

The Students' Self-Confidence in Public Speaking

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ABSTRACT

This study aims to describe and analyze the students' self-confidence in public speaking at Advanced Speaking Class of English Education Department at Walisongo State Islamic University in the Academic year of 2018/2019. This study deals with Lauster theory, that tells about self-confidence is convincing in the ability and self-assessment of the task and it has an effective approach. This study applied a descriptive qualitative method. The data were collected through a questionnaire with 15 questions for 30 students, observation of the students' performance in public speaking with 10 checklists and interview with 6 students in order to gain the students' self-confidence. The technique of data analysis involved data reduction, data display, and conclusion drawing/verification by using Creswell. The result shows that the students' confidence level at an advanced speaking class was at the adequate level. From the result of a questionnaire, it shows that the mean score of students' self-confidence was 3,2 while from the result of observation, it shows that students did several lacks of performances, such as no eye contact, speaking with vibration, making repetition, giving many movements, and also giving many pauses. The influencing factors which lead to students' self-confidence were such as having a negative mindset, lack of motivation, lack of practice, lack of vocabulary, lack of ability, and lack of preparation.

Keywords: *Self Confidence, Public Speaking, EFL Students.*

First Receive:

21 April 2019

Revised:

16 May 2019

Accepted:

3 June 2019

Final Proof Recieved:

21 June 2019

Published:

30 June 2019

How to cite (in APA style):

Nadiah, Arina & Ikhrom. (2019). The Students' Self-Confidence in Public Speaking. *ELITE Journal*, 1 (1), 1-11.

INTRODUCTION

Self-confidence is an essential thing in creating good communication, especially in public speaking. Public speaking needs not only fluency but also self-confidence. Self-confidence is a positive attitude of the individual that enables himself to against the environment or situation he faces. Lauster stated that self-confidence is convincing in the ability and self-assessment of the task and it has a practical approach (Erdina Indrawati, 2018).

The self-confidence that has been owned by people can let people able to achieve the goals. Many people do not have self-confidence. For example, students are not self-confidence when doing a presentation in class, they feel afraid to speak in front of friends for some courses. Through the pre-observation, the reason is lack of practice, no mastering the material well, lack of vocabulary, feeling afraid when they speak in public. This is a very disadvantage because the primary key of public speaking is self-confidence.

Therefore, students need to have self-confidence. The advantage of self-confidence is an ability to convey message easily. The students who have self-confidence will be able to overcome fears or negative thoughts, so they will be easy to communicate, especially in the oral presentation in front of the class. The students who can communicate fluently and confidently as a good impact of the high self-confidence is that the students can increase their academic achievement in the speaking course because the students fulfill the criteria of the assessment on speaking skill (Salim, 2015) .

To increase the self-confidence, the students can try to speak in public because public speaking is about delivering material in public with many people as the audience. Public speaking is becoming very helpful in everyday life especially in speech communication. Many people especially students do not realize the advantages of public speaking. It offers their opportunity to increase the level of confidence in their speech, gives them an opportunity to engage in social conversations with more assurance, to approach others and to express themselves freely in any situation (Adnan, Jafre, & Abidin, 1989). Nowak stated that public speaking means that the way one expresses or communicates his or her opinions to the general public (Pratama, 2019) :

Public speaking is essential because the use of it is not only in companies but also in schools, university, even that societies need public speaking. Many agencies use public speaking in doing a presentation and the other.

Based on the explanation above, the researcher argued that public speaking could not be separated from self-confidence. In public speaking, a speaker is expected to be able in conveying ideas, argument, the topic in front of the public. To achieve this goal, the speaker must have self-confidence in themselves that they can convey the tasks and obligation with a good performance. Therefore, they would be satisfied with their excellent performance. Someone who has high self-confidence will have the courage to speak correctly in public because they can control emotions when they are under an absolute pressure. They also have belief in facing problem and challenges.

Therefore, this research focused on the students' confidence level. This research explained the confidence level through public speaking at advanced speaking class. The students' confidence level in public speaking can be known through body language, vocal variety, facial expression, and eye contact. To find out the students' confidence level, the researcher used a questionnaire, observation, and interview to get the data.

LITERATURE REVIEW

1. Previous Research

To develop the original analysis, the researcher presents the previous study dealing with a similar topic.

The first topic is from Kamridah, International Journal of Science and Research (IJSR) September 2016, Vol. 5, Issue. 9. Correlation between Level of Anxiety and Public Speaking Performance through Systematic Learning Approach in Foreign Language (Kamridah, 2016). The purpose of this research is to determine the relationship between

the level of anxiety and public speaking, speeches, and presentation. This study is also to determine the role of systematic learning in influencing public speaking anxiety when speaking to students in a foreign language. Public speaking anxiety usually occurs when giving a speech and delivering the case in front of the audience.

This research used a mixed method, applying quantitative and qualitative method. The participant of this study is International English Training (IET) of Cambridge English College (CEC) Pare-Kediri East Java. A Sample of this research using purposive sampling technique, the number of respondents are 135. Data collecting technique use observation, recording, questionnaire, an interview that would be analyzed to identify the English students public speaking. It is to identify the correlation between the level of anxiety and public speaking performance. The result of the questionnaire described by using descriptive qualitative. The second topic is from Safaa Mohammad Al-Hebaish, Vol 2, No. 1: 60-65, January 2012. The Correlation between General Self Confidence and Academic Achievement in the Oral Presentation Course (Al-Hebaish, 2012). The purpose of this study is to investigate the correlation between general self-confidence and academic achievement in the oral presentation course. Self-confidence is a factor that gives students a supportive role in foreign language learning. The oral presentation is a presentation by using ideas that have a correlation with self-confidence, so this research is to investigate the correlation between self-confidence and oral presentation achievement.

This research used descriptive analysis and applying qualitative method. Correlation design is employed to find out the relationship between self-confidence and academic achievement. A descriptive design is an employed to describe the current status of the subject of this research. Participants of this study are Saudi undergraduate students majoring in English at Taibah University. Their age range was 20 to 22 years. Participants of this study are women who have learned from the intermediate stage onwards. They have been joined by the English Department without having experience in speaking in the English language. The technique of collecting data using a questionnaire and oral test, a questionnaire determine the students' self-confidence. The oral test is to determine students achievement when giving a presentation on any topic and preparation before the presentation.

The third topic is from Nur Ilianis Adnan, Degree of Master of Arts, August 2014. Using Public Speaking to Improve Students' Confidence Level in Speaking: A Case Study, University Sains Malaysia (Adnan et al., 1989). The purpose of this study is to investigate whether the public speaking courses can help students of Malaysian to increase their self-confidence level in speaking skills, and looked for the impact of the programme to help and encourage the students to become a better speaker. If the program of public speaking can have a large impact on the level of self- confidence and communication skill of the students, this programme can be adapted to build students' speaking skill.

This research was used descriptive analysis, using a qualitative approach. The speakers presented their speeches based on the manual. All of the members learn by doing and watching fellow members improve presenting their communication skill. This study is established to develop speaking skills, students will learn to speak with confidence, clarity, and convincing. The qualitative method is adapted to collect and analyze the data from the evaluation forms, interview, and observation. The interviews are conducted after students making speeches to build students' confidence level. All of the data from interviewed will be analyzed to determine the effectiveness of the public speaking program. The participants of this study were grade 2 and grade 4 schools in Penang.

The fourth topic is from Muhammad Arif Pratama, *Journal of Languages & Language Teaching*, Vol. 5, No. 2, November 2017. *Factors Affecting Students' Confidence in Public Speaking* (Pratama, 2019). The purpose of this study is to determine the internal and external factors that influence students' confidence in public speaking.

This study used a qualitative method. The subject of this study are E2DC members (English Debate), and the objects of this study are the internal and external factors that can affect students' confidence in the performance of public speaking. The participants of this study are students from the fourth semester and one student from the sixth semester. The data collecting technique used recording, note-taking, and questionnaire. The questionnaire consists of five items and each item consists of four options (very agree, agree, disagree, very disagree). The data were analyzed using data reduction, data display, verifying and conclusion.

2. Theoretical Framework

a. Public speaking

Public speaking is the act of speaking to a group of people. The speech should be in a structured and deliberate manner, delivered with sincerity. Every public speaking speech usually will have a function, and it is whether intended to inform, influence or to entertain the audience (Nadiah Ma'mun, 2018). At least, at the end of the speech, the audience should be able to bring back a message that they can learn from the speech. Templeton and Fitzgerald stated that public speaking has a speaker to stand before the audience to deliver a speech in a structured manner, with the purpose of either persuade, inform or entertain the audience. Public speaking is quite similar to the presentation, where the difference is the latter is usually meant for the commercial or academic environment (Yee, Jafre, & Abidin, 2014).

From the statement above, public speaking is delivering a speech, topic, or material in front of the audience with the aim to give information to the audience. With public speaking, the audience will know about topic or material, and the audience will attract with the material that has been delivered by the speaker.

There are various purposes for a speaker to speak in front of the public. It can be to tell a story, to share experience, to inform you about a message, or to motivate others to take action (Yee et al., 2014).

Public speaking is to convey the information to the audience, to influence the audience so that the audience gets feedback from the material that has been heard. The purpose of public speaking is not only to provide the information, but to change the emotions, actions, and attitudes of the audience (Dale Carnegie (AKA Dale Carnegie) and J. Berg Esenwein, 2007).

b. Self-confidence

Self-confidence is defined as an individual's overall evaluation or appraisal of themselves, whether they approve or disapprove of themselves, like or dislike themselves. This is like someone's feelings about themselves or self-esteem and competition that are associated with self-concept. It means that someone who is confident and capable of dealing with the word includes the belief that he or she can expect success or failure (Salim, 2015). Self-confidence is the feeling or worthy that one feels for himself/herself (Nadiah Ma'mun, 2018). Feltz stated that self-confidence as rather than a general feature, it is a belief of a person that they can successfully achieve an activity and individuals' trust to their judgment, ability, strength, and decisions (Erdina Indrawati, 2018). Then, Lauster explains that self-confidence is derived from life experience. Self-confidence is one of the aspect personality that is a belief in their ability, and can not be influenced by others can act according to wish, happy, optimistic, tolerant, and responsibility (Carnegie, 1991).

Lauster added that self-confidence is related to the ability in doing something right. This assumption makes the individual never become a person who has true self-confidence. However, the human ability is limited in some things that can be done and ability that can be mastered (Kamridah, 2016).

From the statement above the researcher concluded that self-confident is an ability to do something on the subject as a personal characteristic with a belief in their self-ability, optimistic, objective, responsible, rational, and realistic.

c. Self-confidence in public speaking

The one thing that is needful for the development of self-confidence in public speaking is practice. The speakers can practice with speech, it may be their speech or selected models of others, but the speaker must be rendered aloud. They ought to stand rightly with suitable gesture and give a good voice in their speech. Speakers can imagine the audience with any imagination such as making an audience as a statue or believing that there are no people in front of them.

Another preparation to build self-confidence is storytelling. Speakers can choose an interesting topic to tell. Then, speakers can do storytelling with family or close friends before speaking in public.

RESEARCH METHOD

In this study, the researcher used descriptive research (Cresswell, 2007). This research is conducted by collecting the data through a questionnaire, observation, and interview. This research aims to describe the students' self-confidence in public speaking at Advanced Speaking Class in the third Semester Walisongo State Islamic University in the academic year of 2018/2019.

In order to get the data of the students' self confidence in public, the students performance viewed from verbal and nonverbal, and the problems of the students' self-confidence, the researcher has conducted observation, interview, and questionnaire. The researcher conducted the research in advanced speaking class at the third semester of English Education Department of Walisongo State Islamic University in the academic year of 2018/2019. It consists of three classes of the advanced speaking class in the third semester. The researcher chose the respondent randomly from three classes of the advanced speaking class. The researcher needs four meetings for doing the research.

Firstly, the researcher observed the performance of students in public speaking viewed from verbal and nonverbal with 10 checklists. The researcher observed the students in a classroom; the researcher got the data from a natural situation. The result from observation had been analyzed by the writer. Secondly, the researcher interviewed the students of the advanced speaking class after speaking in public. The researcher interviewed 6 students by giving 7 questions. The interview is used to obtain information about the students' self-confidence problems. And a questionnaire with 15 questions also gave for 30 students in order to gain the information about the students' self-confidence problems.

FINDING AND DISCUSSION

1. The students' self-confidence from verbal and nonverbal performance

a. Verbal performance

a). Speaking with clear meaning and clear words

Based on the result in observing at advanced speaking class, the students who are being a speaker could not speak with clear meaning. Sometimes they spoke the word or sentence that did not have a clear meaning (Mandal, 2014). For example, as they presented about the benefit of the product by using utterance 'that nutrition will give your brain eh give your brain nutrition.' Then, another example 'cause by children infection eee cause by infection'. When they presented about the movie, they told 'celebrated Indonesian eh celebrated independence day of Indonesia.' This sentence made the audience confused. Maybe, they want to say 'this product give nutrition for your brain' or 'independence day.' The reason why the speaker did not speak with clear meaning was caused by feeling nervous. Then, they could not speak with clear words. For example, when they said 'I want to explain,' they said 'III I want to explain' and then said 'to love' they said 'to to love.'

b). Communication with the audience

Based on the observation result at advanced speaking class, the speakers could build communication with the audience. For example, as they did a presentation about the review of a movie. They made a conversation with the audience 'have you ever known about this movie? Alternatively, have you ever seen this movie? Please raise your hand'. Then, they presented another topic, that is about the product. They give some question to the audience such as 'do you ever complain about your picture quality?'. The question given by a speaker could make the audience showed up the answer. However, there was a speaker just only delivered the material from the beginning until the end. The speaker was expected to be confident in creating good communication with the audience.

c). Pronunciation and intonation

Based on the observation result in advanced speaking class, the pronunciation was not clear. For example, the speakers said 'title' became 'titel,' 'nice' became 'needs,' 'example' became 'exemple.' Then, the intonation was monotonous and many pauses.

b. Nonverbal performance

a). Making eye contact with the audience

Based on the observation result in advanced speaking class, the speakers did not look at the audience for several minutes; they just looked at the audience for a few minutes. Some students *looked at the note, slideshow, and they did not face the audience but faced up and only looked at the audience at a glance. They did not face the audience but they face to another object and also sometimes they blocked the audience with always facing to the slideshow.* The speakers felt nervous to make eye contact with the audience. It needs to be overcome because it must give eye contact in giving some speech in front of the public. Based on the book of Hilbram Dunar, he stated that the aim of looking at the audience is to attract the audience and make the audience interest with the speakers (Mandal, 2014). It could make the speakers get closer to the audience.

Based on the statement above, the speakers were expected to look at the audience in order to get closeness with the audience; it was not looking at the audience one by one but for several minutes to get the interest from the audience.

b). No rigid and no repetition

Based on the observation result in advanced speaking class, some speakers made repetition with the words, for example, speakers repeated the words 'eh eh.' Another example 'the process the process,' 'each each others', 'so you are point eh your point eh apasih,' and then 'it is should be eh would be un predictable,' 'is this, so eh is this phone.' Then, while doing the presentation in public, speakers were looked rigid because showed the expression of nervous, afraid, passive, and gloomy face. Because they were nervous, the presentation only runs in a short time.

c). Keep calm, focus on the audience, and do not too much movement

Based on the observation result at advanced speaking class, speakers made many movements, such as touching a hair. Then, some of the speakers was

delivering the material with bending the legs while they stand in front of the class, they did not stand rightly, they put their hands in pants or on the waist. Based on the journal Fatik Baran Mandal stated that worried people repeat actions frequently, such as pacing, fidgeting, rubbing the face, and running hands through their hair and do not focus.

Based on the statement above, speakers should focus on the audience and should not give any movement. Speakers should stand up when doing a presentation of the public. They must be confident. The researcher found some speakers were not calm; they showed their shocked expression face, confused and unfocused. That is why they touched head, hair, and gave many movements to reduce their anxiety.

d). Be able to express

Based on the observation result in advanced speaking class, speakers just delivered the material without any expression. For example, they presented their product; they did not show some expressions such as enthusiasm or persuasion. They should express based on the topic that they delivered. For example, when doing a presentation about the particular product, they should express with enthusiasm like a salesman who offered their merchandise.

e). Create the atmosphere come alive

Based on the observation result at advanced speaking class, speakers could not create the atmosphere to become alive; they just delivered the material. The number of students used the same method when speaking in public. For example, 'today I will explain about my presentation the title is....until the end'. They spoke the same words in opening the presentation; there was nothing variation. They just explained the topic of the material from the beginning until the end. Therefore, self-confidence and creativity were needed to speak in public. The researcher found some speakers could make creativity. For example, they made an illustration and asked the audience to answer the illustration in the middle of the presentation. The audience tried to guess the illustrations one by one that could make the atmosphere become alive. The first impression that created by speakers was to get attention from the audience. So, the audience would be interested in the topic and give attention until the end of the presentation.

2. The Students' Self-Confidence in Public Speaking

The data on students' self-confidence in public speaking was gained from a questionnaire. There were 15 questions of a questionnaire. The researcher gave a questionnaire to 30 students in the advanced speaking class. A questionnaire would be counted to get the percentage and average value. The researcher used the Likert Scale to analyze the category of students' self-confidence in public speaking at advanced speaking class. Based on the questionnaire result, the researcher analyzed the students' self-confidence in public speaking at the advanced speaking class.

1. Frequency

No	Category	Frequency	Percentage
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1.	Strongly Disagree		
2.	Disagree	1	3,3 %
3.	Uncertain	24	80 %
4.	Agree	3	10 %
5.	Strongly Agree	2	6,7 %
		30	100

2. Average

For knowing the average value of students' self-confidence in public speaking at advanced speaking class, the researcher used mean to count the percentage.

No	Category	Frequency	$\sum x$	Percentage
1.	Strongly Disagree			
2.	Disagree	1	2	3,3 %
3.	Uncertain	24	72	80 %
4.	Agree	3	12	10 %
5.	Strongly Agree	2	10	6,7 %
		30	96	100 %

$$M_x = \frac{\sum x}{N}$$

Where, M_x = mean

X = total of variable

N = total number which observed

$$\begin{aligned} M &= \frac{\sum x}{N} \\ &= \frac{96}{30} \\ &= 3,2 \end{aligned}$$

According to the data above, the result showed that the students' self-confidence in public speaking at the advanced speaking class was in the third category that is an uncertain category (adequate level). The average value of the questionnaire was 3.2%. In this case, students' of advanced speaking did not believe in themselves. Students felt doubt when they were speaking in public. Some factors caused the students' lack of self-confidence. Based on the interview result, the students' of the advanced speaking class were lack of preparation and practice. The preparation was not only material but also all of the students need to create a good performance such as creativity, appearance, mentality, self-control, topic selection, and media. Students need practice speaking English before performing in public such as speaking English in front of the mirror, having conversations with their friends by using English in every day. Based on the book of Hilbram Dunar, he stated that practice speaking for 60 seconds without stopping on one topic would make a person be fluently in speaking without halting or losing words.

3. The problems of students' self-confidence

The problems of students self-confidence in public speaking at the advanced speaking class were a negative mindset, lack of practice, lack of vocabulary, lack of ability, lack of motivation, lack of preparation.

Based on the statement above, practice is significant to increase the ability in speaking skill. The students must practice speaking English anytime and anywhere. The students who practice speaking English a lot, they will not only master in English vocabulary but also speak English fluently and affect their self-confidence. The students did not feel doubt, embarrassed, or afraid of speaking in public.

CONCLUSION

The researcher concluded that the students' self-confidence in public speaking at advanced speaking class was in the uncertain category or adequate level. Based on the finding, the score of students' self-confidence at advanced speaking class was 3,2%. The researcher found from a verbal performance. Students did not speak with clear meaning and clear words, the intonation monotonous, and many pauses. Then, from nonverbal performance, students did not make eye contact, looking at the note, slideshow, and they were not facing the audience but facing up. Students made repetition 'eh eh,.' Students showed the nervous expression, afraid and gloomy face. Students made some gestures such as touch a hair, standing with bending legs, and put their hands in pants or on the waist. Based on the interview with the students, the researcher found the problems of lack of self-confidence are they have a negative mindset (do not believe in themselves), lack of preparation and practice speaking in public. Another reasons or factors are lack of vocabulary and lack of ability.

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