

**BUILDING STUDENTS' SELF-CONFIDENCE IN AN ENGLISH
DEBATE AND CRITICAL THINKING CLASS: EVIDENCE
FROM AN INDONESIAN ISLAMIC UNIVERSITY**

A THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree
in English Education



By :

IKHWAN RAHMATULLAH
SN. 2519098

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
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Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan. Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

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MOTTO

*“He told me, son sometimes it may seem dark
But the absence of the light is a necessary part”*

Jason Mraz



ABSTRACT

This research aims to explore how university students build their self-confidence in English debate and critical thinking classes. To achieve the research objectives, the researcher used the narrative inquiry method with a semi-structured interview. As many as four students have participated in this research and shared their experiences and problems they faced while participating in debating practice. Based on the findings, there are four strategies to build self-confidence in debate. First, avoid eye contact with the audience. The aims of avoiding eye contact for students are to reduce anxiety and fully concern about their argument. Second, arrange debate arguments based on valid sources. The purposes are to give the debater more insight into their topic and a better chance to refute the opponent. Third, set intonation during debate. The goal of setting intonation is to make debaters convey arguments more clearly. Fourth, think positively in debate practice. The purpose is to give the debater a relaxed feeling on the debate stage.

Keyword: Self-confidence, Debate, Critical Thinking.



ABSTRAK

Penelitian ini bertujuan untuk mengeksplorasi bagaimana mahasiswa membangun kepercayaan diri mereka dalam debat bahasa Inggris dan kelas berpikir kritis. Penelitian ini menggunakan metode kualitatif dengan wawancara terbuka sebagai media pengumpulan data. Sebanyak empat mahasiswa telah berpartisipasi dalam penelitian ini dan berbagi pengalaman serta permasalahan yang mereka hadapi selama mengikuti praktik debat. Hasil dari penelitian ini menunjukkan bahwa ada empat strategi untuk membangun kepercayaan diri dalam berdebat. Pertama, menghindari kontak mata dengan audiens. Tujuan dari menghindari kontak adalah untuk mengurangi kecemasan dan memberikan perhatian penuh pada argumen mereka. Kedua, menyusun argument debat berdasarkan sumber yang valid. Tujuannya adalah untuk memberikan lebih banyak wawasan kepada peserta debat tentang topik mereka dan memberikan lebih banyak kesempatan untuk membantah argumen lawannya. Ketiga, mengatur intonasi saat berdebat. Tujuan mengatur intonasi adalah agar peserta debat menyampaikan argumennya dengan lebih jelas. Keempat, berpikir positif dalam debat. Tujuannya adalah untuk memberikan perasaan rileks pada debater dalam praktik debat.

Kata Kunci : Percaya Diri, Debat, Berpikir Kritis

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PREFACE

Praises and gratefulness are sent to Allah SWT who has poured His grace and His gift and bestowed me guidance, health, and patience so that the writing process of my research proposal research **“Building Students’ Self-Confidence in an English Debate and Critical Thinking Class: Evidence from an Indonesian Islamic University”** can be completed. It is submitted to English Education Department, UIN K.H Abdurrahman Wahid Pekalongan to fulfil one of the requirements for Degree of Sarjana Pendidikan. This study can be accomplished because of many supports from several people. Therefore, in this occasion I would like to express my sincere gratitude to:

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Pekalongan, 10 November 2023

The Researcher

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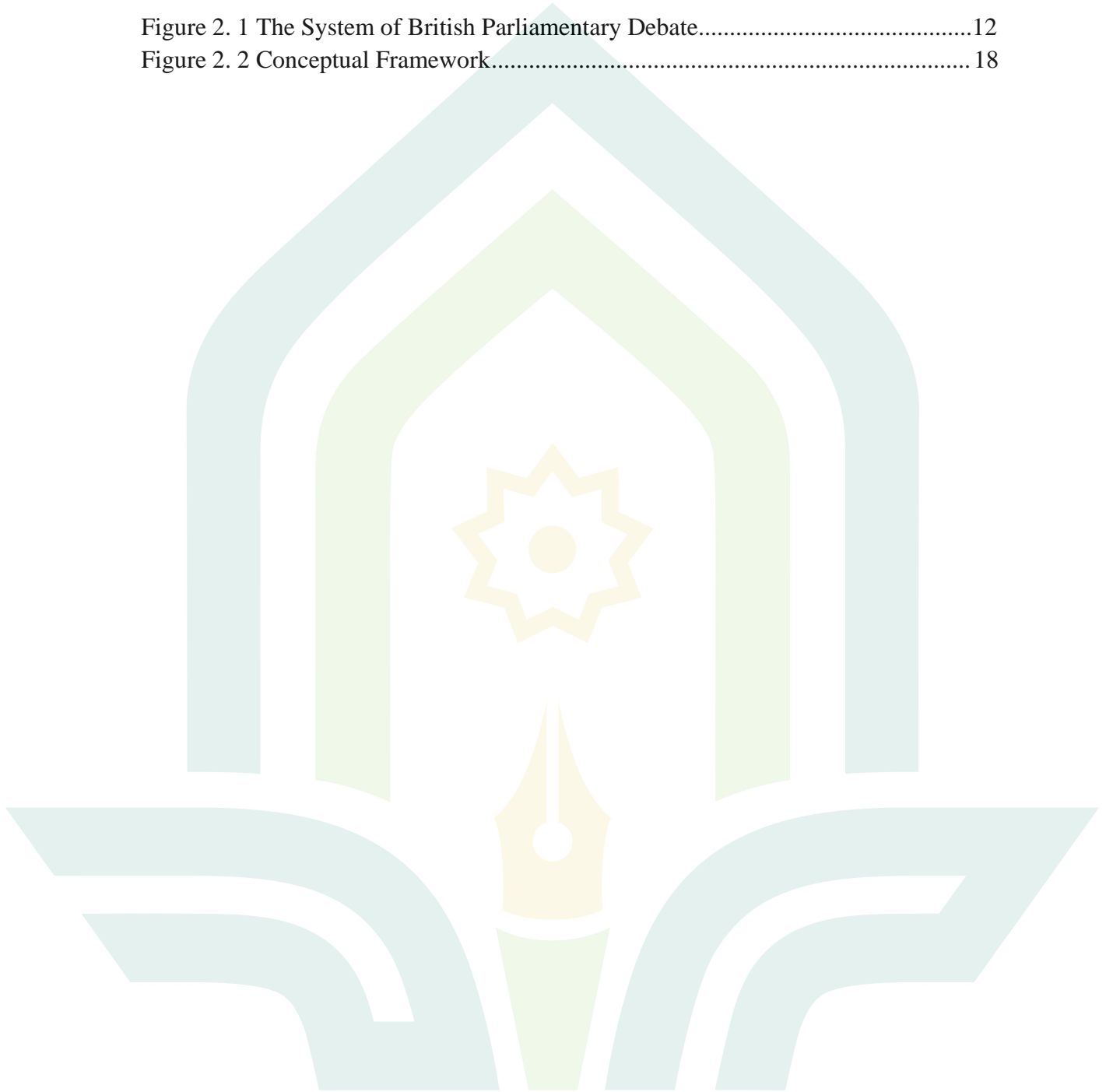
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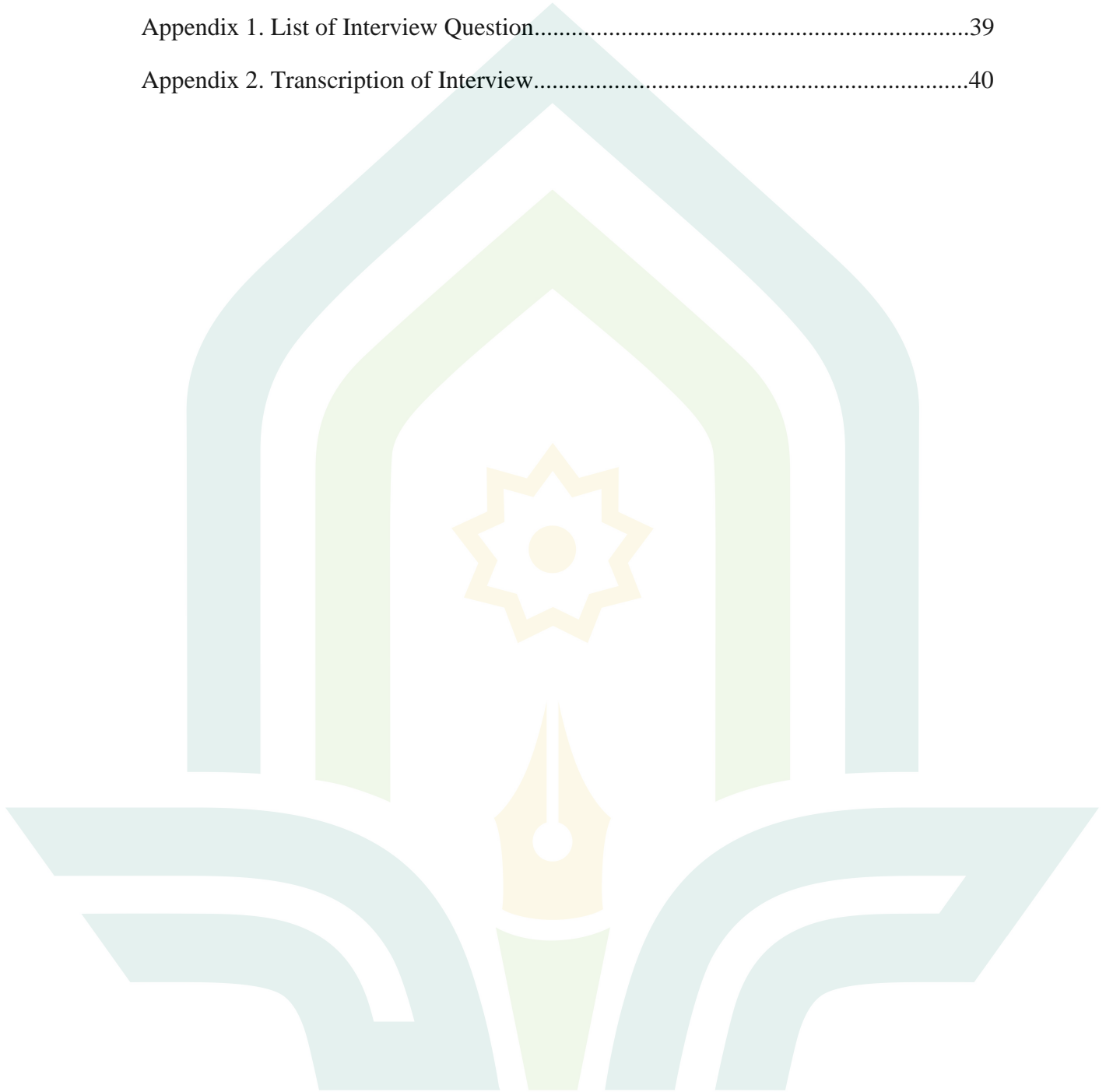
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CHAPTER I

INTRODUCTION

1.1 Background of Study

Self-confidence is an essential thing for college students, so it can influence their learning process. According to Nadiah et al. (2019), having self-confidence is a positive attitude that can help a person deal with any future challenges. In that situation, they need the confidence to get through it. According to Norman and Hyland (2003), self confidence is one of the learning factors that can influence student participation and success. Students who are confident in learning participate more actively and enthusiastic in learning. Kanza (2015) states self confidence is very important for students when participating in learning activities. Students have confidence in their ability can set goals and work hard to achieve their goals without worrying about the results. Mills (2018) explains self-confidence encourages students to actively engage in debate. They feel braver to express opinions, argue and contribute actively to discussions, which can benefit their learning.

The advantage of self-confidence is the ability to convey messages easily. Students who are confident can overcome fear or negative thoughts, especially in debate. Students with self confidence are more believe that their arguments are correct. Bokings (2017) explains that confidence helps students to deliver their arguments strongly. Self-confidence brings an important benefits to students,

both in academic contexts and in everyday life. Bandura (1997) states self-confidence increases students' motivation to achieve their academic goals. Those who have a high level of self-confidence tend to have a higher enthusiasm for learning and achieve better academic performance.

In this era of education, debate has been used as a learning material in schools or colleges. Harmer (2002) states some speaking activities are commonly used in the classroom and one of them is debate. Self-confidence is an important key for students in debate and critical thinking. When students have confidence, they will feel more confident in presenting arguments, answering questions, and participating in discussions. Bokings (2017) states self-confidence is important key to be a good debater for student. If students have a good confidence especially in debate, they can control the stage and mastering all the way how to deliver argument in debate.

Debate pushes students to do many things that they may not do in a regular discussion. They must to think critically about the topic and they choose before perform debate. They should be able to make a good argument to prove the opposing arguments are wrong and influence the audience. According to Greene and Hicks (2005), debate is a powerful way to shape competitive instincts to increase critical thinking skills by helping students analyze an issues. Nordquist (2020) states debate helps students control their speaking and argumentation skills effectively. They learn to construct strong arguments, organize their thoughts, and convey their views clearly and convincingly. There

is a correlation in debate and critical thinking because debate can improve student's critical thinking skills, which forms students' competitive instincts that can improve critical thinking skills.

One of the debate systems that usually used in Indonesian universities is British Parliamentary Debate. According to Agustina and Bahrani (2016), The British parliamentary debate system, which is gaining popularity around the world, has been adopted in most universities in Indonesia. This system, which is also used as the World University Debating Championship (WUDC) system, has attracted the interest of some education professionals, particularly at the university level, to use the system in university debate competitions.

Based on the aforementioned data, the researcher is interested to carry out more in-depth research on investigations the issue of buiding self confidence in debate and critical thinking. Regarding self-confidence is important in debate practice, many university students have lack of self-confidence while presenting their argument in debate practice. Therefore this research will explore on how to build students' self-confidence in debate and critical thinking class in Indonesian islamic universities.

1.2 Formulation of the Problem

This study provides one research question “How do university students build self-confidence in debate and critical thinking?” By employing this formula, the researcher expects to know more about students' best practice in

building self-confidence in debate class. The researcher will picture the reality as reflection for our department.

1.3 Operational Definition

1. Self-confidence

Self confidence is an attitude or belief in person ability so they are not too anxious and comfortable to do things depends their wishes (Lauster 2003).

2. Debate

Debate is the process of inquiry and advocacy; the seeking of reasoned judgment on proposition (Freely and Stainberg, 2009).

3. Critical Thinking

Critical thinking is the ability to analyses, critics, and advocate ideas (Freely and Stainberg 2009).

1.4 Aims of the Study

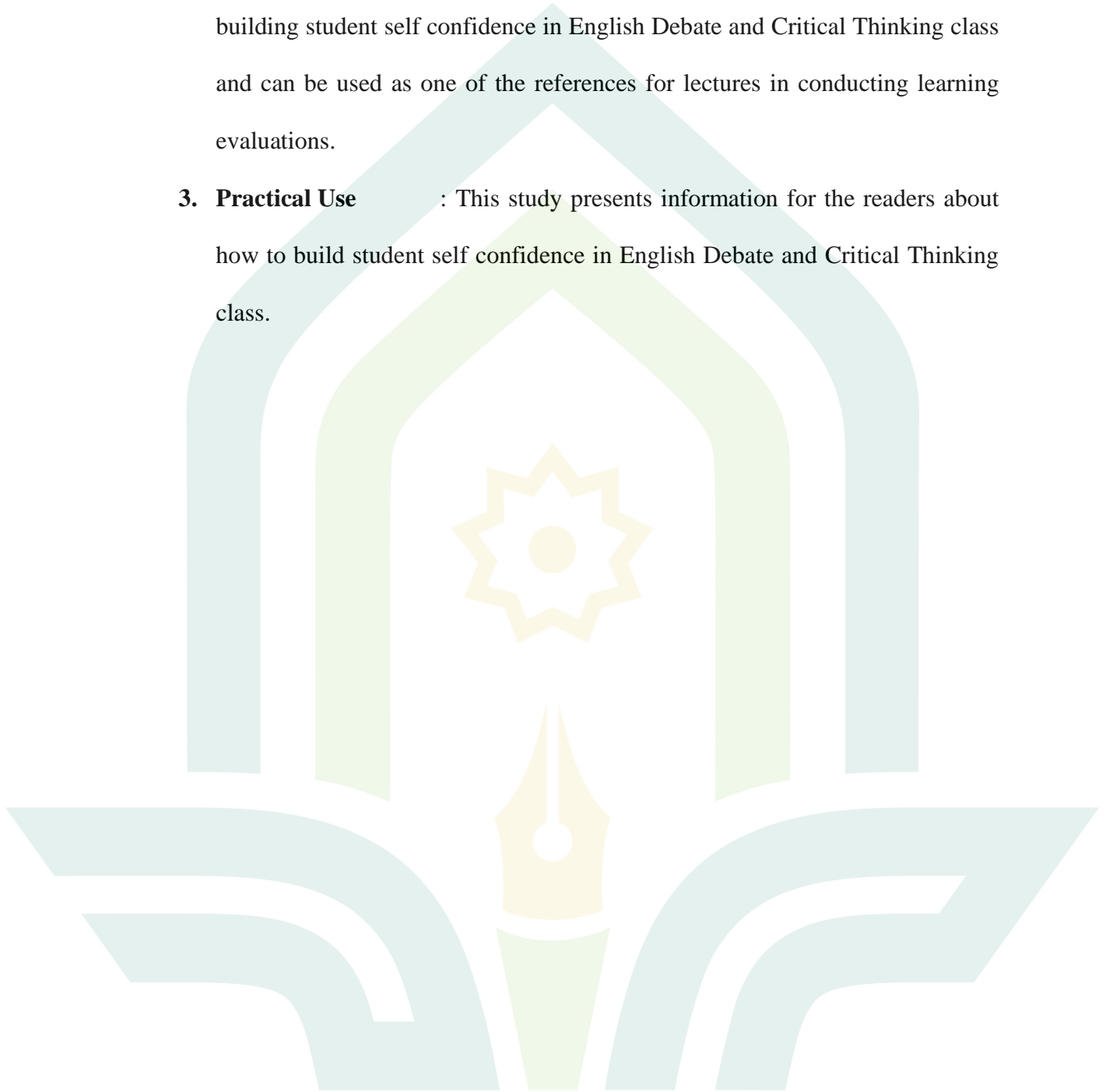
This research aims to explore how university students build their self-confidence in English debate and critical thinking class.

1.5 Significance of the Study

- 1. Theoretical Use** : This study contributes to Oney and Uludag' (2015) theory on self-confidence and support other theories related to the self-confidence in English Debate and Critical Thinking class.

2. Empirical Use : This study provides empirical insights about the building student self confidence in English Debate and Critical Thinking class and can be used as one of the references for lectures in conducting learning evaluations.

3. Practical Use : This study presents information for the readers about how to build student self confidence in English Debate and Critical Thinking class.



CHAPTER V

CONCLUSION

5.1 Summary of the Findings

Based on the results and discussions, the findings from the research show that there are four strategies for university students to build self-confidence in English Debate and Critical Thinking Class. The findings revealed that building students self-confidence can be done by, first avoiding eye contact with the audience. The aim of avoiding eye contact for students is to reduce anxiety and be fully concerned about their argument. Second, arranging debate arguments based on valid sources. The purpose is to give the debater more insight about their topic and a better chance to refute the opponent. Third, setting intonation during debate. The goal of setting intonation is to make debaters convey arguments more clearly. Fourth, positive thinking in debate practice. The purpose is to give the debater a relaxed feeling in the debate stage. Each of these has a positive impact on self-evaluation for a better future.

5.2 Recommendation

Based on the results of the research, the researcher realizes that this research is not completely perfect. Considering that this study only took stories from the experiences of four participants, the researcher really hopes that future researchers will be able to develop research topics building student self-

confidence in debate class in various topics. The researcher hopes that later, this topic can be reviewed again with a different focus, diverse student experience backgrounds, and reliable reference sources.

The researcher suggests that students apply the findings of this research to build their self-confidence in debate practice. Hopefully, the strategy from this research can build student self-confidence in debate practice and give good performance in debate practice.



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