

**EXPLORING STUDENTS' STRATEGIES IN INCREASING
SELF-CONFIDENCE IN SPEAKING**

THESIS

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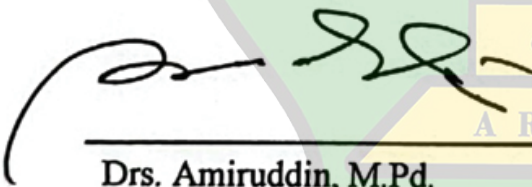
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DECLARATION OF ORIGINALITY

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EXPLORING STUDENTS' STRATEGIES IN INCREASING SELF-CONFIDENCE IN SPEAKING

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat pernyataan,



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ABSTRACT

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This research was conducted to find out students' strategies in increasing self-confidence in speaking and to reveal the challenges faced by students in increasing self-confidence in speaking. This research was carried out at the Department of English Language Education of UIN Ar-Raniry. This research used a descriptive qualitative approach. Research participants were selected using purposive sampling. Participants of this research were ten English students from batch 2019. Furthermore, data was collected through semi-structured interviews. The research results show that the strategies used by students to increase self-confidence in speaking are practicing speaking alone, repetition, creating outlines, and listening to English songs. Nevertheless, in increasing their self-confidence in speaking they also faced challenges such as anxiety, lack of vocabulary, lack of self-motivation, and loss of concentration.

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CHAPTER 1

INTRODUCTION

A. Background of Study

Speaking is an activity that cannot be separated from human life. Almost every human activity interacts with each other by speaking. According to Cahyono and Indah (2012), one of the four language abilities, speaking is understood as an oral representation of thought, feeling, or message. Speaking is a means of exchanging information and ideas from one human being to another. Chaney (2002) states that speaking is a process of interaction between two or more people to develop and share ideas through verbal and non-verbal symbols in a variety of contexts. Having speaking skills will make it very easy to interact with other humans.

Speaking is one of the most important skills in English. Therefore, Crystal (2003) stated that it is very important to master this skill, especially since English is one of the most widely spoken languages in the world. The ability to speak good English will provide benefits not only to increase knowledge but will provide additional value in finding a job. Many students find it difficult to be able to speak English in front of a large number of people. Mastering good speaking skills is not an easy thing to do. There are still many students in Indonesia who are still unable to speak English even though they have been studying it for several years in school. Likewise, at the college level where there are English courses and lecturers usually give some assignments and projects

for students with the aim of training students' speaking skills, especially in communicating with others.

According to (Fajrinur, 2019) speaking English is still difficult to learn because there are many parts that students have to master. Some elements that are important for students such as grammar, vocabulary, and pronunciation. This makes difficult for students to speak English. For EFL students speaking English is not easy (Dewi, Kultsum & Armadi, 2016). Students having difficulty in speaking English is also triggered by their insecurity, because there are still many students who think that English is not important to learn. Having few opportunities to speak English outside of English learning activities is a factor that contributes making students less confident in speaking, they will always be nervous and unfamiliar with using vocabulary that they rarely use when communicating.

Self-confidence is the key making students brave in speaking English even with limited vocabulary. If a person is sure of something, then he will not worry about the result, and will take for granted that it will go right. Therefore, if the students have high self-confidence then it will be very beneficial for them to speak English. Self-confidence has a very important role in communicating because self-confidence is a person's effort to be independent, feel free and aware of abilities, and also in facing all challenges to produce the best results. According to Lauster (2002) self-confidence is a positive attitude of an individual that allows him to develop a positive assessment of himself and the environment or situation he faces. But if students have a low level of self-

confidence then they will suffer from uncertainty, insecurity, and fear. So, a student needs to have high self-confidence, especially in speaking English. From the definition of self-confidence above, the researcher believes that the importance of self-confidence in helping students improve their English speaking skill.

Self-confidence is a factor that exists in us that plays a supporting role in achieving foreign language learning (Al-Hebaish, 2012). Furthermore, the researcher has experience regarding the problem of self-confidence with English Language Education Department students from batch 2019. When participating in several speaking classes such as basic speaking, intermediate speaking, English presentation skills, public speaking and communication management courses, the researcher saw several friends often facing problems while speaking English. Many of them feel insecure and worried when speaking English both in class and outside of class. Those with low levels of self-confidence feel afraid of making mistakes when they speak English. However, there are several friends who have a good level of self-confidence, they always brave and never seem nervous when speaking English. They speak confidently both in front of the class and outside the class. None of them had a worried look on their face while speaking English. They speak English fluently and without hesitation. Therefore, the researcher wants to know what strategies are used by students who have a good level of self-confidence in increasing their self-confidence when speaking English and what challenges they face when they increase their self-confidence.

Many studies address the self-confidence of English students. Tridinanti (2018) examines the relationship between speech anxiety and self-confidence with the speech achievements of EFL students of Private Universities in Palembang. The results of the study showed that there was a significant positive relationship between the variables of self-confidence and learning achievement. That is, the higher the self-confidence, the higher the student's speaking achievement. Then, Al-Hebaish (2012) also studied the correlation between general self-confidence and academic achievement. This study shows a significant correlation between general self-confidence and academic achievement. The participants who scored high on the General Self-Confidence Questionnaire (GSCQ) also had high scores in oral achievement tests. Both studies show that the higher the self-confidence that students have, the higher their oral achievement. Students who have high self-confidence speak more fluently and without hesitation both in the classroom and outside the classroom. On the contrary, students who have low self-confidence will have difficulty in speaking and makes them quiet.

The previous study had some differences with this study especially in topics, focus, different research samples, and methodologies. In this study, researcher focused on exploring the strategies of students of the English Language Education Department of UIN Ar-Raniry used in increasing their self-confidence in speaking English and examine the challenges they face in increasing self-confidence when speaking English. This research was conducted at the English Language Education Department of UIN Ar-Raniry

and the researcher chose ten students from batch 2019 as participants in this study. Thus, the researcher would like to entitle this study “*Exploring Students’ Strategies in Increasing Self-confidence in Speaking*”.

B. Research Question

Based on the background of the study above, the research questions of this study are formulated as follows:

1. What are the strategies used by the students of English Language Education Department in increasing self-confidence in speaking?
2. What are the challenges faced by the students in increasing self-confidence in speaking?

C. The Aim of Study

According to the research question above, here are the aims of this study formulated as follows:

1. To know the strategies used by the students in increasing self-confidence in speaking.
2. To find out the challenges faced by students in increasing self-confidence in speaking.

D. Significance of The Study

1. Students

I hope that this research will help students with low self-confidence in speaking by following strategies to increase confidence in speaking. I also hope that the students can be more confident in speaking to make them fluent in speaking English.

2. Teacher

This research expects to provide some additional information and knowledge for teachers in increasing their students' self confidence in speaking especially in the classroom. If the teacher already knows the strategies how to increase their students' self-confidence in speaking, then the teacher can adjust the appropriate method for teaching the students.

E. Research Terminology

Terminology is an explanation of the keywords of this study and aims to avoid misunderstandings. The following terms will describe as follows:

1. Speaking

Nunan (2005) defined speaking as a process by which an individual expresses ideas, thoughts, and feelings orally in order to communicate. Speaking is the process of creating and exchanging meaning through the use of verbal and non-verbal symbols in various circumstances. According to Fachrurazy (2012, p.79), speaking is an active and advantageous ability.

The ability to articulate ideas freely and spontaneously is the goal of speaking.

2. Strategy

A strategy is an action plan that a person uses to formulate goals. Strategy is a special way to process the information used by learners that helps to solve language problems (Gani, Fajrina, & Hanifa, 2015). Strategy is a form of the future and aims to achieve the goals that have been planned. The definition of students' strategy in this study is the ways, steps, and efforts made by students in increasing self-confidence in speaking English.

3. Self-confidence

Self-confidence is an attitude that a person holds about himself that allows him to move forward and achieve his goals. According to Lauster (in Ghufroon and Risnawita, 2010), self-confidence is one aspect of personality that includes belief in one's ability, optimism, responsibility, rational thinking, and positive thinking. Self-confidence is the way a person feels about themselves or the sense of competence and worthiness that they associate with their self-idea. In this study, self-confidence means students' confidence and trust in their ability to speak English.

CHAPTER 2

LITERATURE REVIEW

A. Speaking

a. Definition of Speaking

Speaking is one of the skills that must be mastered in English. Speaking has many definitions according to linguists. Speaking is a process of creating and sharing meaning by using verbal and non-verbal symbols in various contexts. Speaking is an interactive process that creates meaning which includes producing, receiving, and processing information. Nunan (2003) defines speaking as a productive oral skill that occurs directly. It consists of systemically generated verbal utterances to convey a meaning. It can be interpreted that speaking activities carried out in everyday life that used to express ideas, the process of selecting and using elements of language. Nunan (2003) also argues that speaking has a function as a natural means of communication between people, language used for thinking and also as a form of social behavior.

Speaking English is not easy to master because speakers have to understand many important components such as vocabulary, grammar, pronunciation, comprehension, and fluency. A speaker must have adequate English speaking skills to be able to communicate effectively. Based on Pourhosein Gilakjani (2016) and Efrizal (2012) speaking is very important in interacting with others because speaking can take place anywhere and every day. Then speaking is also a means of expressing ideas and messages verbally.

Ur (2000) states that from the four language skills which include listening, speaking, reading, and writing, speaking skills are the most important because they are needed to produce effective communication. Erdiana, Bahri, and Akhmal (2019) explained that speaking is an interactive process between two or more people to transmit, obtain, and process information orally. Speaking is part of communicative activities and is very vital in language learning, so that speakers need much practice as possible. Speaking is also part of communicative activities that can create interaction between people to obtain information, remove barriers, talk about themselves and learn about culture.

b. Components of Speaking

Speaking is an oral language skill that is useful for everyday human life. Speaking is a means of communication to share information, exchange stories, show ideas, and respond to the other person. According to Harmer (2005), speaking is a complex skill because there are several components that must be considered such as vocabulary, grammar, pronunciation, fluency, and comprehension. These components are very important in speaking skills, including:

1. Vocabulary

Vocabulary is a very important component in speaking. Vocabulary plays an important role in determining the right words to compose a sentence. The existence of vocabulary also shows that language processes can create a meaning. If someone wants to create an effective communication then they must have mastery a lot of vocabulary.

2. Grammar

Grammar is a grammatical rule that sets the composition of the language we use. Richards and Schmidt (2010) stated that grammar is a description of language structure and how language units, such as words and phrases, transform into complete sentences. Likewise, Laksana (2016) states that grammar is a way to arrange word by word into one complete sentence. A good grammar structure will help the communication effective and minimize misunderstandings.

3. Pronunciation

In oral communication, pronunciation is one of essential elements. Harmer (2007: 1) stated that pronunciation is the way how the sound of a language is created, how and where the emphasis of a word and sentence is positioned, then how intonation and pitch are used to show our meanings and feelings when speaking. Every intonation, sound, emphasis, and pattern in clear pronunciation will help people to talk with other.

4. Fluency

Fluency is the ability to speak fluently and accurately. We must be fluent in speaking so that listeners can respond and hear clearly about the conversation being discussed. According to Jill (2008:27), fluency is a tool for communicating messages. So, it can be concluded that we

must consider that the fluency must be well developed so that listeners will understand the whole conversation.

5. Comprehension

Comprehension is a person's ability to understand and process information, formulate a representation of the meaning of a sentence. In speaking, comprehension refers to the speaker's understanding of what they are saying to the listener to avoid misunderstanding the information; besides that, its function is to make the listener can easily capture information from the speaker.

c. Speaking Problem

There are several problems that are often faced by English learners. According to Munjayanah (2004:17), the student has a few problems in speaking. The following are the problems of speaking:

1) Inhibition

Speaking requires real time exposure with audiences. Many students are worried and embarrassed to make mistakes when trying to say something in a foreign language in class. This resulted the students cannot develop their fluency in speaking English

2) Nothing to say

The problem that students often experience both inside and outside the classroom is they can't think of anything to talk about. The lack of

motivation that students have is caused by a lack of self-confidence and less mastery of vocabulary.

3) The low number of speaking participation

The low participation of students in speaking means that they only have a little time to speak. This is caused by the presence of dominant students in the class so that other students only have a short time to talk.

4) Mother tongue use

The use of the mother tongue greatly affects someone's fluency in speaking English. Students often use their mother tongue in class because it is easy to communicate with others and it is easy to process the information that they receive. Because of this indiscipline, students rarely use the target language during learning in class.

In addition for the problems that previously mentioned, there are other problems that also affects speaking, namely psychological problems. This psychological problem is related to the process of human interaction with other humans and with their environment. This often has an impact on a person's physical and emotional health. The problem is a person's lack of self-confidence and the anxiety that accompanies it. Rubio (2007) states that because of low self-confidence, many psychological barriers will appear such as feelings of insecurity, anxiety, fear, and feelings of being far from society, which are obstacles that will arise in a student when participating in the learning process so that it will affect individual speaking performance.

B. Self-confidence

a. Definition of Self-confidence

Self-confidence is a positive attitude possessed by a person to help him manage and develop the positive values. Self-confidence also means belief in one's abilities, strengths and self-assessment. High self-confidence is often associated with one's success. If someone has high self-confidence then he will be able to easily adapt in environment.

Lauster (2012) explained that self-confidence is an aspect of personality in the form of belief in self-ability, responsibility, optimism, rational thinking, and positive thinking. According to Anthony (2010), self-confidence is an attitude in individuals who can accept reality, are able to think positively, and can develop self-awareness and have own ability. One's self-confidence will increase motivation and make it a valuable asset for someone who has imperfect abilities. These abilities are needed to build self-confidence, so that someone who has good self-confidence must have advantages in the abilities he has. As stated by Bénabou and Tirole (2002) that higher self-confidence increases one's motivation in give encouragement for anyone who has a stake in its performance to build and maintain self-esteem.

Thantaway (2005) in the dictionary of guidance and counseling terms states that self-confidence is a mental or psychological condition of a person who gives strong confidence for himself in carrying out an action. Self-

confidence will motivate and influence a person to realize various goals in his life. As in this research, the researcher will examine the strategies students' used to increase self-confidence when speaking English. Self-confidence is very important for students to be involved in learning activities because those who have self-confidence believe in their abilities and set goals for themselves and work hard to achieve their goals. Benabou & Tirole (2002) stated that self-confidence has an effect on motivation and can change human behavior and it is considered as a factor of student problem-solving skills at universities.

b. Aspects Affect Self-confidence

Self-confidence has an important role in someone's life. Several aspects that affect self-confidence must be considered to obtain good self-confidence. According to Lauster (cited in Risnawati and Ghufroon, 2010) there are several aspects that must be considered, including:

1. Trust towards self-ability

Having confidence in the abilities you already have is one of a person's positive values in himself. He will believe that he can do everything he wants to achieve.

2. Optimistic

Optimism is the attitude of not doubting and always believing that something you want will come true. This attitude greatly affects the level of one's self-confidence.

3. Responsible

Being responsible means that someone has the awareness to complete their duties and they are able to bear all the consequences of every decision that has been taken.

4. Objective

Objective is the nature of a person in viewing something in accordance with the truth without being influenced by the opinions of others or personal.

5. Rational

Rational is a mindset that is owned by someone in analyzing something by using logical and reasonable thinking and in accordance with reality.

Based on the expert opinion above, the researcher concluded that the aspects of self-confidence are trust towards self-ability, optimistic, objective, responsible, and think rationally. Someone who wants to increase the level of self-confidence must pay attention for some of these aspects.

c. Indicators of Self-confidence

Self-confidence is a condition where a person has confidence in himself in doing something or deciding something. Based on Chiert (2004) self-confidence can be measured through intuition and observation. According to Kemendikbud (2014) there are some indicators that can be used to observe a person's self-confidence such as carry out activities and give

opinions without doubt, don't give up easily, make decisions quickly, dare to present in front of the class, dare to argue, ask, and answer questions. Then, Lauster (2012) also explains several indicators of a person's self-confidence, such as have positive thoughts, belief in your own abilities, independent, and dare to act.

Based on some of the indicators above, it can be concluded that a person has good self-confidence if he has shown attitudes or behaviors such as trust toward self-ability, make decisions quickly, never giving up, being independent, having the courage to argue, asking, answering questions, and being brave in do something.

d. Factors Affect Self-confidence

There are two factors that can influence students' ability to speak confidently. These factors are internal and external. Internal factors are factors that originate from students who play an important role in the learning process. Meanwhile, external factors are factors that come from outside the student which can influence students in language learning. According to Leong and Ahmadi (2017), in studying speaking, several factors can influence EFL learners, namely psychological factors or internal factors such as students' motivation and personality as well as external factors such as linguistic factors which consist of several language components such as vocabulary, semantics, phonology, and syntax.

Furthermore, Gurler (2015) stated that speaking has a variety of challenges that influence it, including psychological, physical, systemic, and attitude challenges. Some are in the form of short-term psychological and behavioral challenges, while others are external in the form of physical, and systematic barriers. Lack of self-confidence can be defined as both psychological obstacles and attitudes that make it difficult for learners to speak a foreign language confidently.

1. Psychological Factor

The scientific study of behavior and mental processes is known as psychology. Plotnik and Kouyoumdjian (2010) define psychology as the systematic, scientific study of behaviors and mental processes. Mental activities that are not visible right away relate to a variety of complicated mental activities such as thinking and imagining. They continue to define psychology as the science of behavior, adding that mental kinds of behavior might involve reading, eating, laughing, resting, and running. Juhana (2012) stated that psychological factors are a challenge for students in practicing speaking to become confident. These psychological factors are related to each other. These include feelings of anxiety, fear of making mistakes, shyness, and lack of self-motivation.

a. Fear of making mistake

Fear of making mistakes is one of the challenges that students often face in speaking English. Many students still have

doubts about speaking because they are afraid of making mistakes. According to Middleton (2009), many EFL students are afraid to speak the foreign language they are studying, this is because they do not want to be foolish in front of the class, and they are also afraid of sounding silly when speaking, and so on. This fear of making mistakes causes them not dare to speak and choose not to be active in speaking class.

b. Shyness

Shyness is an emotional thing experienced by students when asked to speak in class. Shyness is one of the challenges students face when learning to speak. Saurik in Juhana (2011, p. 101) states that many students who study English feel embarrassed when speaking English because they think they will make mistake so they choose to be silent.

c. Anxiety

Feeling anxiety is a psychological factor that occurs naturally which has the impact of having feelings of nervousness and fear that cannot be prevented. According to Arifin (2017) anxiety in speaking is a general term used to describe the fear that arises when students try to speak. Anxiety is a challenge for students to improve their speaking skills to become more confident.

d. Lack of motivation

Lack of self-motivation makes students less enthusiastic and makes them prefer to remain silent in conversations. According to Demir (2000), motivation is a desire that a person has to achieve a goal. Babu (2010) also stated that a lack of self-motivation in learning causes students hesitate to speak English in class. Motivation here means the student's desire to improve their speaking skills so that they become more confident.

2. Linguistic Factor

Linguistics is the scientific study of language. According to Harmer (2005), several components in linguistics can influence a person's ability to speak English. These are grammar, vocabulary, pronunciation, and comprehension. Grammar is needed in learning English to make it easier for students to compose sentences according to good sentence structure. Students who understand grammar will have good speaking skills because they can convey things easily with good sentence structure.

Vocabulary is the words used in speaking. Mastery of vocabulary is very important because communication will not work if people do not understand vocabulary. Conversation can occur if the people involved understand each other's conversation. Vocabulary is the main foundation for improving speaking skills. Likewise with pronunciation which is the way a word is pronounced. Pronunciation is done by saying words using stress and intonation according to the pattern of a language. Pronunciation will help

communication be more effective because it can prevent miscommunication. Lastly, comprehension is students' understanding of communication to prevent misunderstandings. Comprehension is knowing the purpose of a conversation, the content, and what is discussed in a communication. Having good comprehension will create good relationships with others.

e. Strategies to Increase Self-confidence

Self-confidence is very important in our life. Someone who wants to increase self-confidence must master several strategies or ways to assist him in increasing self-confidence. According to Fatmawati et al. (2020) there are several ways that can be used to increase students' self-confidence in speaking English, namely:

1. Speaking alone or self-talk

This strategy can train students' pronunciation. The more often they practicing speaking alone, the easier it is for students to correct mistakes in pronunciation or grammar. So that it will have a positive impact on students' self-confidence in speaking.

2. Not afraid of making mistake

Insecurity arises from a fear of making a mistake. Mistakes in speaking English are common because native speakers often make mistakes when speaking. Mistakes will be an experience for someone in learning to speak fluently.

3. Making list or outline

Helping students in oral presentation activities, they can make a list of the points they want to convey. This method can help them easily convey what they want to talk about.

4. Stay calm

If someone stays calm and relaxed in speaking, it will help them to get rid of nervousness and lack of confidence. Therefore it is important for someone to be calm and relaxed in speaking so that it is easy to convey all of their opinions.

Someone who has self-confidence will be able to control things that happen with the abilities he has. The strategies mentioned above can be used as a reference in helping someone to increase self-confidence. Someone who has self-confidence will definitely always learn from his life experiences so that he is always in the process of developing to be better than before.

C. Previous Studies

The following are some of the previous studies that have been done and related to this research. First, research conducted by Leong and Ahmadi (2017) entitled An Analysis of Factors Influencing Learners' English Speaking Skills shows that students who have low levels of self-esteem, low

levels of motivation, high anxiety will have serious problems in speaking even though they have good linguistic skills, whereas students with high levels of motivation and low anxiety are more confident and easy to speak affectively.

Second, Salim (2015) examines Self-Confidence in General and Its Implications for Student Achievement in Oral Presentations. The purpose of this research is to describe the level of confidence of Indonesian EFL students in general, to see how academic achievement in oral presentations and to examine the relationship between self-confidence and academic achievement in oral presentations. This research was conducted by involving 68 students as participants, they were second semester students in the English Department at a private university in Lamongan, Indonesia. Data were obtained through closed questionnaires as well as data of score from oral presentations. The results obtained from this study are students who have high level of self-confidence will speak more fluently in front of the class. Meanwhile, students with low self-confidence will find it more difficult to speak in front of the class.

The third is research conducted by Haidara (2016) entitled Psychological Factors Affecting English Speaking Performance for the English Learners in Indonesia. The purpose of this study is to describe the psychological factors that have a negative effect on the English speaking performance of English students in Indonesia. The participants in this study were 20 students from Applied Linguistics at the Graduate School of

Yogyakarta State University. The results of this study are that the main problem comes from students feeling afraid of making mistakes, feeling embarrassed, feeling indecisive and lack of confidence when speaking English. This study shows that psychological factors are more dominant in having a negative impact on English speaking performance than linguistic factors such as grammar and vocabulary factors.

The last is Muqorrobin, Bindarti, and Sundari (2022) conducted research entitled Factors Contributing to Learners' Lack of Self-Confidence in Speaking English. This research was conducted to examine the factors that contribute to students' lack of self-confidence when speaking English. This study used a descriptive quantitative design, with data obtained from 147 students of SMAN 2 Lumajang using an instrument questionnaire adapted from CSEFL (Confidence in Speaking English as a Foreign Language). Then the data were analyzed using descriptive statistical analysis. The results obtained from this study are that most students have a moderate level of confidence and ability is the most contributing factor in influencing students' lack of self-confidence.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter describes the research methodology used in this study. This chapter consists of the research design, research participants, methods of data collection, and methods of data analysis.

A. Research Design

This study used a descriptive qualitative research method to collect and analyze data. Qualitative research method is the most suitable method to answer research questions in this study. This study was designed to find out, describe, and interpret the strategies students use in increasing self-confidence in speaking and challenges faced by students in increasing their self-confidence. According to Bryman (2012) qualitative research is an educational research where researcher examines the experiences of participants and analyze data through words or paragraphs of those participants rather than quantification in data collection and analysis. This study is also different from quantitative which has many research participants. According to Hancock, Windridge, & Ockleford (2009), qualitative research aims to deepen and broaden our understanding of things that happen in our social world. This research also aimed to answer research questions by exploring how people's experience or how they view things.

Creswell (2012) stated that descriptive qualitative design is appropriate to facilitate an in-depth exploration of the experiences of research participants. In this study, students' experiences regarding their personal strategies were interpreted and

analyzed in depth and detail resulting in a comprehensive description of how students increased their confidence and the challenges they faced in the process of increasing self-confidence in speaking.

B. Research Participants

Cresswell (2008) stated that the population is a group of individuals who have similarities in characteristics. The population in this research were 132 students of the English Language Education Department of UIN Ar-Raniry batch 2019 who had taken all speaking courses. This study used purposive sampling to select the research participants. Johnson and Christensen (2012) explained that purposive sampling is a non-random sampling technique that requires researchers to determine their own research participants based on specific criteria that have been designed. Cohen, et.al (2000) stated that purposive sampling techniques benefit researchers because in choosing participants based on certain criteria and the selected participants have met the special needs of researchers in conducting research.

Nembhard & Bradley (2009) explained that it is normal for qualitative research not to require many participants compared to quantitative research. According to Stark & Trinidad (2007) in research on life experiences or methods for studying how a person subjectively perceives an experience and provides an understanding of the phenomenon, the number of participants involved is usually around 1-10 people. In addition, Creswell (2018) also explained that the number of participants in research regarding someone's experience or view of a phenomenon

is 3-10 people. The research participants in this study were selected based on some qualifications. The participants were 10 students who have met the qualification criteria. The criteria used in this research are first, they must be students of the English Language Education Department of UIN Ar-Raniry from batch 2019. Second, the participants must have taken basic speaking, intermediate speaking, English presentation skills, public speaking and communication management courses. Third, the participants must be the most confidence students in accordance with indicators of self-confidence.

C. Data collection

There are various instruments that can be used as tools in collecting the data. There are surveys, observations, interviews, and experiments, and Focus Group Discussions (FGDs). In this study, the researcher used interview instrument to collect the data. According to Easwaramoorthy and Zarinpoush (2006, p. 1), interview is an appropriate method to use when there is a need to gather in-depth information about people's thoughts, views, experiences, opinions, and feelings. The interview instrument was a semi-structured interview and in-depth interview. According to Jamshed (2014) a semi-structured interview is an instrument where the researchers design interview questions with regular arrangements, but if in the interview process the research participants do not answer specifically the key points of the questions asked, other questions will be added to clarify the previous answers. All responses of participants in this interview would be recorded and written as transcriptions.

D. Data Analysis

After the researcher obtained the interview data from the participants, the next step was to analyze the data. In this study, researcher used descriptive analysis. Data analysis in this study used some steps according to the theory of Miles, Huberman and Saldana (2014). This theory has three steps, namely:

1. Data Condensation

In this first step, the researcher will collect the answers from the participants, then summarize the answers by choosing the main points and focusing on the things that are considered important. Then the reduced data will help researchers to process the data.

2. Data Display

The next step after the data is reduced is to present the data. In this study the researcher will identify data related to student's strategies and the challenges faced by the students in increasing self-confidence in speaking. This step will help the researcher to understand what is going on so the researcher can decide to continue the analysis or try to deepen the findings.

3. Drawing or Verification Conclusion.

The last is drawing conclusions from the analysis that has been done. The conclusion is written based on the steps according to the research question so it will produce a clear explanation.

CHAPTER 4

FINDINGS AND DISCUSSION

In this chapter, the researcher presents the findings and discussion of the research results.

A. Research Finding

This chapter describes the findings and discussion about exploring students' strategies in increasing self-confidence in speaking and the challenges they faced in increasing their self-confidence in speaking. This chapter analyzes the research findings based on the data from the interviews. The results are used to fulfill the aim of the study. During the interview, the researcher asked 10 questions related to the strategies students used in increasing their self-confidence in speaking and the challenges they faced when trying to increase their self-confidence in speaking.

Interviews were conducted from September 14 to 27, 2023 with a total of 10 students of English Language Education Department batch 2019. The interviewees were disguised with the initials AN, AL, AA, FM, MR, NF, RP, RR, UT, ZM. After analyzing the data, the researcher found several findings related to this research. Below are the findings from this research which are explained in detail.

a. The Strategies in Increasing Self-confidence in Speaking

After conducting interviews, the researcher had collected answers to the first research question. Based on the interview results, the students used several

strategies to increase their self-confidence when speaking. The strategies had been divided into four parts. These strategies were practicing speaking alone, repetition, creating outline, and listening to English songs.

1. Practicing Speaking Alone

This strategy is widely used by students to increase their confidence when speaking. They like using this strategy because it is easy to apply daily without disturbing others. The students usually use it when they are alone. FM explained that this strategy is very easy to do because it is not limited by time and place. He usually uses it when he is riding his motorcycle alone. According to FM, practicing speaking alone helps him to know better what words to say, then it also helps in sorting out vocabulary based on the context he wants to talk about. A research participants, RP also mentioned that to increase her self-confidence when speaking, she usually uses this strategy continuously until she can master the speaking material for oral presentations. This strategy is also practiced when she is in front of the mirror and when riding her motorcycle alone. Similarly, ZM also revealed that speaking alone is very helpful for speaking fluency which will have an effect on self-confidence when speaking.

Then, AA stated that practicing speaking alone is very useful in making her confident. She usually practices speaking alone in front of a mirror with a big voice and by using this strategy she can find out what she wants to say, how to say it, and what kind of body gestures should be showed to make her confident. However, sometimes when she uses this

strategy, AA must pay attention to the surrounding conditions, for example when she is at home and the situation is quiet then she will practice.

In addition, MR also revealed that he often uses this strategy when he is alone. MR usually practices by pretending that there are two of him, so it is as if he is talking with the other one. The application of this strategy has helped him to be more confident when speaking as well as reducing nervousness.

Furthermore, AL revealed that she often uses this strategy when watching English videos. She would usually follow what was said in the video and practice as if she was having a conversation. AL usually practiced whenever she had free time and it did not take a long time. According to her, while practicing using this strategy, her confidence when speaking has increased, both when speaking in public and when presenting in class.

2. Repetition

Repetition is one of the strategies used by students to practice their speaking to be more fluent. For example, UT uses this strategy by repeating sentences, for example in tasks or in books, then practice repeating them in front of a mirror. She also explained that repeating sentences in front of the mirror will help her in training self-confidence by correcting mistakes when practicing. Then, she exposed that the sentences that were spoken repeatedly also contained daily activities. She enjoys using this strategy because in addition to helping her become more confident when speaking, her speaking

skills are also improving. This strategy also improves her vocabulary mastery. According to UT, by implementing this strategy, it is easier for her to adjust her vocabulary according to the context of the conversation, so that she can speak confidently in front of many people.

The same thing was also expressed by RR regarding this strategy which has benefits in increasing his confidence when speaking. She believes that focusing on repeating the sentences she wants to talk about will help correct which parts are missing. Practicing using this strategy takes about three until four days before the presentation, but for daily study she usually repeats it in her free time.

In addition, based on MR's statement that he uses this strategy for speaking practice so that he does not stammer. It took him several months to practice his speaking fluency by increasing his vocabulary and practicing by repeating. He admitted that speaking practice with this strategy provided effectiveness so that his speaking skills were getting smoother and his confidence was increasing.

3. Creating Outline

The strategy of creating outline is a way that can be used by writing down important points. This strategy is implemented by AN in preparing her speaking presentation materials. AN revealed that in making points for her presentation material, she would make it structured and concise. Creating an outline also helps AN as a guide in presentations. Furthermore, AN added that in implementing this strategy she had prepared from a long

time before the presentation. According to her, sometimes even though she have prepared the points of the presentation material perfectly, there are times when she encounters problem such as forgetting the material, then her own solution is to add continuous discussion with the points that related to the previous points. According to AN, this strategy helps her maintain self-confidence when speaking in public, especially in large and formal forums.

Similar, the same thing is also explained by RR regarding creating outline. In implementing this strategy, RR will write what will be conveyed, then she will read the notes to ensure the correctness of the contents of these points. After that she will read the note over and over again with focus without any interference from others. Practicing speaking using this strategy helps RR in ascertaining the missing and unconveyed parts. If during speaking there are still parts that have not been conveyed then she will repeat again. This helps her improve her speaking so that he can be confident when interacting in front of people.

4. Listen to English Song

The strategy of listening to English songs is also used by students in increasing self-confidence when speaking. NF revealed that speaking is related to listening, so she chose the strategy of listening to English songs, because she loves music. There are many music listening apps that you can use to practice, such as Spotify, Youtube Music, or Joox. These applications are not only for listening to music but listeners can also read lyrics so that it will increase the vocabulary mastery. According to NF, this strategy can be

used by everyone because everyone can choose the songs they like and the genre that suits their preferences.

When listening to songs, NF follows how to pronounce each lyric spoken by the singer and then proceeds to imitate the pronunciation. Because she has often listened to songs, she already knows how to pronounce a word correctly, so when talking with others it make her more confident because she is sure that the word used is the correct pronunciation.

Based on the explanation above regarding the strategies used by students to increase their confidence when speaking, it can be concluded that students have different strategies. These strategies are used according to each student's preferences and their conditions. For example, there are students who prefer to use the strategy of speaking alone and repeating it because it doesn't disturb people and can be done at any time. Then, the strategy of creating an outline is preferred because it helps students to remember important points when speaking and listening to songs is also very popular because students can learn vocabulary and pronunciation while getting entertainment.

b. The Student's Challenges in Increasing Self-Confidence in Speaking

Regarding the challenges faced by students when trying to be confident when speaking, participants in this study had many varied responses. They explained that there are various things that must be faced in order to increase self-confidence when speaking. Some of the challenges they face were anxiety, lack of vocabulary, lack of self-motivation and loss of concentration.

1. Anxiety

Anxiety is a feeling that disturbs human emotions. This feeling usually leads to nervousness, worry and negative assumptions. Many students revealed that they often get nervous when speaking English. RP mentioned that nervousness is a challenge that she often faces, such as speaking on forums with a large audience. She also worried about what she said on the forum was true or not. Furthermore, AN also said that the most difficult challenge to overcome was nervous because of its sudden appearance, it could be in the middle of a presentation, when responding to questions that were difficult for her, or because of lack of mastery of the speaking presentation material.

Furthermore, AL had similar experiences related to nervousness when speaking in public. According to her, if she is really nervous, then the first thing she does is try to calm down and relax so that her nerves can disappear. Moreover, UT revealed that she usually experiences nervousness when presenting in front of the class, especially when she gets eye-contact with the lecturer, she feels afraid and worried of wrong grammar or material during the presentation and also she is afraid if she gets corrected by the lecturer in front of friends. These things make UT nervous when speaking.

2. Lack of Vocabulary

Speaking requires the ability to master a large vocabulary. Some research participants feel that they are still lacking in mastering a lot of

vocabulary, which has an impact on confidence when speaking. As revealed by FM that he sometimes still finds it difficult to choose vocabulary that suits the context of speech. According to FM, vocabulary can be expanded by reading and watching, but because he is less active in reading books or watching English movies, it causes a lack of vocabulary mastery.

Then, MR mentioned that based on his experience, sometimes he was still constrained by the lack of vocabulary and pronunciation. Like when practicing speaking with friends, they sometimes don't understand what MR says because of limited vocabulary and not fluent speaking. This makes MR sometimes lack confidence when speaking. To overcome this, he will usually return to learn vocabulary again and practice speaking to get better. Another research participant, UT, also revealed that vocabulary is a challenge in speaking, learning takes time and step by step to master it.

3. Lack of self-motivation

Motivation is an important thing that a person must have in realizing goals. Some research participants noticed that sometimes they lacked motivation in speaking English confidently. A research participant, NF explained that the challenge that is often faced, especially when speaking in class is feeling unmotivated in speaking, especially because sometime she do not master a learning material and also when seeing the abilities of classmates who are more capable, sometimes making NF unenthusiastic

and a little difficult in giving opinions. She explained that what she usually does to overcome this challenge is to affirm herself and believe that she also has good abilities.

Moreover, UT explained that sometimes she experienced a lack of self-motivation when speaking in front of lecturers or campus officials, this was due to formal conditions that made her worried and felt anxious when speaking.

4. Loss of concentration

Concentration is something that needs to be considered in speaking. When delivering a presentation, everyone needs high concentration so that the presentation can be successful. Loss of concentration has an impact on the material that has been prepared, there may be points that are not conveyed or something wrong in the delivery. According to several research participants, they often face conditions like this. AA revealed that loss of concentration is a difficult challenge to overcome because it can appear suddenly. And this will interfere with the course of the presentation. According to her, if you face conditions like this, you should stay calm and remember the keywords of the material being discussed so that even if someone forgets it, the presentation still runs according to the flow that has been prepared.

Furthermore, RR mentioned that in speaking, she sometimes experiences a loss of concentration that causes her forget what to say next. According to her, loss of concentration is sometimes caused by not

preparing well, if the preparation is good then it will not lose concentration when speaking or presenting so that it will increase self-confidence. ZM also explained that when she loses concentration, she forgets what she wants to say. Sometimes, if she is stuck not knowing to continue, then she will change a new topic that is still related to the previous topic. Another research participant, RP, added that if you lose concentration it will make you forget what is being discussed, for example, during a presentation you forget a sentence, so it will automatically be difficult to remember the next sentence.

In addition, AN explained that when she was in a condition where the audience was a person with more knowledge above her, she sometimes felt anxious and lost concentration either during presentations or responding to questions because she felt that what she said was wrong or the audience knew more about the material presented by AN.

Based on the explanation of the challenges faced by students in increasing their self-confidence when speaking, the researcher concluded that there were several challenges faced by students. The challenges were feeling anxiety, lack of vocabulary, lack of self-motivation, and loss of concentration. These challenges were often faced by students not only in class but also outside of class. These challenges can affect students' level of self-confidence and also their speaking performance.

B. Discussion

This research aims to find out the strategies used by students to increase self-confidence in speaking. This section is a discussion of the findings of the research results above. There are two research questions in this study. These two research questions had been answered through data obtained during interviews.

The research questions are “What are the strategies used by the students of English Language Education Department in increasing self-confidence in speaking?” and “What are the challenges faced by the students in increasing self-confidence in speaking?”. The data was obtained through interviews to find out in-depth and detailed answers regarding the research participants' experiences. There were ten research participants and ten questions were asked during the interview. After conducting research through interviews, the researcher obtained data which is described below.

To answer the first research question, “What are the strategies used by the students of English Language Education Department in increasing self-confidence in speaking?”. The results shows that in increasing self-confidence when speaking, students use different strategies. The strategies were practicing speaking alone, repetition, creating outline, and listening to English songs. The results of these findings are in line with Fatmawati et al., (2020) who stated that the more often students practice speaking and repeat what material must be conveyed when speaking in public, the more it helps students encourage their self-confidence in speaking. and help correct language errors made previously. Furthermore, she

stated that making an outline or list of what students have to convey will help them when speaking, when they are not confident or nervous they can read the outline so that their confidence grows again. This strategy is also related to Zhanli's (2014) views. He said that students can practice by listening to English songs and watching films so that their speaking skills become more fluent, which will have a good impact on self-confidence.

The second research question in this study is “What are the challenges faced by the students in increasing self-confidence in speaking?”. The researcher found that there were several challenges faced by students in increasing their confidence when speaking. These challenges were anxiety, lack of vocabulary, lack of self-motivation, and loss of concentration. This is related to Habiburrahim (2020), feeling anxiety is a factor that causes students to feel uncomfortable when they have to speak in front of people or when they have to make an oral presentation. Rubio (2007) also explains that anxiety and fear are psychological obstacles caused by low self-confidence, so they will have an effect on an individual's speaking performance. Feelings of nervousness and fear of making mistakes make students make some mistakes by forgetting what they want to say. Students are also afraid of being corrected directly by the lecturer, making students feel insecure when they have to speak both in front of the class and outside the class. This is in line with Erdiana (2020), students were mostly anxious when speaking English in class, then encountered situations such as being afraid of receiving negative comments from teachers and friends, fear of being corrected by teachers for their errors in front of

others, lack of confidence in speaking in class, and not focused when speaking English in front of other students.

Lack of self-motivation is also a challenge in increasing self-confidence. Students do not feel enthusiastic and easily lose concentration when they feel unmotivated when they have to speak or make an oral presentation. This is related to Benabou & Tirole (2002), self-confidence is very important for someone because it increases an individual's motivation to realize their dreams and persist in pursuing their goals, even if there are obstacles that arise. Therefore, if students have a lack of self-motivation, this will result in them not being enthusiastic and feeling that they do not have good speaking skills compared to their friends. Apart from that, a lack of vocabulary mastery also becomes an obstacle for students in speaking. Students will experience difficulties when they want to convey something but don't know the vocabulary. These are some of the challenges faced by research participants in this study in increasing self-confidence in speaking.



CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents conclusions and recommendations from the research that has been conducted. Conclusions are made based on the research results presented in the previous chapter. Then recommendations are written to become a reference for further research in the future.

A. CONCLUSION

This research aims to find out students' strategies in increasing their self-confidence in speaking and the challenges they face when increasing their self-confidence in speaking. Based on the data, researchers found that students had several strategies to increase their confidence when speaking. It consists of several strategies, such as practicing speaking alone, repetition, creating outlines, and listening to English songs.

Research participants believe that practicing these strategies regularly will provide good benefits in developing their self-confidence in speaking. These strategies have various benefits for people who implement them. First, implementing the strategy of practicing speaking alone and repetition will help them correct language mistakes made previously, they can also practice speaking anywhere and anytime because this strategy does not depend on other people, and it helps speakers in composing sentences in conversation and also in pronouncing the words correctly.

Second, applying the creating outline strategy helps research participants in a conversation or presentation, they can easily explain the points in a coherent and detailed manner and they are not afraid of losing ideas during the presentation. The third strategy of listening to English songs helps research participants learn vocabulary and know the correct pronunciation. Based on the explanation of the benefits of this strategy, the researcher concluded that a person's self-confidence will increase if a person can speak fluently with good sentence structure and choose the right vocabulary, as well as by mastering the points of the material to be discussed. By having the things mentioned above, research participants feel that their confidence in speaking increases.

On the other hand, research participants also face several challenges when trying to increase their self-confidence in speaking. The challenges they face are nervousness, lack of vocabulary, lack of self-motivation and loss of concentration. However, they also found solutions for these challenges so that they no longer had difficulty increasing their self-confidence in speaking. For example, when they are nervous, they will try to be calm and relaxed, try to remember the next points of the material so that the presentation can run well even though they have lost concentration, then they also increase their vocabulary by reading books and watching films so that their vocabulary mastery increases, and they will affirm themselves when they feel less motivated to speak both in class and outside class.

B. RECOMMENDATIONS

Based on the research results of this study, there are several recommendations for further research. The researcher recommends conducting research on strategies to increase self-confidence in speaking deeper and providing more detailed data collection, by considering more research participants who come from various backgrounds. Apart from that, the researcher also hopes that this research will help to provide more information to develop references and materials related to student strategies in increasing their self-confidence in speaking and the challenges students face when increasing their self-confidence in speaking.



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Appendix A: Appointment Letter of Supervisor



SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
 Nomor : B-7644/UN.08/FTK/KP.07.6/07/2023

TENTANG
PENGGAKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
 b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
 2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
 3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
 4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
 5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
 7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
 8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
 9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
 10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Insitut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
 11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal **13 Juni 2023**

MEMUTUSKAN

Menetapkan PERTAMA : Menunjuk Saudara:
 1. Prof. Dr. Luthfi Auni, M.A. Sebagai Pembimbing Pertama
 2. Fitriah, M.Pd. Sebagai Pembimbing Kedua
 Untuk membimbing Skripsi :
 Nama : **Farah Fadhilah**
 NIM : **190203081**
 Program Studi : **Pendidikan Bahasa Inggris**
 Judul Skripsi : **Exploring Students' Strategies in Increasing Self-confidence in Speaking**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 025.04.2.423925/2023, tanggal 30 November 2022.

KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun 2023

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

جامعة الرانيري

AR - RANIRY

Ditetapkan di: Banda Aceh
 Pada tanggal: 21 Juli 2023
 Dekan,



Saiful Huluk

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.

Appendix B: Recommendation Letter of Conducting Research from *Fakultas Tarbiyah dan Keguruan*



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-9882/Un.08/FTK.1/PP.00.9/08/2023
Lamp : -
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,
Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **FARAH FADHILAH / 190203081**
Semester/Jurusan : / Pendidikan Bahasa Inggris
Alamat sekarang : Lr. Pelangi, Jl. Lingkar Kampus, Rukoh, Kec. Syiah Kuala, Kota Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***Exploring Students' Strategies in Increasing Self-confidence in Speaking***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 30 Agustus 2023
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 30 September
2023

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

Appendix C: Confirmation Letter of Conducting Research at the English Language Department



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email pbi.fk@ar-raniry.ac.id Website http://ar-raniry.ac.id

SURAT KETERANGAN

Nomor: B-871 /Un.08/PBI/Kp.01.2/11/2023

Schubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-9882/Un.08/FTK.I/TL.00/08/2023 tanggal 30 Agustus 2023, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Farah Fadhillah
NIM : 190203081
Fak/Prodi : Pendidikan Bahasa Inggris/Fakultas Tarbiyah Keguruan

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Skripsi yang berjudul:

“Exploring Students’ Strategies in Increasing Self-confidence in Speaking”

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 21 November 2023

Ketua Prodi Pendidikan Bahasa Inggris,

Syarifah Dahliana

Appendix D: Interview Protocol

Interview Protocol

Project : Exploring Student's Strategies in Increasing Self-confidence in Speaking

Time of interview :

Date :

Place : UIN Ar-Raniry, Banda Aceh

Interviewer : Farah Fadhilah

Interviewee :

Position of Interview : Student of English Language Education Department batch 2019

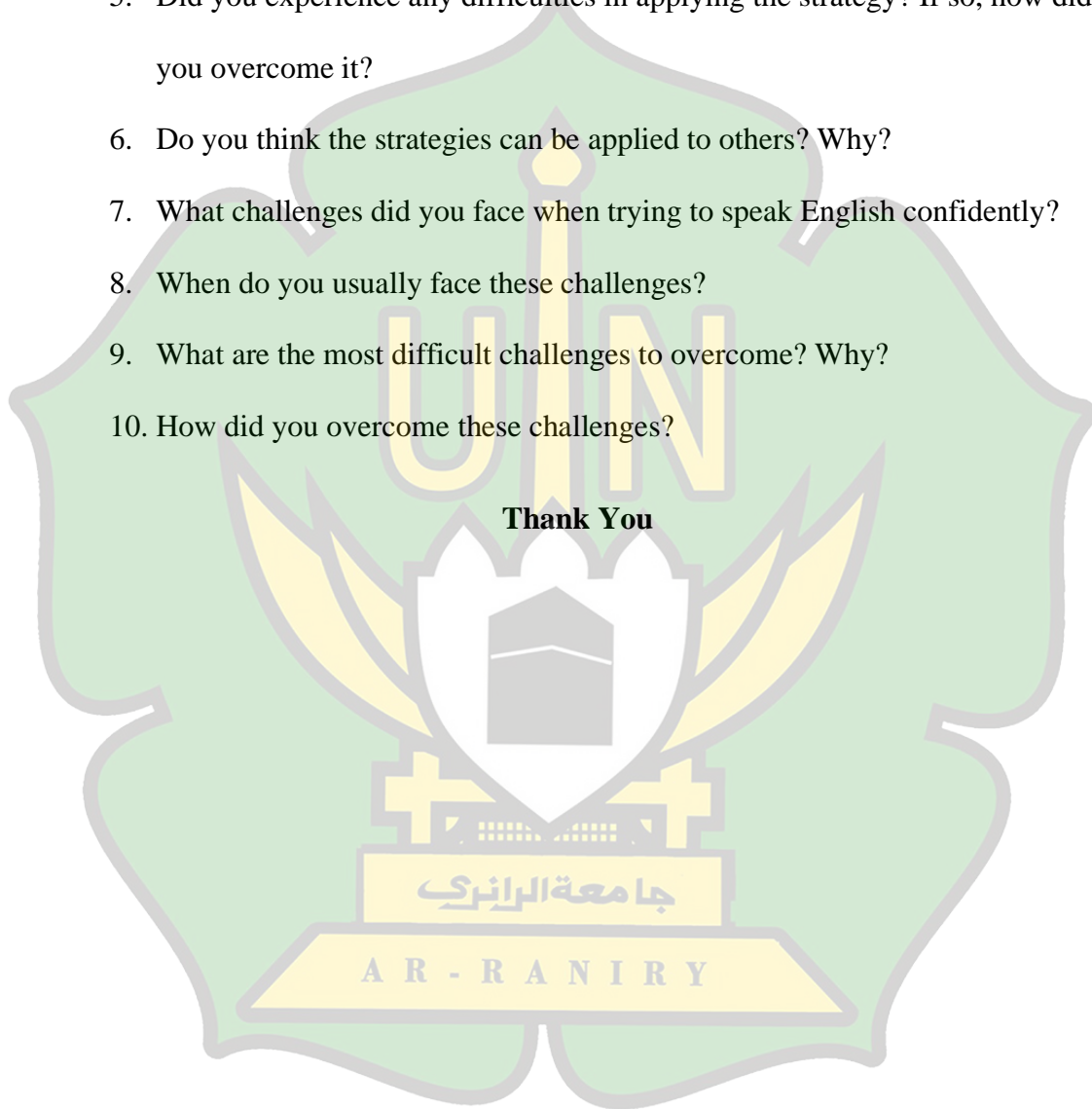
This research is about student's self-confidence in speaking. The purposes of this research are to find out the strategies that are used by the students in increasing their self-confidence in speaking. Data will be obtained through a semi-structured interview and the data will be recorded. The data will only be used for research purposes to protect the privacy of the interviewees. During the interview, the interviewee will be asked several questions. The interview process will take about 15-20 minutes.

Questions:

1. Do you speak English confidently?
2. What strategies do you use to increase your self-confidence in speaking?
And how do you implement these strategies?

3. Why do you think these strategies will help you to increase your self-confidence in speaking?
4. How long does it take in using these strategies?
5. Did you experience any difficulties in applying the strategy? If so, how did you overcome it?
6. Do you think the strategies can be applied to others? Why?
7. What challenges did you face when trying to speak English confidently?
8. When do you usually face these challenges?
9. What are the most difficult challenges to overcome? Why?
10. How did you overcome these challenges?

Thank You



Appendix E: Transcripts of Interviews

Participant 1

Interviewee : AA

Date of Interview : September, 26th, 2023

Interviewer: Do you speak English confidently?

P1: Alhamdulillah I can speak English confidently. I also brave in giving opinions, asking and answering questions both in class and outside of class.

Interviewer: What strategies do you use to increase your self-confidence in speaking? And how do you implement these strategies?

P1: I always practice what I want to say first, how to say it and how to gesture like a git, so I always practice alone before speaking. Sometimes I practice in front of a mirror, but most of the time I don't do it in front of a mirror. And the practice is always with a loud voice.

Interviewer: Why do you think these strategies will help you to increase your self-confidence in speaking?

P1: Because if we have practiced before, when we speak it is not difficult because we have already mentioned the vocabulary we want to convey and we also already know what we are talking about. So this exercise helped in making me confident.

Interviewer: How long does it take in using these strategies?

P1: Actually it depends on my needs, for example I want to make a presentation so I prepare this practice for about a day or two before appearing, but if I want to ask a question in class I usually practice speaking alone first before asking or giving an opinion.

Interviewer: Did you experience any difficulties in applying the strategy? If so, how did you overcome it?

P1: When I practice speaking alone, I like to do it in a loud voice. So I have to wait for a conducive time so I don't disturb people and so I can be confident in implementing the strategy

Interviewer: Do you think the strategies can be applied to others? Why?

P1: I think it can be used by others because this strategy is easy and not complicated.

Interviewer: What challenges did you face when trying to speak English confidently?

P1: Sometimes when I'm talking, I suddenly get a rebuttal from someone else or something unexpected outside of practice, I sometimes panic for a moment, or suddenly lose concentration.

Interviewer: When do you usually face these challenges?

P1: It depends, sometimes when I speak in front of a class or suddenly when I speak at an event.

Interviewer: What are the most difficult challenges to overcome? Why?

P1: The most difficult challenge above is losing concentration. Because if we get a rebuttal or rebuttal, we can still try to be calm, we can think about what we want to say, but if we lose concentration, what we have prepared is something we don't remember anymore.

Interviewer: How did you overcome these challenges?

P1: Try to remember the keywords of what you want to talk about. Try to remember vocabulary that relates to the points. So when you are talking and suddenly lose concentration, you still remember the plot. Another thing is trying to be calm, because if we lose focus, as long as we are calm, people won't know that we have lost concentration.

Participant 2

Interviewee : AL

Date of Interview : September, 21st, 2023

Interviewer : Do you speak English confidently?

P2: I can speak with confidence. I am also brave enough to ask questions and also provide responses in English, especially when in class.

Interviewer: What strategies do you use to increase your self-confidence in speaking? And how do you implement these strategies?

P2: Of course, I go to practice more often to practice alone and also. Previously, I often watched videos. Later I will also try to speak to myself following what is said in the video and imitating the speech from the video.

Interviewer: Why do you think these strategies will help you to increase your self-confidence in speaking?

P2: So far, after I implemented this strategy, my confidence when speaking has increased quite a lot. There is a good impact or influence after this strategy is implemented.

Interviewer: How long does it take in using these strategies?

P2: The actual time is not that long or not because practically it can happen at any time. and even if you do learn speaking, as I said earlier, you have to be practical, maybe get used to it or it won't take a long time. For example, for the context of an assignment, the speaking material will be prepared well in advance and then trained using the methods mentioned.

Interviewer: Did you experience any difficulties in applying the strategy? If so, how did you overcome it?

P2: The difficulty may be in the vocabulary used, because I still haven't mastered a lot of vocabulary in speaking

Interviewer: Do you think the strategies can be applied to others? Why?

P2: Because this strategy had quite an impact on me, I think other friends can also use this strategy.

Interviewer: What challenges did you face when trying to speak English confidently?

P2: Maybe the view in a crowd is like that, maybe from a class perspective I'm confident enough to speak, but maybe if the audience is foreign and there are a lot of people, maybe I still lack confidence when speaking English in front of a lot of people. So you have to learn again and need time to adapt.

Interviewer: When do you usually face these challenges?

P2: In class, maybe not very often, at least in class, if we talk about material we don't know yet, so we don't understand the material fully yet.

Interviewer: What are the most difficult challenges to overcome? Why?

P2: I'm a little nervous, so because I'm nervous, I sometimes lose concentration.

Interviewer: How did you overcome these challenges?

P2: At the very least, if you're really nervous, you have to relax, so you can calm yourself down so you can overcome your nervousness.

Participant 3

Interviewee : AN

Date of Interview : September, 14th, 2023

Interviewer : Do you speak English confidently?

P3: Yes, I feel confident in speaking English. I feel confident in giving opinion,

asking question, or answering question.

Interviewer: What strategies do you use to increase your self-confidence in speaking? And how do you implement these strategies?

P3: The strategy that I learned a long time ago is that before I present something in front of many people, I will prepare materials or make important points like a flow, I note down the points, I am guided by these points. and that is my reference to make it easy to convey something according to the material I have prepared.

Interviewer: Why do you think these strategies will help you to increase your self-confidence in speaking?

P3: Because as I said earlier, making these points as a guide or guidance for us so that we know what we should talk about, this will help me so that I can be confident when speaking.

Interviewer: How long does it take in using these strategies?

P3: The length of time you use this strategy depends on what point you want to make.

Interviewer: Did you experience any difficulties in applying the strategy? If so, how did you overcome it?

P3: In my opinion there is no difficulty in implementing this strategy.

Interviewer: Do you think the strategies can be applied to others? Why?

P3: I think this is a very general strategy that everyone can probably apply because I think this strategy is very easy as long as we really understand what we are saying and the points we took note of earlier.

Interviewer: What challenges did you face when trying to speak English confidently?

P3: When I speak in front of a lot of people, I suddenly feel nervous or lost track, like that, maybe we forget what we want to say, but again, we have to be clever enough to restore the situation to justify what was said or explain it again well.

Interviewer: When do you usually face these challenges?

P3: Maybe in one of the conditions where the audience is people who we think have more knowledge than us. Well, when we talk, we feel nervous.

Interviewer: What are the most difficult challenges to overcome? Why?

P3: The most difficult challenge to face may be nervousness or loss of concentration because of both of these, we can't help but know when it will appear or come. It could be that in the middle of a discussion we might respond to questions that may be difficult for us or that we don't quite understand what we have said.

Interviewer: How did you overcome these challenges?

P3: The solution that we have to do first is to calm down because if we are calm then everything we need to say will come back to our brain, because if we lose focus it's like we're lost for a moment, so the thing we need to do is calm ourselves down and then immediately refresh what we said.

Participant 4

Interviewee : FM

Date of Interview : September, 21st, 2023

Interviewer : Do you speak English confidently?

P4: I am quite confident in speaking English. Yes, I am brave enough to ask question or use English in public.

Interviewer: What strategies do you use to increase your self-confidence in speaking? And how do you implement these strategies?

P4: As for the strategy, there's no specific strategy, it's just that you have to talk often and get used to increasing your vocabulary. Sometimes I'm often on my motorbike going for a walk or I'm going somewhere, so I'm talking there so I'm talking to myself in English.

Interviewer: Why do you think these strategies will help you to increase your self-confidence in speaking?

P4: Based on this strategy, for example, if I have to say something like that on a motorbike or somewhere like that, I know better what words I want to say so the words are also filtered, what I want to say, what vocabulary I want to use, what the context is, so it's very useful in increase self-confidence.

Interviewer: How long does it take in using these strategies?

P4: As for how long it lasts, it depends on how often we repeat it. but in my personal opinion, maybe in 2-3 months you should start to speak fluently.

Interviewer: Did you experience any difficulties in applying the strategy? If so, how did you overcome it?

P4: The problem is that I'm also an introvert, so I don't like crowds. Moreover, we ourselves caused the commotion. So, the practice has to be hidden, so maybe that's the reason for the difficulties.

Interviewer: Do you think the strategies can be applied to others? Why?

P4: Personally, in my opinion, it is suitable for other people to use, especially people who like to be alone or are hesitant to talk to other people, you can try this method.

Interviewer: What challenges did you face when trying to speak English confidently?

P4: The challenge in choosing vocabulary is the same as being afraid of getting it wrong in context.

Interviewer: When do you usually face these challenges?

P4: Usually, when I'm presenting or speaking in front of a formal event, I usually feel like I'm nervous.

Interviewer: What are the most difficult challenges to overcome? Why?

P4: The most difficult thing to overcome is the vocabulary, in my opinion, because I don't know much vocabulary so I'm confused about what to say.

Interviewer: How did you overcome these challenges?

P4: I am currently trying to learn more about reading books and watching movies by paying attention to the meaning, context, and pronunciation in the movies.

Participant 5

Interviewee : MR

Date of Interview : September, 21st, 2023

Interviewer : Do you speak English confidently?

P5: Yes, I can speak English confidently. I am confident to ask, answer and give opinions, especially if it is addressed to an individual, I am very confident.

Interviewer: What strategies do you use to increase your self-confidence in speaking? And how do you implement these strategies?

P5: The strategy I use for speaking is usually I practice speaking a lot every day, it sounds a bit strange but I often talk to myself and think of me as having two sides so I can carry on a conversation.

Interviewer: Why do you think these strategies will help you to increase your self-confidence in speaking?

P5: This strategy helps me increase my self-confidence when speaking, but up to now, when I'm in public, I'm actually still nervous, but in front of my friends, many people are willing to respond, so that's what makes me confident when speaking.

Interviewer: How long does it take in using these strategies?

P5: For example, if we regularly practice this strategy for around 2 or 3 months, we can increase our self-confidence in speaking.

Interviewer: Did you experience any difficulties in applying the strategy? If so, how did you overcome it?

P5: Based on my experience when using this strategy is a lack of vocabulary. so the way I overcome this is by increasing my vocabulary.

Interviewer: Do you think the strategies can be applied to others? Why?

P5: I think it is suitable because we can practice learning English straight away. Then, after we learn English, we immediately practice it first with ourselves. After we have successfully practiced it with ourselves, then we practice it with our friends.

Interviewer: What challenges did you face when trying to speak English confidently?

P5: The challenge is that pronunciation is most often difficult, especially in front of friends, when I speak, they sometimes don't understand what I'm saying because my speaking is too stiff and lack of vocabulary is also a challenge.

Interviewer: When do you usually face these challenges?

P5: When speaking directly or something important that needs to be conveyed to friends or perhaps a teacher or lecturer.

Interviewer: What are the most difficult challenges to overcome? Why?

P5: The challenge is the lack of vocabulary that I master, which makes me unable to convey what I want to express.

Interviewer: How did you overcome these challenges?

P5: The solution is first to increase vocabulary. With sufficient vocabulary, we can speak well. And secondly, often repeat speaking practice so that our speaking becomes fluent.

Participant 6

Interviewee: NF

Date of Interview : September, 26th, 2023

Interviewer : Do you speak English confidently?

P6: InsyaAllah, I can speak English confidently. I am also brave in expressing opinions or asking and answering questions.

Interviewer: What strategies do you use to increase your self-confidence in speaking? And how do you implement these strategies?

P6: To increase my self-confidence, I usually practice a lot by listening to songs because speaking is related to listening, so I enjoy listening to English songs. So, when you hear the song, pay attention to how to pronounce it. Because I have heard the song many times, I already know the correct way to pronounce a word. So when I talk to people, I'm already quite more confident than before when I didn't practice. While listening to the song, you also practice how to pronounce it so it feels like you are talking to yourself.

Interviewer: Why do you think these strategies will help you to increase your self-confidence in speaking?

P6: because I am used to hearing natives sing the lyrics with the correct pronouns, so we already know the correct pronouns when speaking, so when we speak, we are sure that the pronunciation is correct, so I become confident.

Interviewer: How long does it take in using these strategies?

P6: Regarding time, it depends on the person and the activities they want to do. For example, there is a presentation in class, so it has been prepared several days before the appearance.

Interviewer: Did you experience any difficulties in applying the strategy? If so, how did you overcome it?

P6: Difficulties may be words that we often say but apparently mispronounce. Because we often use the wrong pronunciation, it's a bit difficult to change it to the correct one because we still remember the previous one.

Interviewer: Do you think the strategies can be applied to others? Why?

P6: It's very possible because many people like the song so they can practice it.

Interviewer: What challenges did you face when trying to speak English confidently?

P6: The challenge is being afraid of making mistakes and then losing vocabulary because we are already afraid because we see that other people have more abilities than us

Interviewer: When do you usually face these challenges?

P6: Usually often encountered in class. Because in class we speak formally, especially if in class we feel that we don't really understand the material or because we have seen classmates who have more abilities than us, so we have a little difficulty giving opinions or talking.

Interviewer: What are the most difficult challenges to overcome? Why?

P6: It seems that what is difficult to overcome is nervousness.

Interviewer: How did you overcome these challenges?

P6: The solution, for example, regarding anxiety caused by a friend who has more abilities, might be to affirm ourselves, like we shouldn't put ourselves down, we have to believe that we also have abilities even though other people have more abilities than us, we still shouldn't put ourselves down either. If you lack vocabulary, you have to study like learning from songs or often looking at the dictionary.

Participant 7

Interviewee : RP

Date of Interview : September, 25th, 2023

Interviewer : Do you speak English confidently?

P7: I am confident when speaking and have the courage to give opinions, ask or answer questions, especially when I understand the discussion material or material being presented. When I understand the material I am also confident in providing additional points during the presentation.

Interviewer: What strategies do you use to increase your self-confidence in speaking? And how do you implement these strategies?

P7: One strategy that is usually I used to improve this is talking to yourself in front of the mirror, usually this will be done continuously, for example regarding the material or words that we have to convey. Sometimes it can be when I ride a motorbike alone.

Interviewer: Why do you think these strategies will help you to increase your self-confidence in speaking?

P7: Because I believe The more we practice the more confident we become. For example, if we have practiced a lot before, we can correct errors in our pronunciation or maybe our material is not appropriate.

Interviewer: How long does it take in using these strategies?

P7: As long as I have time to practice speaking, I will definitely always use it for practice or maybe before going to sleep like that.

Interviewer: Did you experience any difficulties in applying the strategy? If so, how did you overcome it?

P7: The difficulties is that when we make a presentation, sometimes we forget what we are talking about because we lose concentration. If we forget one sentence, we automatically lose another sentence.

Interviewer: Do you think the strategies can be applied to others? Why?

P7: I think it's possible, because since I was in high school, when I took part in debate competitions, I always told my friends or juniors that they tried to speak in front of the mirror and they succeeded in becoming confident and didn't hesitate to speak.

Interviewer: What challenges did you face when trying to speak English confidently?

P7: There are challenges such as overthinking and worrying about whether what is said in the forum is correct or not. Nervousness is also a challenge, especially if you are in an outside forum where the audience is people you don't know, it can make you lose concentration.

Interviewer: When do you usually face these challenges?

P7: Usually, I face this challenge when I'm in a forum. But when speaking personally, I am usually confident.

Interviewer: What are the most difficult challenges to overcome? Why?

P7: The most difficult thing to overcome is nervousness.

Interviewer: How did you overcome these challenges?

P7: To overcome these things, sometimes apart from talking to yourself, strengthen your practice and read other references because it can increase our knowledge.

Participant 8

Interviewee : RR

Date of Interview : September, 27th, 2023

Interviewer : Do you speak English confidently?

P8: Yes, InshaAllah, I can speak English confidently. I'm brave in ask question and answer question especially if I understand the topic discussed in the classroom.

Interviewer: What strategies do you use to increase your self-confidence in speaking? And how do you implement these strategies?

P8: The strategy is to first write down what we want to convey, like that, then after we've written it, we'll skim over it, then repeat it over and over again, so you have to be alone or focused, there can be no distractions from outsiders.

Interviewer: Why do you think these strategies will help you to increase your self-confidence in speaking?

P8: When practicing speaking for the first time, there was something missing during practice, so if for example there was a note, we knew that meant this part had not been conveyed. So, for example, when we say something that hasn't been conveyed, we can look at it again, so when we look at the thing we forgot, we can repeat it again. Oh, that means this is what's left, so we can look back at what hasn't been conveyed.

Interviewer: How long does it take in using these strategies?

P8: Maybe it takes about 2 full days to prepare for a presentation in class, but for example, if it's just the evening, it's usually maybe 3 days or 4 days before the presentation. That has to be repeated over and over again.

Interviewer: Did you experience any difficulties in applying the strategy? If so, how did you overcome it?

P8: I myself can't repeat it in a crowded place. So the strategy for overcoming these difficulties is to do it when we are alone, so if we are in a crowd, we can just read it, even though we are repeating to ourselves, at least we have written down the strategy first so we don't do it in the middle of a crowd.

Interviewer: Do you think the strategies can be applied to others? Why?

P8: In my opinion, it depends on the person. So far I've only seen people doing the same thing, so InsyaAllah, it can be applied by other people.

Interviewer: What challenges did you face when trying to speak English confidently?

P8: The challenges in speaking English include being nervous and afraid of making mistakes, so this has happened, especially if the participants are already seniors, so I'm afraid of being corrected.

Interviewer: When do you usually face these challenges?

P8: As for challenges, I usually often face them during seminars or other formal events.

Interviewer: What are the most difficult challenges to overcome? Why?

P8: Actually, the most difficult thing to overcome is losing concentration. Because for example, nervousness can still be overcome with certain tricks, for example squeezing one's own hand, but if you lose concentration, you don't know what to say, especially if we are standing alone, for example, we don't have any notes with us, so we don't know what to say there.

Interviewer: How did you overcome these challenges?

P8: To overcome loss of concentration, we have to prepare really well. Usually we often practice alone in front of a mirror or in a quiet place or when we are alone we can try to say what we want to say.

Participant 9

Interviewee : UT

Date of Interview : September, 22nd, 2023

Interviewer : Do you speak English confidently?

P9: Yes, I can speak English confidently. I dare to ask, answer questions and provide opinions/responses.

Interviewer: What strategies do you use to increase your self-confidence in speaking? And how do you implement these strategies?

P9: One of the strategies that I use is before the presentation I will repeat again and again what material I will convey, such as the way I talk to myself in front of the mirror, not necessarily for presentations, for example, I talk to myself in front of the mirror about my daily life and that is a strategy for speak English confidently.

Interviewer: Why do you think these strategies will help you to increase your self-confidence in speaking?

P9: When we practice speaking, we have to have a complete vocabulary, so when we have a lot of vocabulary, we will automatically be confident because we are sure we won't make a mistake when we speak, which really helps build confidence.

Interviewer: How long does it take in using these strategies?

P9: So far, from semester one until now, I have always implemented this strategy by providing special time to study. Moreover, every day we definitely have different stories, so I will practice speaking alone in front of the mirror or tell stories with friends.

Interviewer: Did you experience any difficulties in applying the strategy? If so, how did you overcome it?

P9: The difficulty is like suddenly forgetting the vocabulary, so you have to open the translation first.

Interviewer: Do you think the strategies can be applied to others? Why?

P9: The strategy that I apply is the result of someone else's strategy. So if I can use the strategy, it means that other people can apply it too. This strategy will be effective if it is implemented by other people.

Interviewer: What challenges did you face when trying to speak English confidently?

P9: The challenge is that when we speak directly in front of high-ranking officials, the feeling will definitely be different, when talking with friends it will definitely be fun, but if we speak in front of lecturers or campus officials, we will suddenly feel anxious and suddenly lose focus. Believe it or not, everyone feels that way. That's the challenge I've faced. Nervous also exists, especially when presenting in front of the class, indeed we don't look at the audience, but when we look at the lecturer, especially the senior lecturer, we definitely feel afraid of making grammar mistakes, afraid of being corrected in front of our friends, that's all.

Interviewer: When do you usually face these challenges?

P9: Usually I face this when in front of lecturers or when talking to friends whose speaking skills are so good that it makes me embarrassed to talk to them.

Interviewer: What are the most difficult challenges to overcome? Why?

P9: The challenge that is difficult to overcome is more about vocabulary. Because vocabulary cannot be mastered quickly, you need to learn it step by step.

Interviewer: How did you overcome these challenges?

P9: I have tricks like one day one juz, I have one day ten vocabulary. So, for example, one day the theme is vegetables and groceries, so I prepare 10 vocabulary words to memorize, for example soya bean cake means tempeh. So that's how I memorized the vocabulary. The solution is to study again to increase your vocabulary.

Participant 10

Interviewee: ZM

Date of Interview: September, 25th, 2023

Interviewer : Do you speak English confidently?

P10: Yes, of course I can and am able to speak confidently both in the class or in public. And I'm confident in giving opinion or answer and ask question in the classroom.

Interviewer: What strategies do you use to increase your self-confidence in speaking? And how do you implement these strategies?

P10: The strategies I use include talking to myself in the mirror and then talking when I'm spending time alone and on the motorbike and so on

Interviewer: Why do you think these strategies will help you to increase your self-confidence in speaking?

P10: In my opinion, because we practice speaking alone, it increases our self-confidence, maybe if, for example, we talk to our friends, it will make us forget our vocabulary more often, maybe that also affects our self-confidence. Hence, it's better to practice speaking alone.

Interviewer: How long does it take in using these strategies?

P10: When I use this strategy I don't rely on time, when I have time I will do this strategy to increase my speaking confidence. I could talk to myself in an hour.

Interviewer: Did you experience any difficulties in applying the strategy? If so, how did you overcome it?

P10: Maybe sometimes in this strategy, like practicing speaking alone, sometimes I get tired or bored, I will stop first and then continue again later.

Interviewer: Do you think the strategies can be applied to others? Why?

P10: I think it can be used by others, especially those who are introverted, because I am an introvert, I feel more comfortable and safe when using this strategy.

Interviewer: What challenges did you face when trying to speak English confidently?

P10: Maybe it's like losing concentration so I don't know what to say and that makes me nervous.

Interviewer: When do you usually face these challenges?

P10: It usually happens in class because all the gazes are focused on me, especially in a formal setting, so I'm afraid of saying something wrong, so that causes nervous things.

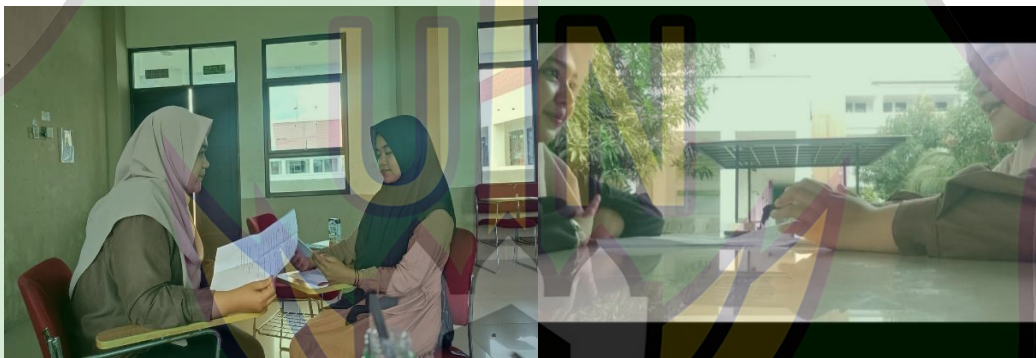
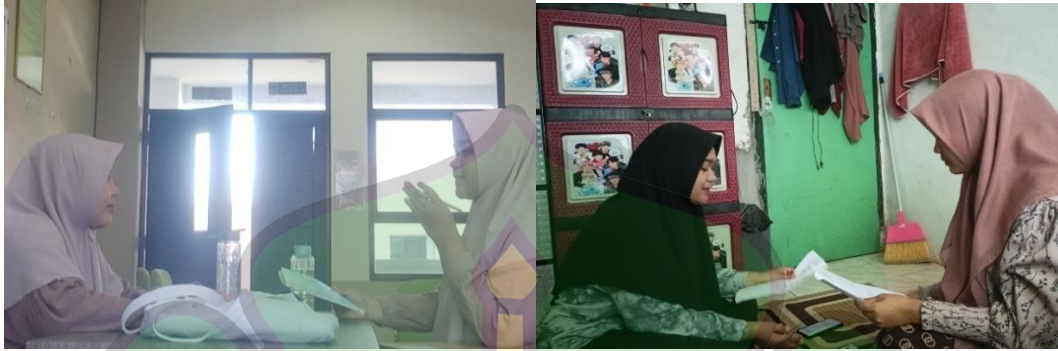
Interviewer: What are the most difficult challenges to overcome? Why?

P10: Challenges that are difficult to overcome, such as losing concentration and suddenly forgetting what to say next.

Interviewer: How did you overcome these challenges?

P10: The solution to deal with it is more like don't panic. Stay calm, keep trying to talk by looking for a new topic, then after getting a new topic, we can try again to remember the previous topic.

Appendix F: Documentation of Research



AUTOBIOGRAPHY

1. Name : Farah Fadhilah
2. Place/Date of Birth : Bireuen/10 Februari 2001
3. Sex : Female
4. Religion : Islam
5. Nationality : Indonesia
6. Adress : Dusun Timur, Geulanggang
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8. Occupation : Student of Department of English
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9. Parents
 - a. Father's Name : Mulyadi
 - b. Mother's Name : Rosmawar
 - c. Father's Occupation : Civil servants
 - d. Mother's Occupation : Midwife
 - e. Adress : Dusun Timur, Geulanggang
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10. Educational Background
 - a. Elementary School : SDN 1 Bireuen
 - b. Junior High School : SMPN 1 Bireuen
 - c. Senior High School : MAS Jeumala Amal
 - d. University : Department of English Language
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Banda Aceh, 15 November 2023
The writer,

Farah Fadhilah