

**STUDENTS' PERCEPTION TOWARD THEIR SELF-CONFIDENCE
IN PUBLIC SPEAKING**

THESIS

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**FAKULTAS TARBIYAH DAN KEGURUAN
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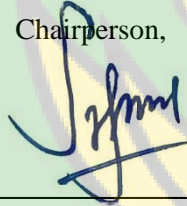
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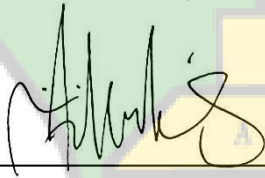
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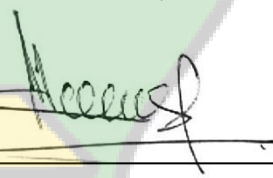
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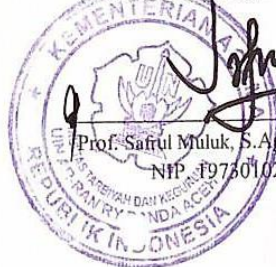
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Students' Perceptions toward Their Self-Confidence in Public Speaking

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. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 21 November 2022

Saya yang membuat surat pernyataan,



Muidal Muna

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Alhamdulillah, I would like to express my deepest praises and thanks to Allah *Subhanahu wa Ta'ala*, who has blessed and given me chance, inspiration, and power to finish this thesis. Peace and salutation are being upon to our beloved Prophet Muhammad *Shallallahu 'Alaihi wa Sallam*, who has shown us the perfect example of the greatest human being.

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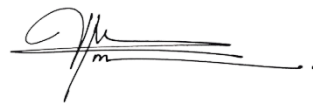
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I realize that this thesis is far from perfect. Therefore, every meaningful feedback and suggestions are open and highly appreciated.

Banda Aceh, 17 November 2022



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ABSTRACT

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Keywords : Self-Confidence, Psychological Factors, Linguistics Factors, Public Speaking.

One of the essential components of an effective public speaking performance is self-confidence. This research aims (1) to find out the factors that influence students' self-confidence in public speaking (2) to find the most dominant factors that influence their self-confidence in public speaking. This research employed a quantitative research method in which the data were quantitatively collected through questionnaire. The respondents were 32 English Language Education Department Students of State Islamic University of Ar-Raniry from 2019 academic year. This research found that: (1) the factors that influenced students' self-confidence in public speaking are linguistics and psychological. The psychological factors that appeared from English students are worried of making mistakes, shyness, nervousness, and anxiety. While the linguistics factors are grammatical error, limited vocabulary, lack of pronunciation, and lack of fluency. (2) The linguistics factor had the biggest impact on students' self-confidence in public speaking. This is demonstrated by the average value derived from questionnaire's results, which revealed that the linguistics factor received a score of 102.25 while the psychological factor received a score of 88.75.

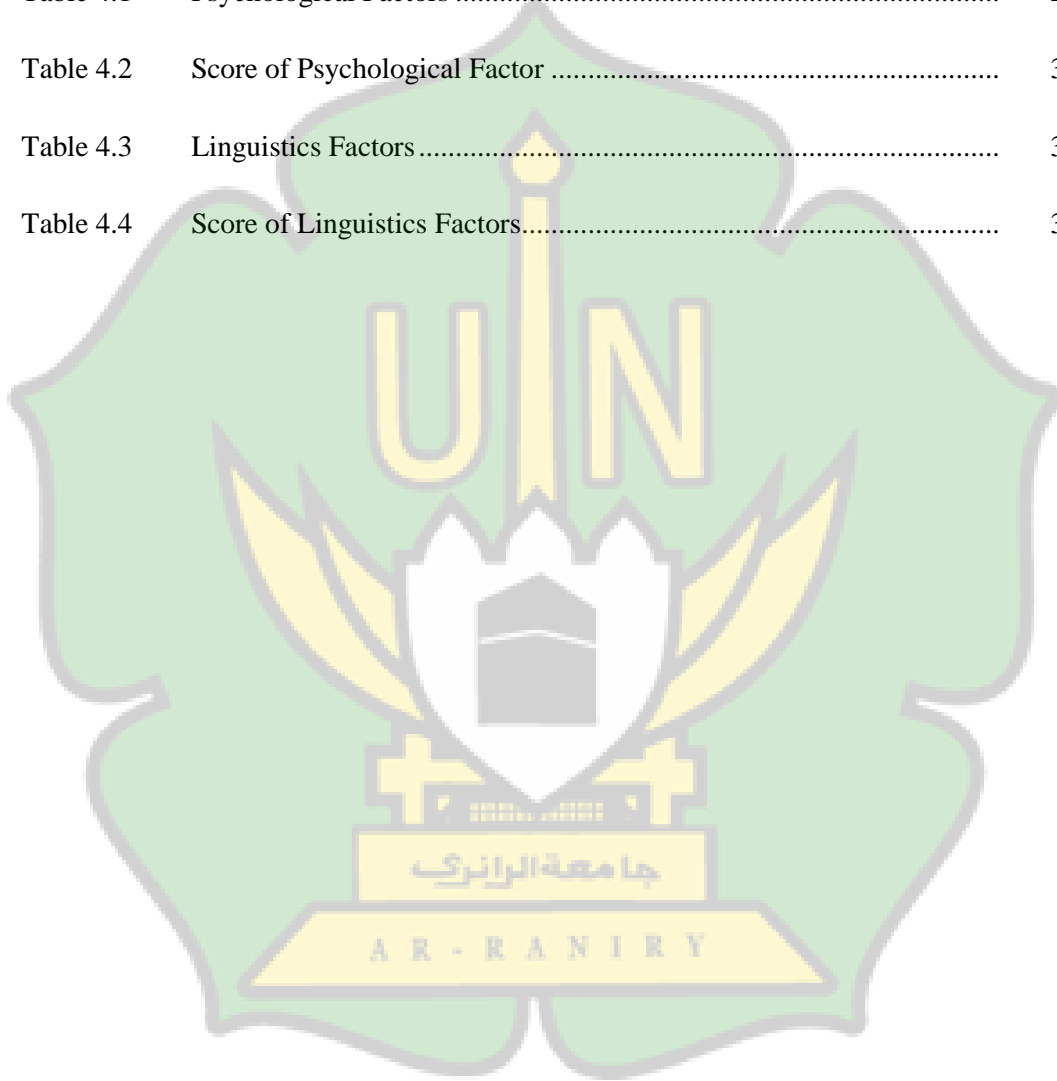
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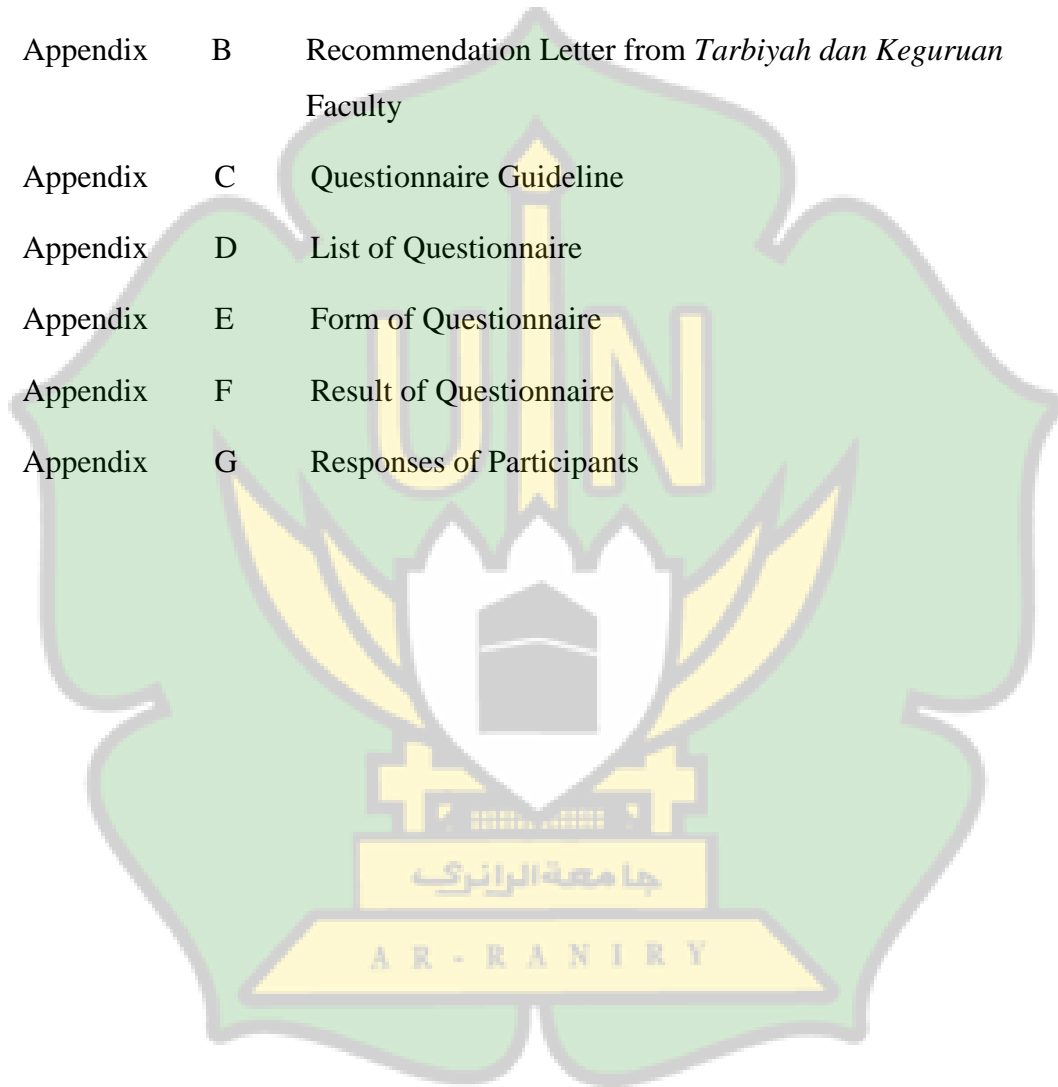


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CHAPTER 1

INTRODUCTION

A. Background of the Study

English is an international language adopted by countries around the world and is now very useful in many areas of activity. As a foreign language, English is becoming a language that many people take seriously to have good prospects in the international community. Hakim (2015) stated that English is the language of international diplomacy and communication, business, tourism, education, science, media, computer technology and the internet.

There are four skills that need to master while learning English; listening, speaking, reading and writing. Speaking becomes one of the basic skills of learning a foreign language for communication, linguistics ability, and demonstration intelligence. Speaking is necessary to convey thoughts, opinions, and the willingness to take action, solve problems, establish positive social relationships, and socialize because speaking has the crucial objective of fostering self-confidence (McDonough & Shaw as cited in Iksan, Yahya, & Rosmita, 2021). Moeslem (2015) said that “living in the era of globalization, being able to speak English becomes a necessity” (p. 114). Boonkit (2010) added that “the modern world of media requires good English proficiency, especially the age of speaking English” (p. 1305). Moreover, the education system is no exception.

Sara (2015) stated that “speaking skill is expected to be emphasized as speaking has become a crucial skill for students to learn more about a languages, share ideas, and combine information” (p. 20). Speaking is a key to communicate as an interactive process of developing meaning that involves producing, receiving, and processing information (Westrub, 2003). In addition, Yee (2014) stated that speaking is a skill that needs to be perfected, making oral communication involve generating meaning between two or more people, as speakers and listeners.

The need for skills to communicate in English has created tremendous demand worldwide to achieve a good understanding of English. Regarding this statement, good communication skills, such as public speaking, are one of the most important things to learn. According to Pratama (2019), public speaking refers to a way of expressing or communicating one's opinion to the public. During public speaking, the speaker is expected to present ideas, arguments, and topics to the public.

To speak English, the speaker should master several important elements, such as pronunciation, grammar, vocabulary, fluency, and comprehension (Boonkit, 2010). Besides, students are also demanded to know the knowledge of how to use the language (Boonkit, 2010). Some students probably prefer to speak English brilliantly, demonstrating their language skills almost as naturally as native speakers (Gregersen & Horwitz as cited in Habiburrahim, Risdaneva, Putri, Dahliana, & Muluk, 2020). However, some students tend to remain quiet and claim that they are unable to

actively participate because of a “mental block” they have regarding learning English as a second language (Dwyer as cited in Habiburrahim et al., 2020).

Norma (2015) claimed that speaking requires not only skill, but also confidence. Boonkit (2010) found that students' self-confidence is thought to be a key factor in their ability to perform well when speaking in front of an audience. He continued, "It was mainly reported as a factor that strengthened speaking performance to build up confidence in speaking to an audience" (p. 1308). Self-confidence is a positive attitude of individuals that allows them to deal with the environment or situation they are facing (Adalikuwu, 2012). Indra (2018) added that self-confidence is a belief in the task ability and self-assessment in solving problems with a practical approach.

Since English is a foreign language for Indonesian students, they may face certain problems related to their self-confidence that keep themselves cannot speak English better. Therefore, dealing with the problem, the researcher is interested to do a research entitled “Students’ Perceptions Toward Their Self-Confidence in Public Speaking”.

B. Research Question

Based on the above explanation, the main research question is “How are students’ perception toward their self-confidence in public speaking?”. However the

researcher breakdown the main question to focus on two research question to find the answer to the following question:

- a. What are the factors that influence students' self-confidence in public speaking?
- b. What is the most dominant factor that influences students' self-confidence in public speaking?

C. Research Aim

Based on the questions formulate above, the main aim of this research is to find out students' perceptions toward their self-confidence in English public speaking class. However, it focused on two aims, those are:

- a. To find out the factors that influence students' self-confidence in public speaking.
- b. To find out the most dominant factor that influence their self-confidence in public speaking.

D. Significance of the Study

This research is expected to be useful for:

1. Researcher

This study is expected to be a new knowledge for the researcher about the factors that influence students' self-confidence in public speaking.

2. Students

It is expected to be beneficial for students in gathering information on the factors that influence their self-confidence in public speaking and expected to be a reflection in improving their skills in speaking and broaden their horizons for better learning.

3. Teachers

The results of this research are expected to help teachers understand the perception of students' self-confidence in public speaking classes so that teachers can make appropriate assessments and corrections for students and form appropriate methods and strategies for students to empower their language skills.

4. Future Researcher

This study is expected to give some knowledge about the factors that influence students' self-confidence in public speaking based on students' perception and hope this research can inspire the future researchers who will conduct similar research.

E. Research Terminologies

To avoid misunderstanding, the researcher has defined the following operational definitions for this research as follows:

1. Students' Perception

Spaulding (2015) described that “perception is the action that one’s select, organize, store, and interpret the information gathered from the sense” (p. 187).

Besides, Wentraub (2015) defined perception is a three-part process we use to understand the message we encounter. We can view perception as the process of taking intangible information from the environment and using this information as the ultimate goal of communicating with the environment. Perception allows us to take in tactile information and turn it into important information.

Based on the definition above, this research focuses on investigating student's perception toward their self-confidence in public speaking.

2. Self-Confidence

Self-confidence is defined as a person's evaluation of themselves, whether they approve or disapprove of themselves and like or dislike themselves. It means that a person who is confident and able to handle words includes the belief that success or failure can be expected (Salim, 2015).

In this research, the meaning of self-confidence is students' feeling of trust, fear and thought in their abilities and qualities in delivering their English speech in public speaking. The researcher would like to find out the factors that influence students' self-confidence in public speaking.

3. Public Speaking

According to Richard (2018), "public speaking is the organized, and conscious group of people designed to inform, influence, or entertain the listener" (p. 21). Yee (2014) stated that public speaking usually involves speaking in public with some preparation in a structure to inform, influence, and entertain the listener. In this

exercise, students will learn to speak confidently in public. By doing this exercise regularly, students can reduce their anxiety.

The public speaking in this study refers to the ability of students in delivering the speech to the audience in a public and focused on the factors that influence students' self-confidence in public speaking based on students perception.



CHAPTER 2

LITERATURE REVIEW

A. Perception

1. The Definition of Perception

Perception is the process by which someone receives information from the environment and individual appeals. For example, answering, seeing, hearing, and feeling are analogous to the opinions and behaviors of individuals (Richards, 2018). When giving some perception, an individual needs to hear, see and feel even if he has experience and assumption about something. According to Nugrahaeni (2017), perception is someone's thoughts about what they are learning to measure their attitude toward using something, whether in a way or whether they agree with what they have learned. She added that “students’ perception is a student's view of what is happening in the learning process, and consequently a suggestion or claim made by the teacher or classmates in improving learning” (Nugrahaeni, 2017, p. 12) . This means that students have their own opinion of what happens in the learning process and how to achieve it.

Weintraub (2015) defined that perception is a three-part process used to understand the messages that are facing. There are incentives to select, organize, and interpret them as they make sense. Besides, Qiong (2017) also stated that perception is the process used to achieve recognition and understanding of sensory information. Moreover, Walgito (2010) discovered that perception is a process preceded by a

perceptual process that is stimulated by an individual through a sensory device, or is also called a sensory process.

2. Stages of Perception

According to Qiong (2017), there are three stages in the perception process:

1) Selection

In this stage, the environmental stimulus turns into a meaningful experience.

2) Organization

After getting information, it needs to find meaningful patterns to arrange the information in a certain way. This step has two phases. First, the organizing process provides the structure of human perception. In this phase, raw external stimuli are placed in a meaningful experience for a structured individual. Second, the process shows that an individual's perception is stable. After the stimuli are selected and classified, the selected stimuli become more stable.

3) Interpretation

Interpretation refers to the process of giving meaning to something selected by a stimulus. However, even if the same stimulus is received, the interpretation will be different for each person. Human perception is

divided into two categories, namely the perception of the object (physical environment) and the perception of humans that called social perception.

a) The perception of the object (physical environment)

The perception of the physical environment is influenced by several factors, such as:

- Experience background.
- Cultural background.
- Psychological background.
- Values, beliefs, and expectations background.

b) The perception of the human (social perception)

This is the process of understanding the meaning of the social objects and events that we experience around us, each with a picture of the surrounding reality. That is, each person has his perception of his social environment (Qiong, 2017). Perception not only occurs simultaneously but also in the past, present and future (Soemanto, 2010). The perception of the past is a response to stimuli by developing personal impressions based on past observations. The present perception is a response to stimuli by developing personal impressions focused on real observations. Future perception is a reaction to the stimulus by developing personal impression oriented to

the future observation. Azwar (2013) stated that a person's reaction can be good or can be bad, and also can be positive or negative.

In addition, Ahmadi (2010) stated that positive response, behavior, or attitude that demonstrates or supports, accepts, acknowledges, agrees, or implements a norm that is applied where the individual is located. A negative answer is a form of reaction, behavior, or the attitude in which a person rejects or disapproves of the prevailing norms (Ahmadi, 2010).

B. Public Speaking

1. The Definition of Public Speaking

According to Yee (2014) Public speaking is the process of speech in which a speaker stands in front of audiences and delivers a speech in a structural manner to persuade, inform, or entertain them. This exercise teaches students how to speak confidently in public. Doing this exercise regularly will help students reduce their anxieties.

Coopman (2012) stated that public speaking shares some characteristics with other types of communication, but also differs in several important ways. Knowing the similarities and differences will help people to understand the place of public speaking within the spectrum of human communication and help people to see how our speaking skill apply in other contexts. Public speaking is different with speaking,

while speaking just in the form of conversation that consist of two or more people, but public speaking is more challenging and give more pressure to the speakers itself.

The characteristic of public speaking is dynamic, so that public speaking can be means as an activity that close from changing phenomenon. Through public speaking, someone be able to know the mindset of the people, and know the excellent ideas from the people, someone also be able to know the changes like what the people has planned (Yee, 2014). There are several functions of public speaking, those are to convince, to instruct, to inform, to actuate/stimulate, and to entertain (Yee, 2014). Thus to achieve the function of public speaking, the public speaker should have a good oral communication skill to make the audiences convinced with the ideas that they have already presented.

Coopman (2012) revealed that when people think about public speaking, they probably focus on act of delivering a speech. However, a public speaking course gives us a chance to develop many other communication skills, such as critically analyzing a topic, managing nervousness, listening effectively, adapting to an audience, building our credibility, finding and using many different types of information, organizing ideas, and presenting information.

2. The Elements in Public Speaking

There are two elements of speaking from Harmer (2001) cited in Siagian (2020) These are;

a. Language Features

1. Connected speech (used by speakers and they also produce individual phonemes).
2. Expressive devices (students can apply some supra-segmental features and tools to be an effective communicator).
3. Lexis and grammar (the speaker can use a the number of common lexical phrases in performance of certain language functions)
4. Negotiation language (negotiator the language in which people seek clarification and to show what structure people are say).

b. Mental or Social Processing

1. Language Processing (the speakers process the language in their mind and arrange them in a coherent order come out in the desired shape).
2. Interaction with others (The speaker has a lot listen understand other people's feelings and knowledge of how to take linguistics turn around or allow someone else to do it.
3. Information processing (It is the ability to process and to respond to information provided or retrieved).

From the above statement, it can be concluded that there are two elements in public speaking, such as language features and mental or social processing.

3. The Problems in Public Speaking

According to Ur (1991) as cited in Siagian (2020) the student has a few issues in public speaking, namely;

- a. Inhibition (Students are worried about making mistakes and are embarrassed when speaking English. This hinders students in practicing English).
- b. Nothing to say (There is no motivation of the students to practice because of lack of confidence and less vocabulary).
- c. The low of participants (Students have low speaking participants, which means students talk with little time. This problem is exacerbated by the tendency of some English students to dominate using their local language in the communication).
- d. Topics to be discussed (There is no topics to be discussed).
- e. Mother tongue use.

From the statements above, it can be concluded that there are some problems in public speaking, such as; Inhibition, nothing to say, low of participants, topics to be discussed, and the use of mother tongue (Ur as cited in Siagian, 2020).

C. Self-Confidence

1. The Definition of Self-Confidence

Self-confidence is defined as an individual's evaluation of himself, whether he likes or dislikes himself and approves or disapproves of himself. This means that those who can handle words with confidence can affect success or failure (Salim, 2015). According to Nadiah (2018), “self-confidence is a feeling of worth that someone feels for himself” (p. 227). In addition, Indra (2018) stated that Self-confidence is a person's belief that they can successfully perform any activity and confidence in one's judgment, abilities, strength, and decisions.

Self-confidence is an aspect of personality, believing in one's abilities, acting unaffected by others, able to act on desires, happy, optimistic, generous, and responsible (Carnegie, 1991). It has to do with the ability to do the right thing. This statement ensures that a person never becomes a truly confident person. However, Kamridah (2016) added that “human abilities are limited in what they can do and what they can master” (p. 1660).

According to Minghe & Yuan (2013), some indicators of self-confidence are; communicating a positive image with a good body language, enjoying speaking, having fun, not worrying too much about losing words and mistakes, maintaining composure, concentration and self-control. They said that “accepting and understanding yourself as it is your weakness and strengths at the same time” (p. 59).

From the above statement, the researcher concluded that self-confidence is the ability to do something with a belief in their self-ability, optimism, objectivity, responsibility, rationality, and realism.

2. The Importance of Self-Confidence

Self-confidence is a serious issue in learning a foreign language. Successful students often have a high level of confidence. Cole (2010) argued that confidence is important as speaking and listening. Besides, Abdallah (2015) pointed out that based on his previous research on the effect of self-confidence in learning English, it has been shown that there is a significant relationship between self-confidence and successful, particularly between oral communication and academic achievement. In addition to this, Kakepoto (2012) said that self-confidence is a crucial aspect of a good performance. It helps the speaker to share and express their thoughts effectively. Students should recognize the importance of self-confidence, especially since it greatly influences the learning process and everything they do in general. Confidence is considered the key element and the secret of a successful life. Dornyei (2001) asserted that you can use the most creative motivating ideas, but if the students still doubt themselves, they will not progress as students.

D. The Factors Influencing Students' Self-Confidence in Public Speaking

Students' self-confidence in public speaking is influenced by two factors. These factors are internal and external. The internal factor means that students have a

significant part in learning, while external factors are things that happen outside of the students' control that affect how well they learn English. According to Gurler (2015), self-confidence in speaking is practically influenced by many constraints, such as psychological, physiological, physical restrictions, and attitude. Some obstacles are exterior physiological, physical, or systemic impediments, while others are internal transient psychological and behavioral barriers (Gurler, 2015). Both psychological hurdles and attitudes that make it difficult for students to speak a foreign language might be classified under the subject of lack of confidence.

According to Shen (2019), the factor that influence students' self-confidence in public speaking consist of two factors; Psychological and Linguistics. Psychological factors divided to fear of making mistakes, shyness, anxiety, and nervousness. Linguistics factors consist of vocabulary, grammar, pronunciation, fluency. This study concentrated on the internal elements that influence students' self-confidence when practicing speaking English. We'll talk about internal factors like psychological and linguistics.

1. Psychological Factor

The scientific study of behavior and thought processes is known as psychology. According to Plotnik (2019) psychology is the systematic, scientific study of behavior and mental processes. Mental forms, which cannot be immediately observed, include a variety of sophisticated mental processes including considering and envisioning. They continue by defining psychology as the study of activity and

pointing out that activities like eating, talking, laughing, running, reading, and sleeping are examples of mental conduct. Juhana (2012) asserted that students' inability to practice speaking English is hampered by psychological factors. The psychological elements are interconnected. These include fear of making mistakes, shyness, anxiety, and lack of motivation (Juhanna, 2012).

a) Fear of making mistake

One of the common problems that faced by English learners from nations where English is a second language or a foreign language is fear of making mistakes. According to Ur (2010) language learners frequently worry about speaking in a foreign language because they are afraid of making mistakes. When they speak English incorrectly, students worry about being made fun of by the other person. An emotional response to speaking English is the worry of making mistakes.

b) Shyness

When requested to speak English, English students suffer the emotional sensation of shyness. According to Oflaz (2019) shyness can be regarded as an issue with impression management and low self-efficacy beliefs about one's social performance. Shyness is a propensity characterized by social withdrawal in social contexts, which is manifested by active avoidance and an uncomfortable self-preoccupation with actual or imagined social contacts (Oflaz, 2019).

c) Anxiety

Speaking, listening, and learning in a specific circumstance in a second language can affect language anxiety, which refers to a feeling of pressure and apprehension (Gopang as cited in Habiburrahim et al., 2020). Arifin (2017) defined speaking anxiety as a broad phrase for the uneasiness that a student experiences before speaking. In settings where students naturally communicate in their second language, he continued that “language anxiety is only present when speaking and listening” (p. 15). Anxiety is seen as one of the barriers to an English student's achievement with high-level foreign language skills (Howritz, 2010).

The self-perceptions, beliefs, feelings, and actions that emerge from language classes and the outside world are known as foreign language anxiety; such uneasy sensations undoubtedly result from a person's bad evaluation of his or her competency during the learning process (Horwitz as cited in Habiburrahim et al., 2020).

Additionally, their excessive worries about the qualifications of other students and the instructor for the lesson have an impact on their negative perception (Elaldi, 2016).

In this study, the researcher explored the psychological variables of students' toward their self-confidence in speaking English language. Anxiety is a natural psychological element that results in feelings of fear that

sometimes cannot be controlled and it will be connected to the student's actions and thought processes when speaking English (Howritz, 2010).

d) Lack of Motivation

According to Ortega (2014), motivation is defined as the desire of a student to learn a language. Students must not only have a strong desire to learn the language, but they must also put forth significant effort to achieve their objectives. This study looked at the factors that influence student motivation to begin speaking English. Students who are unmotivated tend to be more silent and do not respond to English conversation.

2. Linguistics Factors

The study of language is called linguistics. The study and description of the language, which is broken down into three areas: phonology, grammar, and semantics, form the core of linguistic theory (Spolsky, 2021). One aspect of speaking English is grammar, which is regarded as a pictorial science that shows how sentences are put together, how words function, and how those things relate to one another.

According to Spolsky (2021), educational linguistics is more than a theory of development, even while it is less than a theory of language in some respects. In this study, the linguistic aspects that affect students' perceptions based on their proficiency in various speaking components that affect their self-confidence will be discussed. It implies that the linguistics issue described is based on the speaking

abilities of the students. Some elements of speaking abilities have an impact on students' proficiency with the English language. Grammar, pronunciation, vocabulary, and fluency are among them (Harmer, 2001).

a) Grammar

A conversation will be good-looking when the speaker using grammar in those situation. Harmer (2001) pointed out that grammar of a language is the description of the way in which words can change their forms and can be combined into sentences in that language. From the statement above, it can be summed up that by having good grammar, the speaker can convey/produce the words or sharing information correctly.

b) Pronunciation

Hornby (2010) explained that pronunciation is the way in which a language is spoken, the way in which a word is pronounced or the way a person speaks the words of language. Therefore, in this pronunciation determine how sounds vary and pattern in a language and this component also refers to the way of person in speaking a word that is pronounced. Harmer (2001) emphasized that if intelligibility is then goal then it suggests that some pronunciation features are more important than others.

c) Vocabulary

Any words or sets of words with meaning are closely defined as vocabulary (Bahar as cited in Razali & Razali, 2013). A language learner cannot communicate or express his or her ideas either in spoken or written

form if he or she does not have sufficient vocabulary (Harmer, 2001). Even if a learner masters language, communication cannot be enhanced without an adequate vocabulary (Razali & Razali, 2013).

Thornbury (2011) stated that without vocabulary nothing can be conveyed. One of the most important skills that every learner should learn while studying English is vocabulary mastery (Harold as cited in Razali & Razali, 2013). Furthermore, vocabulary is a group of words to make sentence structure in conveying idea or message to the listener. What word means is often defined by its relationship to other words. For example, we explain the meaning of fully by saying that it is the opposite of empty; we understand that cheap is the opposite of expensive (Harmer, 2001).

d) Fluency

Hornby (2010) defined fluency as the way of someone speaks with normal speed like the native speaker or the man who own the language because the one who own the language can dispose the language well. Fluency can be defined as the ability to speak fluently, accurately, smoothly and readily. It is one of the main elements of speaking ability in order to make interlocutor understand well about ideas or messages which want deliver by speaker.

E. Related Study

In this research, researcher used some previous researches as literature review and as reference frame of mind.

Haidara (2019) conducted the research at entitled The Psychological Factors Affecting English Speaking Performance for Indonesian Learners (a Study at SMA 12 Palembang) to find out the psychological factors affecting English Speaking Performance. The method of this study was descriptive qualitative. Questionnaire was used as the instrument of this study. The result of this study showed that the psychological factors affecting English speaking performance were fear of making mistakes, feeling shy, feeling hesitated, and lack of confidence.

This research had similarity and difference with my research. Both of researchers focused on the factors on the factors affecting speaking performance, but the research settings are different. Haidara's research sample is high school students while my research sample is the university students.

Another study was conducted by Leong (2017) entitled An Analysis of The Factors Influencing Students' Self-Confidence in Public Speaking at Malay University to find out the factors influencing students' self-confidence in public speaking. The result of this study showed that most of students have low self-esteem, higher anxiety, the feeling of fear of making mistakes, feeling shy, low self-esteem, low motivation, and nervousness in public speaking that can affect their self-confidence. ,

This research had similarity and difference with my research. Both of researchers also focus on the factors influencing students' self-confidence in public speaking, but the research setting is different. He did his research in Malay where English is taught as the second language, while I conducted my research at State Islamic University of Ar-Raniry where English is taught as a foreign language.

Besides, Gaite (2020) also conducted the research entitled Study on Speaking Problem Encountered by Students in Developing Their Speaking Skill at SMA Kristen Dobo. According to this study, students' speaking skills are frequently hindered by a lack of vocabulary, a lack of knowledge of grammar concepts, and lack of pronunciation. The absence of vocabulary is by far the most significant issue preventing students from speaking English.

This research had a bit difference with my research. This research only discussed about the linguistics problem encountered by students in developing speaking skill, while my research also discussed about the psychological problem in public speaking.

CHAPTER 3

RESEARCH METHODOLOGY

A. Research Design

The research design refers to a strategy for coherently and consistently integrating the various components of a research project. Many types of research projects can be used for research. Creswell (2012) defined that research design as a research plan and procedure, down to detailed methods of data collection and analysis. The approach used to conduct this research was a descriptive quantitative design. It was because the researcher wanted to find out Students' perceptions toward their self-confidence in English public speaking.

Descriptive quantitative design aims to describe behaviors and to gather people's perceptions, opinions, attitudes, and beliefs about current topics in the field of education (Lodico, 2011). Gunderson (2018) stated that quantitative research is the investigation of social problems, and the phenomenon is explained by collecting numerical data analyzed using statistics. In this study, a research design was performed to apply statistical analysis to examine students' perceptions of their self-confidence in public speaking. The method used is survey method. The survey design provides a quantitative or numerical explanation of population trends, attitudes, or opinions (Creswell, 2012). Therefore, it was suitable to be used for this research.

B. Research Participants

According to Creswell (2012), a population is a group of people with the same characteristics. The populations for this quantitative research were the English Education Department students of State Islamic University of Ar-Raniry Banda Aceh 2019 academic year.

The researchers chose those students as participants because they had already completed public speaking courses in the previous semester. The total number of students is 210.

Creswell (2012) stated that a sample is a subgroup of the target population that is planned to be studied in order to summarize information about the target population. However, Arikunto (2010) added that if the total number of the population is less than 100, the sample of study should be all of them, but when the number of populations is more than 100, it would be best taking 10-25% or more. Therefore, for the purpose of this research, the writer took 15% of the total population, 32 students of 210 students.

C. Technique of Data Collection

The data for this research was collected using a survey questionnaire to determine how students perceive self-confidence in public speaking class. According to Creswell (2014), a questionnaire is a form for designing a survey that is filled out by participants and sent back to the researcher. In addition, Brown (2002) stated that the

questionnaire is a written tool that provides a set of questions or statements that respondents must answer by recording the answers or choosing from existing answers.

The questionnaire instrument was chosen because as Sugiyono (2010) claimed that questionnaire is an efficient data collection technique if the researcher knows exactly what variables to measure and what can be expected from the respondent. Efficient here can mean saving time and costs. Arikunto (2013) claimed that questionnaire is a number of written questions that are used to obtain information from respondents in the sense of reports about their personality or things they know. In this study, the questionnaire used by researcher was adapted from Shen's (2019) thesis entitled EFL Learners' English Speaking Difficulties and Strategy Use. It consists of 8 statements that were focusing on the psychological and the linguistics factors that influence students' self-confidence in public speaking. The data in this research was collected by share the Google Form link of a questionnaire via WhatsApp, due to the current circumstance that's not possible to distribute questionnaires directly because of the pandemic.

Table 3.1
List of Questionnaire

No	Statements
1	I feel anxious when speaking and end up saying nothing.
2	I speak less because I feel shy
3	I am worried of making mistakes when I am doing public speaking
4	When I start to speak, I get blank and forget everything suddenly due to nervousness
5	I feel afraid of grammatical error when I am doing public speaking
6	I feel afraid to do public speaking because of limited vocabulary
7	I get ashamed to do public speaking because I do not have a good pronunciation
8	I feel ashamed to do public speaking because I don't have fluent English ability

D. Technique of Data Analysis

According to Brown (2002), data analysis is the process of arranging the data and organizing them according to patterns, categories, and basic descriptions so that themes can be found and develop working hypotheses as the data suggests. In this research, this type of questionnaire is popular as a rating scale or The Likert Scale. To obtain the data, it would be quantified based on The Likert Scale. Sugiyono (2010)

claimed that the Likert Scale is used to measure attitudes, opinion and perceptions a person or group of people about social phenomena. Likert Scale used to score perception of students. Each question consisted of four options available, such as; Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). Each response category was assessed.

The quantitative data from the close-ended question will be analysis by statistic descriptive analysis. Descriptive statistics are statistics whose function is to describe or show some characteristics that are common to the entire sample. Descriptive statistics summarize data on a single variable (e.g., mean, median, mode, standard deviation) (Dianna, 2020). In this close-ended question, the data obtained by calculating average and percentage of the questionnaire score. To analyze the close-ended questionnaire, the researcher counted the score, the percentage and the means system with following formula;

The formula to know the score of the factors is;

$$\text{Score} = \text{frequency} \times \text{Point of response}$$

Note :

Strongly Agree	4	Disagree	2
Agree	3	Strongly Disagree	1

The percentage formula is figured out in a table as follow:

$$P = \frac{f}{N} \times 100\%$$

Note :

- P : Percentage
 f : Frequency of Respondents
 N : Number of Participants
 100% : Constant Value

The means formula is figured out in a table as follow:

$$\bar{X} = \frac{\sum X}{N}$$

Note :

- \bar{X} : Means/average
 $\sum X$: Total score of responses
 N : Total number of students

The result will be concluded in accordance with the students' responses on the psychological and linguistics factors that influence their self-confidence in public speaking.

CHAPTER 4

FINDING AND DISCUSSION

A. Finding

The finding of this study is shown based on formulated research questions namely how are students' perceptions toward their self-confidence in public speaking. Sets of questionnaires were distributed to English Language Education Department students of State Islamic University of Ar-Raniry Banda Aceh 2019 academic year to gain the data for this study. 32 English students participated in this research survey.

There were 8 statements of closed-ended questionnaire. The questionnaire was divided into three sections, the first section was the common question such as; name and students ID, the second section was statements about the psychological factors, and the third section was the statements about the linguistics factors. The statements divided into four categories namely, strongly agree, agree, disagree, and strongly disagree. The results of the questionnaire are interpreted as follows:

Questionnaire result

Table 4.1

Psychological Factors

No	Statements	Scale	Frequency	Percentage
1	I am worried of making mistakes when I am doing public speaking	4	10	31,1%
		3	18	56,3%
		2	3	9,4%

		1	1	3,1%
2	I feel shy of showing my voice and my body expressively when I am doing public speaking	4	8	25%
		3	18	56,3%
		2	4	12,5%
		1	2	6,3%
3	I feel anxious when I am doing public speaking and end up saying nothing	4	1	3,1%
		3	15	46,9%
		2	14	43,8%
		1	2	6,2%
4	When I start to speak, I get blank and forget everything suddenly due to nervousness	4	3	9,4%
		3	19	59,4%
		2	9	28,1%
		1	1	3,1%

Each statement of the questionnaire has different responses. So, the researcher discussed the findings one by one started from the first until the last statement as follows:

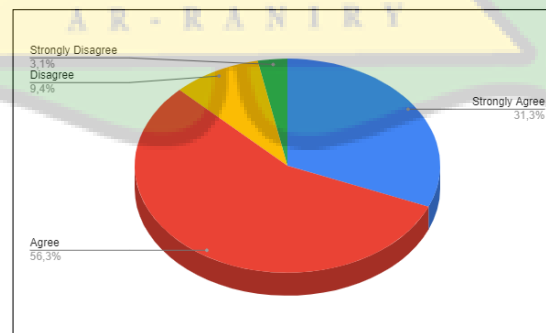


Diagram 4.1

I am worried of making mistakes when I am doing public speaking

Based on the figure above, eighteen (56,3%) students agreed with the statement, ten (31,3%) students strongly agreed, three (9,4%) students disagreed and one (3,1%) students strongly disagreed. It can be concluded that most of students feel pressure of having less knowledge about the topic.

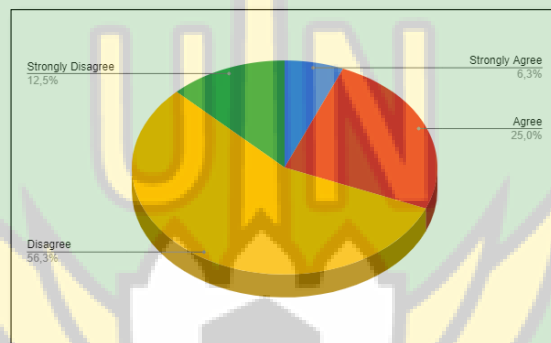


Diagram 4.2

I feel shy of showing my voice and my body expressively when I am doing public speaking

Based on the figure above, eighteen (56,3%) students agreed with the statement, eight (25%) students strongly agreed, four (12,5%) students disagreed and two (6,2%) students chose strongly disagree. It can be concluded that most of students feel afraid of showing their voice and body.

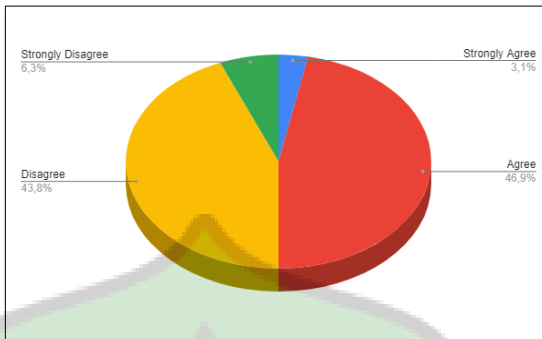


Diagram 4.3

I feel anxious when I am doing public speaking and ended up saying nothing

Based on the figure above, fifteen (46,9%) students strongly agreed, fourteen (43,8%) students disagreed, two (6,2%) students strongly disagreed and only one (3,1%) student chose strongly agree. It can be concluded that students tend to feel anxious when they're doing public speaking and ended up saying nothing.

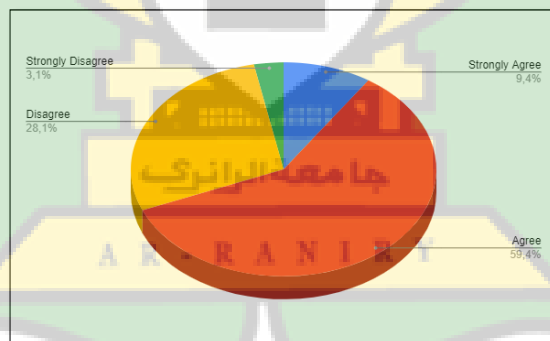


Diagram 4.4

When I start to speak, I get blank and forget everything suddenly due to nervousness

Based on the figure above, nineteen (59,4%) students agreed with the statement, nine (28,1%) students disagreed, three (9,4%) students strongly agreed and

only one (3,1%) student chose strongly disagree. It can be concluded that more than half of the sample (19 students) get blank and forget everything when they start to speak due to nervousness.

The psychological factor hinder students from public speaking are fear of making mistakes, shyness, anxiety, and lack of motivation (Juhanna, 2012). The result of questionnaire found that the psychological factors influenced students' self confidence in public speaking. It showed that most of students tend to choose strongly agree and agree as the answer toward the psychological factors above, such as; worried of making mistakes as well as shyness that has been chosen by 56,3% of students, nervousness that has been chosen by 59,4% of students, and anxiety that has been chosen by 46,9 % of students.

Table 4.2

Score of Psychological Factors

No	Statements	Response				Score
		SA (4)	A (3)	D (2)	SD (1)	
1	I am worried of making mistakes when I am doing public speaking	40	54	6	1	101
2	I feel shy of showing my voice and my body expressively when	12	57	18	1	88

	I am doing public speaking					
3	I feel anxious when I am speaking and end up saying nothing	4	45	28	2	79
4	When I start to speak, I get blank and forget everything suddenly due to nervousness	12	45	28	2	87
Total						355
Mean						88.75

Based on the figure above, it can be concluded that the score of students' responses toward the psychological factors that influenced students' self-confidence in public speaking is 355 and the average score is 88.75.

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Table 4.3

Linguistics Factors

No	Statements	Scale	Frequency	Percentage
1	I feel afraid of grammatical error when I am doing public speaking	4	4	12,5%
		3	15	46,9%
		2	13	40,6%
		1	0	0%
2	I feel afraid to do public speaking because of limited vocabulary	4	16	50%
		3	11	34,4%
		2	4	12,5%
		1	1	3,1%
3	I get ashamed to do public speaking because I don't have a good pronunciation	4	19	59,4%
		3	10	31,3%
		2	3	9,4%
		1	0	0%
4	I feel ashamed to do public speaking because I don't have fluent English ability.	4	13	40,6%
		3	14	43,8%
		2	5	15,6%
		1	0	0%

Each statement of the questionnaire has different responses. So, the researcher discussed the findings one by one started from the first until the last statement as follows:

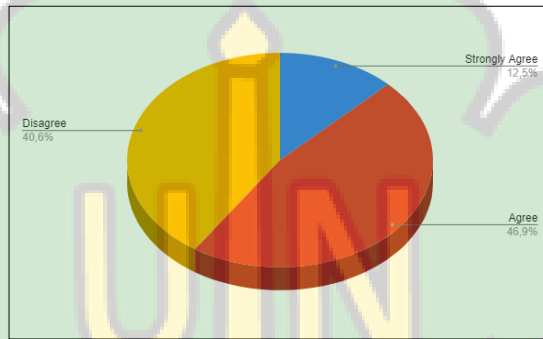


Diagram 4.5

I feel afraid of grammatical error when I am doing public speaking

Based on the figure above, fifteen (46,9%) students agreed with the statement, thirteen (40,6) students disagreed, four (12,5%) students strongly agreed, and no one of them chose strongly disagreed. It can be concluded that most of students feel afraid of grammatical error.

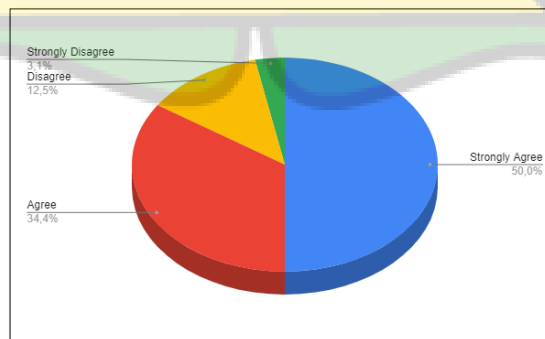


Diagram 4.6

I feel afraid to do public speaking because of limited vocabulary

Based on the figure above, sixteen (50%) students strongly agreed with the statement, eleven (34,4%) students agreed, four (12,5%) students disagreed, and one (3,1%) students chose strongly disagreed. It can be concluded that most of students feel afraid to speak in English because of limited vocabulary.

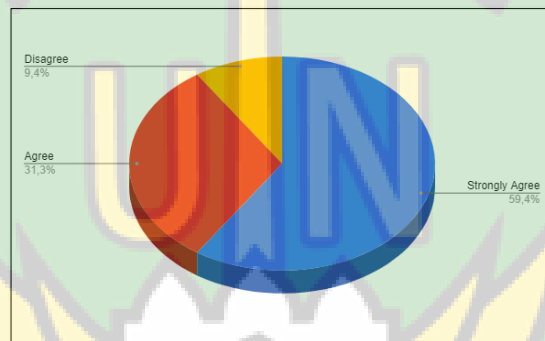


Diagram 4.7

I get ashamed to do public speaking because I do not have a good pronunciation

Based on the figure above, nineteen (59,4%) students strongly agreed with the statement, ten (31,3%) students agreed, three (9,4%) students disagreed, and no one chose strongly disagreed. It can be concluded that most of students get ashamed to speak in English because I do not have a good pronunciation.

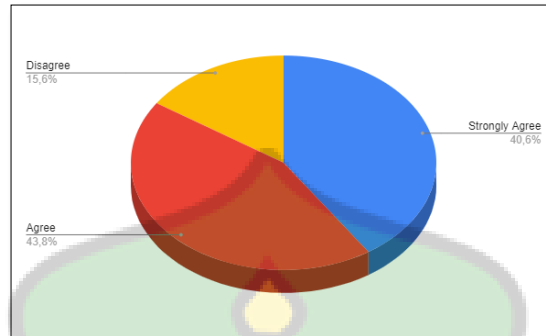


Diagram 4.8

I feel ashamed to do public speaking because I don't have fluent English ability

Based on the figure above, fourteen (43,8%) students agreed with the statement, thirteen (40,6%) students strongly agreed, five (15,6%) students disagreed and no one chose strongly disagree. It can be concluded that most of students feel ashamed to speak English because they do not have fluent English ability.

According to Harmer (2001), the linguistics factor discussed base on students' intelligent of speaking components. There are vocabulary, pronunciation, and fluency. The result of questionnaire found that the linguistics factors influenced students' self confidence in public speaking. It showed that most of students tend to choose strongly agree and agree as the answer toward the linguistics factors above, such as; afraid of grammatical error that has been chosen by 46,9% of students, limited vocabulary that has been chosen by 50% of students, not having a good pronunciation that has been chosen by 59,4 % of students, and not having fluent English ability that has been chosen by 43,8% of students.

Table 4.4

Score of Linguistics Factors

No	Statements	Response				Score
		SA (4)	A (3)	D (2)	SD (1)	
1	I feel afraid of grammatical error when I am doing public speaking	16	45	26	0	87
2	I feel afraid to speak in English because of limited vocabulary	64	33	8	1	106
3	I get ashamed to do public speaking because I don't have a good pronunciation	76	30	6	0	112
4	I feel ashamed to do public speaking because I don't have fluent English ability.	52	42	10	0	104
Total						409
Mean						102.2
						5

Based on the figure above, it can be concluded that the score of students' responses toward the linguistics factors that influences students' self-confidence in public speaking is 355 and the average score is 102.25.

B. Discussion

The research was conducted to find out the research question from this study entitled Students' Perception Toward Their Self-Confidence in Public Speaking. The main research question of this study is "How are students' perception toward their self-confidence in public speaking?" but it focused on two questions namely; "What are the factors that influence students' self-confidence in public speaking?" and "What are the most dominant factors that influence their self-confidence in public speaking?"

According to the results of the questionnaire, there were two factors that influence students' confidence in public speaking, namely psychological and linguistics factors. The finding of this study helps to answer the first research question. The result showed that on the psychological factors, students tend to feel worry of making mistakes. Language learners frequently worry about speaking in a foreign language because they afraid of making mistakes (Ur, 2010). Besides, students also feel shy of showing their voice and their body expressively when they are doing public speaking. In addition, students tend to feel nervous and anxious in doing public speaking. Anxiety is a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language especially English

(Howritz, 2010). That is why they were nervous when they want to speak in front of people. The findings are consistent with the findings of Juhana's (2012) analysis of psychological factors, which are as follows: worried of making mistakes, shyness, nervousness, and anxiety.

Besides, the accent and pronunciation are important in public speaking (Tsang, 2020). This is also related to linguistic factors that can affect students' self-confidence in public speaking. It showed that grammatical error made students afraid to do public speaking. Harmer (2001) stated that grammar of a language is the description of the way in which words can change their forms and can be combined into sentences in that language. So, it can be summed up that by doing good grammar, the speaker can convey or produce the word or sharing information correctly. Furthermore, half of students feel afraid to do public speaking due to limited vocabulary. A language learner cannot communicate or express his or her ideas either in spoken or written form if they do not have sufficient vocabulary (Bahar as cited in Razali & Razali, 2013). It can be concluded that vocabulary is one of the most crucial skills that every learner should learn while studying English.

The highest score of the factors in the finding of linguistics factor is students get ashamed to do public speaking because of bad pronunciation. According to Hornby (2010), pronunciation is the way a person speaks the words of language. In conclusion, pronunciation is way important as well as the two factors that have been mentioned above. Lastly, students feel ashamed to do public speaking due to bad

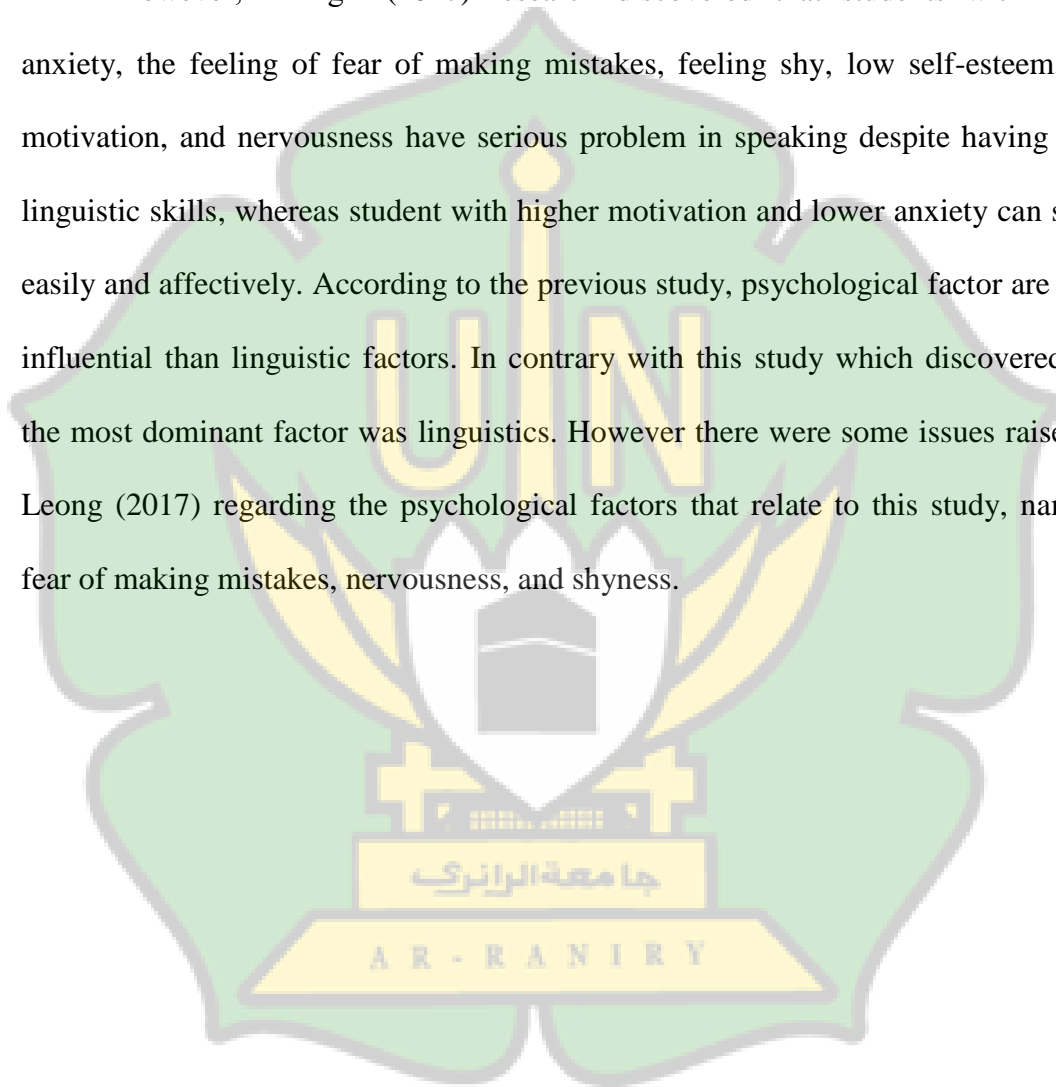
fluency. Fluency is the way of someone speaks with normal speed like the native speaker or the one who own the language that can dispose the language well Hornby (2010). It is one of the main elements of speaking ability in order to make interlocutor understand well about the ideas or messages which want deliver by speaker. The linguistic factors presented in the questionnaire results are consistent with Harmer's (2001) theory and can be ordered from the most important to least important. These are vocabulary, fluency, pronunciation, and grammar.

To answer the second research question about the dominant factor that influence students' self-confidence in public speaking, the researcher found that the average score for the psychological factor was 88.75 and for the linguistics factor was 102.25. It was discovered that the most influential factor influencing students' self-confidence in public speaking at State Islamic University of Ar-Raniry Students in the 2019 academic year was linguistics factors.

This study's research findings are consistent with the previous research from Gaite's (2020) study which found that lack of vocabulary is the most dominant factor from students in speaking English language. The research showed that students' problem in speaking were lack of vocabulary, incomprehension in mastery grammar, lack of practice, the environment didn't support them to speak and always speak in the mother tongue. The most significant issue preventing students from public speaking is linguistics (Gaite, 2020). This research's finding was in line with Gaite

(2020) that identified linguistics as the most important factors influencing students' self-confidence in public speaking.

However, Leong's (2017) research discovered that students with higher anxiety, the feeling of fear of making mistakes, feeling shy, low self-esteem, low motivation, and nervousness have serious problem in speaking despite having good linguistic skills, whereas student with higher motivation and lower anxiety can speak easily and affectively. According to the previous study, psychological factor are more influential than linguistic factors. In contrary with this study which discovered that the most dominant factor was linguistics. However there were some issues raised by Leong (2017) regarding the psychological factors that relate to this study, namely; fear of making mistakes, nervousness, and shyness.



CHAPTER 5

CONCLUSION AND SUGGESTION

A. Conclusion

The aims of this study are to find out the factors that affected students' self-confidence in practicing English based on English student perception, and to find out the most dominant factors that influence English students self-confidence in speaking English language.

Based on the finding and discussion in the previous chapter, it was concluded that there are linguistics and psychological factors that influenced English students' self-confidence in public speaking at State Islamic University of Ar-Raniry Students in the 2019 academic year. The psychological factors that appeared from English students are worried of making mistakes, shyness, nervousness, and anxiety. While the linguistics factors are grammatical error, limited vocabulary, lack of pronunciation, and lack of fluency.

The linguistics factor had the biggest impact on students' self-confidence in public speaking. This is demonstrated by the average value derived from questionnaire's results, which revealed that the linguistics factor received a score of 102.25 while the psychological factor received a score of 88.75.

B. Suggestion

The suggestion of researcher are;

1. For the lecturer

The research's finding will aid lecturer in developing effective English course design by taking into account of the research would assist lecturer in designing effective English course by considering the linguistics factors in public speaking in order to improve students' self-confidence.

2. For English students

In order to develop their public speaking abilities in the future, students must choose and understand the factors that affected their self-confidence in speaking in front of an audience. They must also come up with a good solution to deal with these factors.

3. For future research

The finding of this study can also be applied to future investigations in the causes and effects of students' self-confidence. These elements can be used to conduct additional research on the kinds of effective and suitable teaching strategies that boost students' self-confidence in public speaking.

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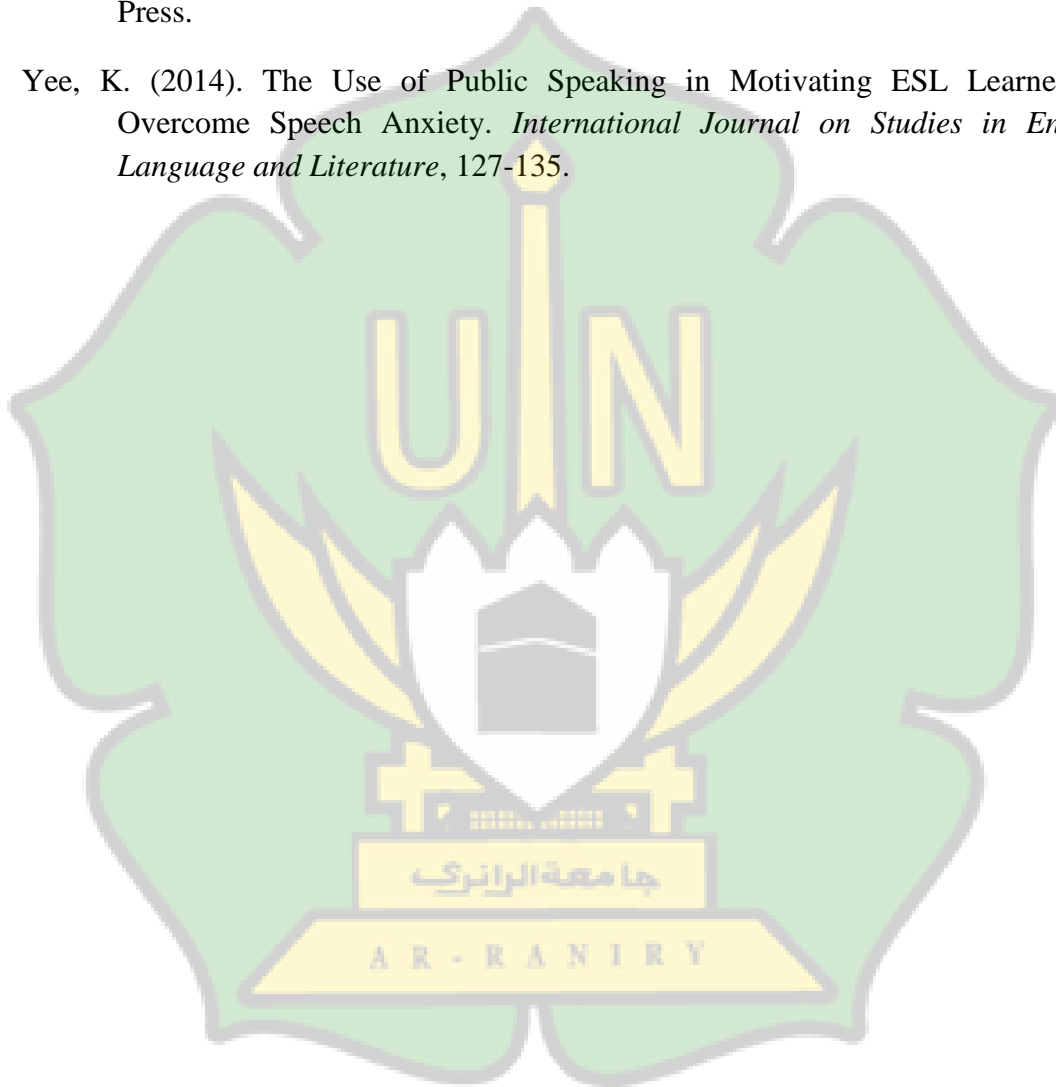
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APPENDICES

Appendix A Appointment Letter of Supervisor


SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-14354/Un.08/FTK/KP.07.6/11/2022

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN 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 meninjau kembali dan menyempurnakan keputusan Dekan Nomor: B-11089/Un.08/FTK/KP.07.6/7/2021 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

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 Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri UIN Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri UIN Ar-Raniry Banda Aceh;

5. Peraturan Menteri Keuangan RI. Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;

6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;

7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI

8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;

9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;

11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.

Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry tanggal 28 Juni 2021

MEMUTUSKAN

Menetapkan :
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: Nomor: B-11089/Un.08/FTK/KP.07.6/7/2021 tanggal 29 Juli 2021


KEDUA : Menunjuk Saudara:
1. Saiful Mulk, Ph.D Sebagai Pembimbing Pertama
2. Fitriah, M.Pd Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :
Nama : Muidal Muna
NIM : 170203090
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Students' Perceptions Towards Their Self-Confidence in Public Speaking

KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2021 dengan Nomor: 025.04.2.423925/2022 tanggal 17 November 2021;

KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2022/2023

KELIMA : 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.

Ditetapkan di: Banda Aceh
Pada tanggal: 01 November 2022
Dekan:

Saiful Mulk

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;

Appendix B Recommendation Letter From Tarbiyah dan Keguruan Faculty



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

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

Nomor : B-12418/Un.08/FTK.1/TL.00/09/2022

Lamp : -

Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,
Kepala Prodi Pendidikan Bahasa Inggris UIN Ar-Raniry

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

Nama/NIM : **MUIDAL MUNA / 170203090**
Semester/Jurusan : XI / Pendidikan Bahasa Inggris
Alamat sekarang : Gampoeng Rukoh, Kec. Syiah Kuala, 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 *Students' Perception towards Their Self-Confidence in Public Speaking*

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

Banda Aceh, 20 September 2022
an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,



Berlaku sampai : 20 Oktober
2022

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

Appendix C Questionnaire Guideline

Assalamualaikum Wr. Wb

My name is Muidal Muna, a student of English Language Education Department of Faculty of Tarbiyah and Teacher Training of State Islamic University of Ar-Raniry. I am writing a final project to complete my bachelor degree by conducting a research entitled "Students' Perception Toward Their Self-Confidence in Public Speaking".

This survey was conducted to find out about the factors that influence students' self-confidence in public speaking. The factors discussed in this study are psychological and linguistics factors.

- The psychological factors quoted from Juanna (2012) are fear of making mistake, shyness, anxiety, and lack of motivation.
- The linguistics factors discussed base on students' intelligent of speaking components, those are; grammar, vocabulary, pronunciation, fluency and comprehension (Harmer, 2012)

The researcher is looking for the participants who fit the criteria and willing to take a part in this research. The criteria are:

- A student of English Language Education of UIN Ar-Raniry batch 2019
- The student has taken the Public Speaking Class through Offline learning

Participants are expected to fill in three sections of this questionnaire. The first section included informed consent and participants' data such as Name and student ID. The second sections included 4 statements of psychological factors and the third section also included 4 statements of linguistics factors. There are four choices of the frequency, such as; strongly disagree, disagree, agree and strongly agree. All data obtained from this research such as participants' identity and scores will be known by the researcher and used for this research only.

Best regards,

The researcher,
Muidal Muna

Appendix D *List of Questionnaire*

No	Statements
1	I feel anxious when speaking and end up saying nothing.
2	I speak less because I feel shy
3	I am worried of making mistakes when I am doing public speaking
4	When I start to speak, I get blank and forget everything suddenly due to nervousness
5	I feel afraid of grammatical error when I am doing public speaking
6	I feel afraid to do public speaking because of limited vocabulary
7	I get ashamed to do public speaking because I do not have a good pronunciation
8	I feel ashamed to do public speaking because I don't have fluent English ability

Appendix E *Form of Questionnaire*

Students' Perceptions toward Their Self-Confidence in Public Speaking

Assalamualaikum Wr. Wb
Dear my prospective participants

My name is Muidal Muna, a student of English Language Education department of Faculty of Tarbiyah and Teacher Training of State Islamic University of Ar-Raniry. I am writing a final project to complete my bachelor degree by conducting a research entitled

"Students' Perceptions toward Their Self-Confidence in Public Speaking".

This survey was conducted to find out about the factors that influence students' self-confidence in public speaking. The factors discussed in this study are psychological and linguistics factors.

- The psychological factor quoted from Juanna (2012) are fear of making mistake, shyness, anxiety, and nervousness.
- The linguistics factor discussed base on students' intelligent of speaking components, these are; grammar, vocabulary, pronunciation, fluency and comprehension (Harmer, 2012)

The researcher is looking for the participants who fit the criteria and willing to take a part in this research. The criteria are:

- A student of English Language Education of UIN Ar-Raniry batch 2018
- The student has taken the Public Speaking Class through Offline learning

Participants are expected to fill in two parts of this questionnaire. The first part included informed consent and participants' data such as Name and student ID. The second part included 4 statements of psychological factors and the third section also included 4 statements of linguistics factors. There are four choices of the frequency of questions from strongly disagree to strongly agree. Those are strongly disagree, disagree, agree and strongly agree. All data obtained from this research such as participants' identity and scores will be known by the researcher and used for this research only.

Best regards,

The researcher,
Muidal Muna

The Psychological Factors

According to Juanna (2012) the psychological factor that hinder students from public speaking are fear of making mistakes, shyness, anxiety, and lack of motivation. The following questionnaire is to know the students perceptions related to self-confidence in Public Speaking.

Directions:

1. Read the following statements carefully
2. Please choose the most appropriate response that applies to youde

I feel anxious when speaking and end up saying nothing.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Agree
- ☒ Strongly Agree

I speak less because I feel shy

- ☐ Strongly Disagree
- ☐ Disagree
- ☒ Agree
- ☐ Strongly Agree

I am worried of making mistakes when I am doing public speaking

- ☐ Strongly Disagree
- ☐ Disagree
- ☒ Agree
- ☐ Strongly Agree

When I start to speak, I get blank and forget everything suddenly due to nervousness

- ☐ Strongly Disagree
- ☒ Disagree
- ☐ Agree
- ☐ Strongly Agree

The Linguistics Factors

The linguistics factor discussed base on student intelligent of speaking components. Those are grammar, vocabulary, pronunciation, and fluency (Harmer, 2012).

I feel afraid of grammatical error when am doing public speaking

- ☐ Strongly Disagree
- ☒ Disagree
- ☐ Agree
- ☐ Strongly Agree

I feel afraid to do public speaking because of limited vocabulary

- ☒ Strongly Disagree
- ☐ Disagree
- ☐ Agree
- ☐ Strongly Agree

I get ashamed to do public speaking because I do not have a good pronunciation

- ☐ Strongly Disagree
- ☐ Disagree
- ☒ Agree
- ☐ Strongly Agree

I feel ashamed to do public speaking because I don't have fluent English ability

☐ Strongly Disagree

☐ Disagree

☒ Agree

☐ Strongly Agree

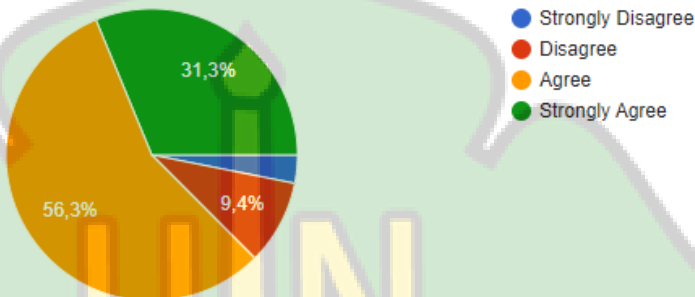


Appendix F Result of Questionnaire

The Psychological Factors

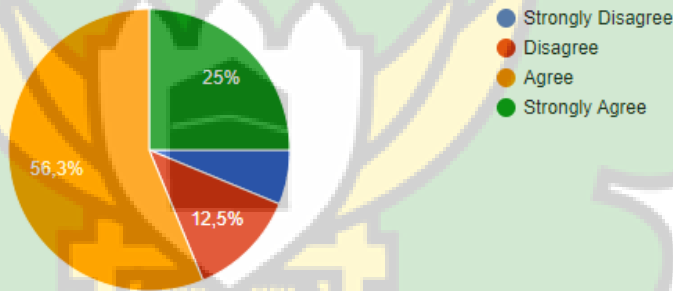
I feel anxious when speaking and end up saying nothing.

32 jawaban



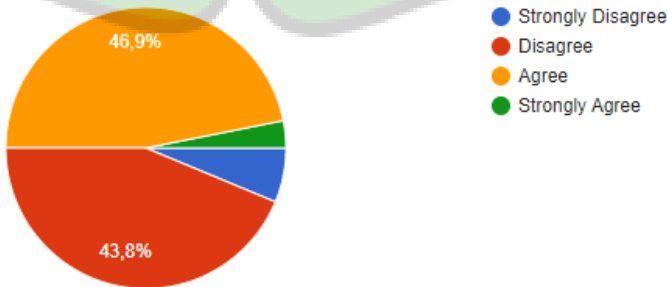
I speak less because I feel shy

32 jawaban



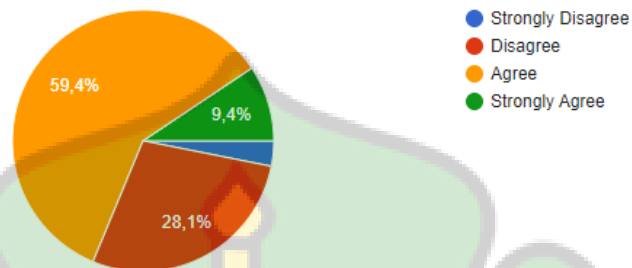
I am worried of making mistakes when I am doing public speaking

32 jawaban



When I start to speak, I get blank and forget everything suddenly due to nervousness

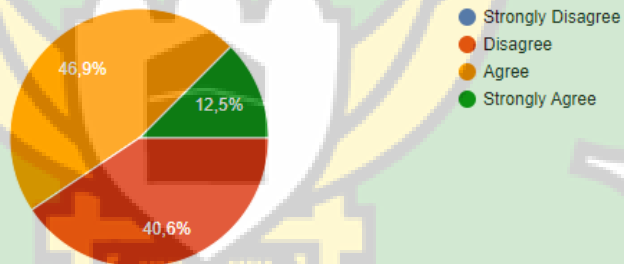
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The Linguistics Factors

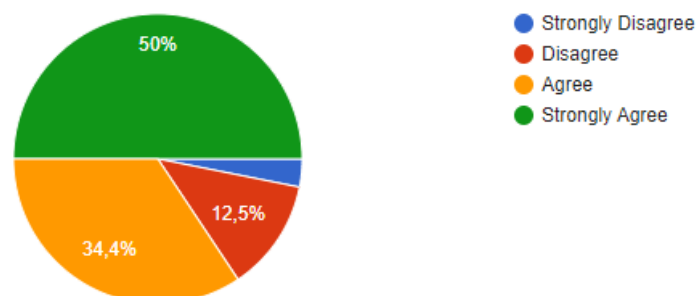
I feel afraid of grammatical error when am doing public speaking

32 jawaban



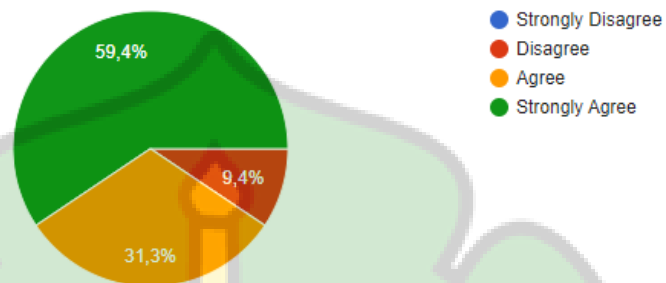
I feel afraid to do public speaking because of limited vocabulary

32 jawaban



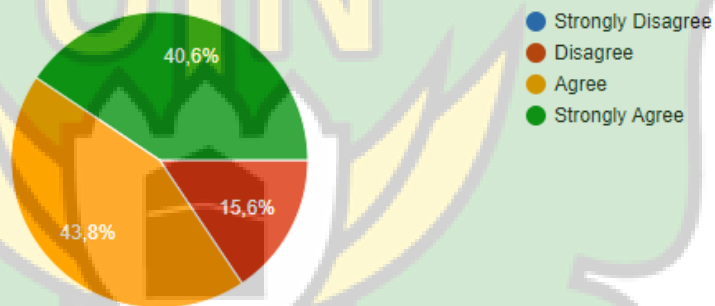
I get ashamed to do public speaking because I do not have a good pronunciation

32 jawaban



I feel ashamed to do public speaking because I don't have fluent English ability

32 jawaban



Appendix G Responses of Participant

No.	Initial	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1.	SN	4	4	4	4	4	4	3	4
2.	NM	4	3	3	2	2	1	3	3
3.	FH	4	3	1	3	2	2	3	4
4.	SMJ	3	3	3	3	2	4	2	4
5.	F	4	4	1	3	2	3	4	4
6.	YA	4	4	2	4	3	4	4	2
7.	PZ	3	3	3	3	3	2	4	3
8.	DA	2	4	2	2	3	2	2	4
9.	FA	2	2	2	2	3	4	4	2
10.	FA	3	4	2	2	4	3	3	3
11.	CD	2	2	3	3	2	2	4	4
12.	SN	4	3	2	4	3	3	3	2
13.	SS	3	3	3	3	4	4	3	2
14.	SU	3	2	3	3	3	3	3	4
15.	IF	4	2	3	3	2	3	4	3
16.	F	1	3	2	3	3	4	4	2
17.	J	3	3	3	2	4	3	4	3
18.	MAM	3	3	2	2	2	3	4	4
19.	DN	4	3	3	2	3	3	3	3
20.	F	4	4	2	3	2	4	4	4
21.	RM	3	4	3	3	3	4	3	3
22.	SS	3	3	2	2	2	4	4	3
23.	M	4	1	3	3	2	4	3	3
24.	BFA	3	1	3	3	2	4	4	4
25.	PM	3	4	2	2	3	4	4	4
26.	MKG	3	3	2	3	2	4	2	4
27.	ADF	3	3	2	3	2	4	4	3
28.	FA	3	3	2	3	3	4	4	3
29.	FH	3	3	3	3	3	3	4	3
30.	FAN	3	3	3	3	3	4	4	3
31.	UZ	3	3	3	1	3	3	4	3
32.	AR	3	3	2	3	3	3	4	4

AUTOBIOGRAPHY

1. Personal Information

Name : Muidal Muna
Place/Date of Birth : Ulee Gle/27th August 1999
Sex : Female
Nationality : Indonesia
Address : Rukoh, Syiah Kuala, Banda Aceh
Marital Status : Single
Contact Number : +6285359018795
E-mail : 170203090@student.ar-raniry.ac.id

2. Parents

a. Father : Muhammad
Occupation : PNS
Address : Ulee Gle, Kec. Bandar Dua, Kab. Pidie Jaya

b. Mother : Aminah
Occupation : PNS
Address : Ulee Gle, Kec. Bandar Dua, Kab. Pidie Jaya

c. Background of Education

2005-2011 : SDN 1 Pidie Jaya
2011-2014 : MTsN 1 Pidie Jaya
2014-2017 : SMAN Unggul Pidie Jaya
2017-Current : UIN Ar-Raniry Banda Aceh