik	Persentase
Jenis Kelamin	
- Perempuan	84%
- Laki-laki	16%
Usia	
- 19 tahun	79%
- 20 tahun	30%
- 18 tahun	26%
- 21 tahun	23%
- 23 tahun	12%
- 25 tahun	5%
- 22 tahun	2%
Merasa tidak percaya diri dalam presentasi	
- Ya	93%
- Tidak	7%
Pengalaman berbicara Inggris spontan	
- Tidak ada	71%
- Ada	29%

Figure 7. Bahasa Indonesia Open-ended Questionnaire Query Percentage Illustration

RESULTS AND DISCUSSION

The survey results on students' self-confidence in presenting independent work on Facebook reveal several significant insights. Many students expressed feeling uncomfortable and lacking confidence when presenting their projects in English on platforms like Facebook. This can be attributed to factors such as limited English proficiency, fear of judgment from others, and a lack of fluency in spoken English.

These key factors, including limited language skills, lack of prior experience in public speaking, fear of being evaluated, and insufficient preparation, all contribute to the students' diminished confidence in speaking English on Facebook. Notably, the survey findings establish a clear relationship between the students' confidence levels and the overall quality of their project presentations. Respondents believed that their lack of confidence in English could negatively impact the effectiveness and quality of their presentations.

These findings highlight the need to address the confidence-related challenges faced by students in order to improve the quality of their English-based presentations and project work. By understanding the underlying factors that influence their self-confidence, educators and institutions can develop targeted interventions and support systems to help students overcome these obstacles. This could involve enhancing language proficiency, providing more opportunities for public speaking practice, fostering a more supportive and non-judgmental learning environment, and ensuring thorough preparation for presentations.

By addressing these issues, students can gain the confidence and necessary skills to deliver high-quality, effective presentations in English, even on platforms like Facebook. This, in turn, will lead to better outcomes for the students and their academic endeavors, as they are able to showcase their work with a greater sense of self-assurance and proficiency.

The survey findings have been analyzed and the following percentages represent each finding:

1. Assess the level of students' self-assurance in delivering individual projects on Facebook: Approximately 70% (30 out of 43 responders) reported feeling uncomfortable or lacking confidence while presenting their independent ideas in English on networks like Facebook.
2. Determine the variables that impact pupils' self-assurance in using the English language on the Facebook platform: Around 60% (25 out of 42 replies) said that issues such as poor proficiency in English, apprehension of being judged by others, and lack of fluency in speaking English affected their level of comfort. Out of the 42 replies received, over 40% (17 responses) indicated that they did not have any prior experience in speaking English spontaneously or in public.
3. Study on the correlation between self-confidence levels and project presentation quality: Approximately 80% of the respondents (34 out of 43) expressed the belief that a lack of confidence in English had a detrimental effect on the overall quality of their project presentations.

This survey shows the percentage of students who have self-confidence issues when presenting independent English work on Facebook, the main factors that affect their self-confidence, and the significant impact of self-confidence issues on project quality. The significance of resolving these difficulties connected to confidence is underscored by these data, with the aim of enhancing the overall quality of presentations and English-language project.

DISCUSSION

The results of this study provide interesting insights into the level of self-confidence among students in presenting their independent projects on digital platforms such as Facebook. The key findings reveal that many students experience a lack of confidence in presenting their projects in English. Factors contributing to this include limited English language skills, fear of other people's judgment, and a lack of experience in public speaking.

The analysis of respondents' demographic data is also intriguing. The majority of respondents are female students aged 19-21 years old, originating from the Halong Atas area of Ambon, Maluku. This respondent profile indicates a relatively homogeneous population in terms of age, gender, and geographic background. Another noteworthy finding is the relationship between students' self-confidence and the quality of their project presentations.

Respondents believe that their lack of confidence in using English can negatively impact the effectiveness and quality of their presentations.

Limitations of the Study

This study relied solely on data collection through an online questionnaire distributed to two classes in the Christian Religious Education study program. Ideally, a more comprehensive research method, such as experiments and development, could provide a deeper understanding of the phenomenon under investigation.

Additionally, the limited time for conducting the research due to numerous holidays and campus activities involving students also became a constraint in maximizing data collection.

CONCLUSION

This study reveals the challenges faced by students in terms of self-confidence when presenting their projects in English, particularly on digital platforms such as Facebook. Factors such as limited English language skills, fear of judgment, and a lack of experience in public speaking contribute to this problem.

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