

## Perceived Benefits of Oral Presentations in Helping Students Improve Their Confidence in Speaking

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### A B S T R A C T

Oral presentations are often used in English courses to improve speaking skills. However, there is still little research about how students see their benefits in building speaking confidence, especially in university settings. This study aims to explore university students' perceptions of the benefits of oral presentations in English classes. Even though oral presentations can help improve speaking skills, many students still face challenges such as low confidence, anxiety, limited vocabulary, and difficulty in organizing ideas. This research used a descriptive qualitative method with interviews, observations, and documentation as the main data sources. The data were analyzed using thematic analysis to find common patterns. The results show that the main factors affecting students' oral presentations are speaking anxiety, lack of vocabulary, little experience in public speaking, and fear of making mistakes. To deal with these problems, students used strategies such as repeated practice, using media, managing time, and getting support from lecturers and peers. This study shows the importance of oral presentations in developing speaking confidence and suggests that teachers need to provide better strategies to support students in English learning.

**Keywords:** *Oral Presentations, Confidence, Speaking Skills*

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## INTRODUCTION

At Sriwijaya University (UNSRI), students are asked to give class presentations from the first semester until the seventh semester in many courses, including both English courses and general subjects. In the English Education Study Program, oral presentations are important because they give students the chance to practice speaking English in front of others.

Several studies have shown the benefits of oral presentations. Sakir et al. (2022) found that presentations help students improve their communication and confidence. Zannrni (2022) reported that presentations can develop different aspects of speaking, such as fluency and public speaking skills. Permatasari (2024) showed that presentations using interactive video can increase students' confidence in speaking English. Lati et al. (2024) explained that good presentations depend on topic knowledge, practice, clear voice, and audience interaction, which also support students' confidence.

However, other studies also show the problems students face. Lati et al. (2024) noted that students often experience technical problems, strict lecturers, and stage fright. Zumarnis (2023) found that students' speaking anxiety is related to lack of confidence, weak grammar, wrong pronunciation, and fear of mistakes. Nurfiti (2022) showed that using PowerPoint slides can help students focus, feel more motivated, and work together better during presentations.

Even though many studies discuss oral presentations, most of them only focus on general benefits or problems of anxiety. There are still not many studies that look at how students see the benefits of presentations in building their confidence to speak English, especially in English Education programs at universities. For this reason, this study focuses on students' perceptions of oral presentations and how these activities can help them feel more confident in speaking English.

## METHOD

This study used a descriptive quantitative approach with some qualitative elements. The quantitative data helped to describe students' perceptions using numbers, while the qualitative data gave deeper understanding of their experiences (Creswell, 2012). This method was chosen to explore the perceived benefits of oral presentations in improving students' speaking confidence.

The participants were 53 students from the English Education Study Program at Sriwijaya University. They were in the 5th and 7th semesters and had already joined several English courses that required oral presentations, such as Public Communication, Critical Reading, and Methodology in TEFL, etc. The participants were chosen using purposive sampling, which means only students with experience in giving oral presentations in English classes were included. The data were collected using a questionnaire with 22 Likert-scale questions and 4 open-ended questions, shared through Google Form.

### Respondents

In this research, the population is students from the English Education Study Program at the Faculty of Teacher Training and Education, Sriwijaya University. These students come from both Indralaya and Palembang campus. The researcher chose the participants by using a purposive sampling method. This means the researcher picked students who match the purpose of the research. According to Turner (2020), purposive sampling is used when the researcher wants to choose people who have the right experience or background related to the study. In this study, the participants were chosen based on the following: (1) they are students of English Education at Sriwijaya University 5th dan 7th semester, and (2) they are students who have done classroom presentations.

### Instruments

The instruments used in this study were a questionnaire and open-ended interview questions. The questionnaire was designed to investigate students perceived benefits of oral presentations in improving their confidence in speaking English. It consisted of 22 closed-ended items using a five-point Likert scale: "Strongly Agree" (5), "Agree" (4), "Neutral" (3), "Disagree" (2), and "Strongly Disagree" (1). The items were arranged to cover different aspects related to oral presentations, including confidence, vocabulary use, anxiety reduction, organization of ideas, and overall speaking performance. In addition to the questionnaire, four open-ended questions were included to allow participants to provide more detailed responses regarding their personal experiences, challenges, and strategies during oral presentations. These open-ended questions enabled the researcher to explore insights that could not be fully captured through the structured questionnaire. The questionnaire was distributed online via a Google Form prepared by the researcher. The participants were 112 students of the English Education Study Program in the 5th and 7th semester at Sriwijaya University. The responses were collected within a specified time period to ensure reliability and consistency of the data. All responses were recorded digitally, and prior consent was obtained from the participants before completing the questionnaire.

### Procedures

This research was conducted in several stages to obtain comprehensive data on students perceived benefits of oral presentations in improving their confidence in speaking. First, the researcher prepared the research instruments, which consisted of a questionnaire and four open-ended questions. The questionnaire was designed on a five-point Likert scale, while the open-ended questions allowed participants to provide more detailed explanations

of their experiences. Second, the researcher distributed the instruments online through a Google Form link. Before collecting the data, the researcher provided a clear explanation of the research purpose and obtained participants' consent to ensure ethical considerations. Third, the participants, who were 112 students of the English Education Study Program in the 5th and 7th semester at Sriwijaya University, completed the questionnaire within the specified time period. Finally, the researcher collected and compiled the responses, both quantitative data from the questionnaire and qualitative insights from the open-ended questions, to be analyzed in order to answer the research questions.

### **Data analysis**

The data in this research were analyzed using descriptive statistics and thematic analysis. In the first stage, the quantitative data obtained from the questionnaire, which consisted of 22 items on a five-point Likert scale, were collected, compiled, and tabulated. The researcher calculated the frequency and percentage of responses to describe students perceived benefits of oral presentations in improving their confidence in speaking. This descriptive analysis provided an overview of the tendencies in students' perceptions and allowed the researcher to identify the most dominant responses. In the second stage, the qualitative data from the 4 open-ended questions were analyzed using thematic analysis (Braun & Clarke, 2006). The researcher read and re-read the responses, organized the data into categories, generated codes, and then identified emerging themes. The themes were arranged into patterns to explain the main challenges students experienced, the strategies they applied, and their reflections on the benefits of oral presentations. Finally, the researcher drew conclusions by integrating the results from both the quantitative and qualitative data to answer the research questions about how oral presentations help students improve their confidence in speaking.

## **FINDINGS AND DISCUSSION**

### *Results of Questionnaire*

This section presents the findings of the questionnaire on the perceived benefits of oral presentations in helping students improve their speaking confidence. The questionnaire consisted of 22 items grouped into three main dimensions: (1) Increased Confidence in English Speaking, (2) Confidence in Performance and Self-expression, and (3) Social and Academic Speaking Confidence. The results are explained systematically under each theme.

#### **Increased Confidence in English Speaking (Items 1-9)**

This dimension measured how oral presentations helped students feel more confident in speaking English in class. The majority of students responded with "Agree" and "Strongly Agree." This indicates that oral presentations encouraged them to use English more actively, reduced hesitation, and helped them practice pronunciation and fluency.

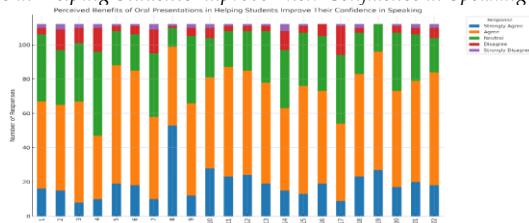
#### **Confidence in Performance and Self-expression (Items 10-14)**

The second dimension focused on students' confidence when performing in front of the class and expressing their own ideas. Most students reported that presentations helped them improve body language, voice clarity, and eye contact. Students also felt that they became more confident in expressing opinions in English.

#### **Social and Academic Speaking Confidence (Items 15-22)**

This dimension explored how presentations influenced students' confidence in academic discussions and social interactions. The results showed that presentations not only built students' confidence in class but also gave them more courage to speak English in group discussions, peer interactions, and informal conversations

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Grafik 1 Results of Questionnaire  
Tabel 1 Result of Questionnaire

Perceived Benefits of Oral Presentations in Helping Students Improve Their Confidence in Speaking (N=112)

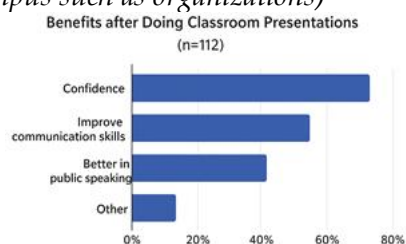
No.	Name of Items	Respos									
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree					
1.	I feel more confidence to speak English after doing presentations.	16	14,3%	51	45,5%	39	34,8%	4	3,6%	2	1,8%
2.	I am not as nervous as before when I speak English in class.	15	13,4%	50	44,6%	32	28,6%	12	10,7%	3	2,7%
3.	I speak more clearly after doing presentations.	8	7,1%	59	52,7%	34	30,4%	9	8%	2	1,8%
4.	I feel more comfortable speaking English during oral presentations in class.	10	8,9%	37	33%	49	43,7%	14	12,5%	2	1,8%
5.	I believe I can speak English well because of oral presentation practice.	19	17%	69	61,6%	20	17,9%	3	2,7%	1	0,9%
6.	Giving presentations encourages me to take more risks when speaking English.	18	16,1%	67	59,8%	21	19,8%	5	4,5%	1	0,9%
7.	I feel more relaxed when I speak English during classroom presentations.	10	8,9%	48	42,9%	37	33%	14	12,5%	3	2,7%
8.	I feel happy after I finish a presentations.	53	47,3%	46	41,1%	11	9,8%	1	0,9%	1	0,9%
9.	I feel more ready to speak in English class.	12	10,7%	54	48,2%	39	0,7%	5	4,5%	2	1,8%
10.	I feel proud when I speak English in front of others.	28	25%	53	47,3%	23	20,5%	6	5,4%	2	1,8%
11.	I notice improvement in my confidence after each presentation.	23	20,5%	64	57,1%	21	18,8%	3	2,7%	1	0,9%
12.	Presentations help me feel strong and confidence.	24	21,4%	61	54,5%	23	20,5%	3	2,7%	1	0,9%

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13.	I can speak English with more volume and clarity than before.	19	17%	59	52,7%	30	26,7%	3	2,7%	1	0,9%
14.	I speak more during class now because I feel more confident.	15	13,4%	48	42,9%	34	30,4%	11	9,8%	4	3,6%
15.	Presentations make me feel more positive about my English skills to socialize.	13	11,6%	63	56,3%	31	27,7%	4	3,6%	1	0,9%
16.	I feel more confident to speak English outside the classroom.	19	17%	54	48,2%	32	28,6%	63	6,3%	0	0%
17.	I feel more comfortable speaking English during discussions.	9	8%	45	40,2%	40	35,7%	17	15,2%	1	0,9%
18.	My classmates' support helps build my speaking confidence.	23	20,5%	60	53,6%	24	21,4%	3	2,7%	2	1,8%
19.	I believe that presentation practice improves my speaking confidence for academic purpose.	27	4,1%	69	61,6%	16	14,3%	0	0%	0	0%
20.	Speaking English feels easier for me because of my presentation experience.	17	15,2%	56	50%	34	30,4%	4	3,6%	1	0,9%
21.	Doing presentations has helped reduce my fear of speaking English.	20	17,9%	59	52,7%	27	24,1%	4	3,6%	2	1,8%
22.	I feel less shy when I speak English now.	18	16,1%	66	58,9%	20	17,9%	6	5,4%	2	1,8%

### Results of Open-Ended Questions

The results of open-ended questions the thematic analysis identified four themes in this research. Various themes obtained were related to the research questions regarding students' perceived in doing oral presentations, such as: (1) The benefits felt by students after doing classroom presentations, both in academic studies and in other activities outside campus such as organizations; (2) The challenges or problems faced by students during oral presentations in English and the strategies they use to overcome them; (3) The role of presentations in helping students build confidence when speaking in front of others, especially in English; and (4) The changes students feel before and after doing presentations. *Theme 1 (The benefits felt by students after doing classroom presentations, both in academic studies and in other activities outside campus such as organizations)*



## Grafik 2. Theme 1

Most participants said they got similar benefits after doing presentations in class, both in their studies and in activities outside campus like organizations. The benefits they mentioned most were feeling more confident, improving communication skills, and getting better at public speaking. Many students said that presentations made them more confident in speaking English, less nervous, and braver to share their opinions in front of others. Some also said their pronunciation, vocabulary, and fluency got better because of the practice. Presentations also helped students work in teams, think more critically, and answer questions more easily.

Here are some examples of what participants said:

**Confidence**

Confidence has become the benefit most often mentioned by students after doing classroom presentations. Many students said that presentations helped them feel braver, less nervous, and more comfortable speaking in front of others. Presentations also made them believe more in their ability to speak English.

The following are some statements from participants:

"... presentation makes me feel confidence in speaking english" (LS)

"... I fell after a presentations kind of boost my confidence ...." (PM)

"Doing classroom presentations helps me improve my confidence..." (GL)

"...and build confidence in speaking in front of others..." (SA)

**b. Improve Communication Skills**

Besides confidence, students also said that classroom presentations helped them improve their communication skills. By speaking in front of others, they learned how to talk more clearly, arrange their ideas, and share messages so people could understand. The following are some statements from participants:

"I feel like presentations help me improve my communication skills..." (PW)

"After doing classroom presentations, I feel that my communication skills have improved, especially in explaining ideas clearly..." (PN)

"...my communication skills are better because I practice speaking and answering questions during presentations" (RM)

"Communication skills are better now, and I can share my ideas more clearly..." (NA)

**Better in Public Speaking**

The majority of students mentioned the same perception, that doing classroom presentations made them better in public speaking. By speaking in front of others, they became more lead discussions, and more able to deliver their ideas clearly. The following are some statements from participants:

"...outside campus, such as in organizations, the skill is useful for leading discussions, sharing ideas, and influencing others more effectively..." (AE)

"...can organize and share ideas more clearly, and they become more used to speaking in front of people, both in class and in organizations" (KA)

"...especially in organizations, these skills help me lead discussions, work well in a team, persuade others, and present ideas clearly, which creates a professional and reliable impression" (SR)

Theme 2 (The challenges or problems faced by students during oral presentations in English and the strategies they use to overcome them)



Grafik 3. Theme 2

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Almost all participants mentioned nervousness as the main challenge they faced when doing oral presentations in English. Many students said they often felt shy, anxious, or afraid of making mistakes in front of the audience. Another common problem was limited vocabulary and grammar, which often made students stop in the middle of speaking or feel less confident. To overcome these challenges, students tried several strategies, such as practicing before the presentation, preparing simple notes or key points, speaking slowly, using breathing techniques, or practicing in front of a mirror. Some participants also motivated themselves by thinking positively or doing ice breaking.

The following are detailed statements from participants:

**Nervousness**

The majority of students mentioned the same perception, that nervousness was the main challenge they faced when doing presentations in English. The following are some statements from participants:

*"My main challenge is nervousness and sometimes forgetting words. I try to practice or make simple notes"* (NA)

*"nervousness, also forgetting what to say. so, I prepare the material in advance and practice several times..."* (WA)

*"... sometimes I also feel nervous and forget what I want to say. To overcome this, I usually practice several times, prepare key points instead of memorizing, and try to stay calm by breathing slowly before starting"* (SNA)

**Forgetting Words**

Many students said that one problem in presentations is forgetting words. They often stop speaking because they cannot find the right words. The following are some statements from participants:

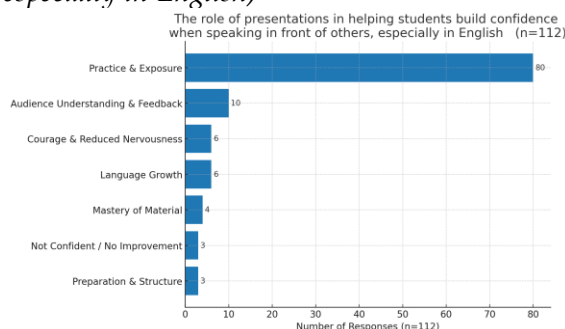
*"...feeling forget words and i don't know what i wanna say, i can't express it. To overcome this challenge, sometimes i make a script before presentation, and practice it"* (RN)

*"...forget words, To overcome this, I practice more, prepare simple notes, and try to stay calm by speaking slowly and clearly"* (MH)

*"...sometimes forgetting what I want to say, I usually rehearse at home, prepare the key points, and before I start, I take a deep breath to relax"* (MHP)

*"...forget some words when speaking in English. I try to overcome this by practicing more, preparing notes, and learning useful vocabulary before the presentation"* (IT)

*Theme 3 (The role of presentations in helping students build confidence when speaking in front of others, especially in English)*



Grafik 4. Theme 3

Most students said that presentations helped them feel more confidence in practice when speaking in front of others especially in English. The following are some statements from participants:

*"Presentations help me feel more confidence because I can prepare what I want to say, practice my English, and use slides as support. The more I present, the more used to speaking in front of others I become"* (PA)

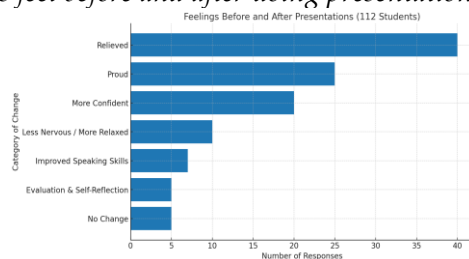
*"Presentations helped me improve my public speaking skills in practice english, makes me more confidence to speak in front of others"* (KL)

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*"Presentations help me feel more confidence when speaking in front of others, especially in English, because they give me regular practice in organizing my ideas..." (SNA)*

*"Presentations help me feel more confident because they train me to speak in front of many people and practice using English in real situations..." (RD)*

**Theme 4 (The changes students feel before and after doing presentations)**



Grafik 5. Theme 4

Many students said that doing presentations made them felt relieved and proud of themselves. The following are some statements from participants:

### **Relieved**

Several students mentioned that after finishing their presentations, they felt relieved.

The following are some statements from participants:

*"I just feel relieved because the presentation is over" (PL)*

*"Yes, before the presentation I usually feel nervous and worried. But after it's done, I feel more relieved..." (IK)*

*"Feel relieved enjoy, because everytime do my presentations i'm always nervous" (AF)*

### **Proud**

Many students said that after finishing their presentations, they felt proud of themselves. The following are some statements from participants

*"I feel more relieved and prouder of myself" (EFS)*

*"...and proud because I managed to deliver my ideas..." (LP)*

*"...and proud of myself for completing it" (RM)*

*"...proud because I managed to share my ideas clearly and handle the audience's reactions" (SL)*

## CONCLUSIONS

The study concludes that students of the English Education Study Program at Sriwijaya University perceive oral presentations as highly beneficial in improving their confidence in speaking. Beyond building confidence, oral presentations also helped students strengthen communication skills, improve public speaking ability, and manage speaking anxiety through strategies such as preparation and practice. These findings suggest that oral presentations should continue to be used as an integral part of English language learning, especially in higher education. For lecturers, the results highlight the need to provide structured guidance, constructive feedback, and supportive classroom environments so that students can maximize the benefits of oral presentations. For students, the findings show that presentations can be seen not only as classroom tasks but also as valuable training for professional communication in their future careers

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