

**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 menyatakan bahwa skripsi yang berjudul “Building Students’ Self-confidence in an English Debate and Critical Thinking Class: Evidence From an Indonesian Islamic University” adalah benar-benar hasil karya penulis, kecuali dalam kutipan yang telah penulis sebutkan sebelumnya.

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Assalamu 'alaikum Wr. Wb.

Setelah diadakan penelitian dan perbaikan, maka bersama ini saya kirimkan naskah Skripsi:

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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.

Wassalamu 'alaikum Wr. Wb.

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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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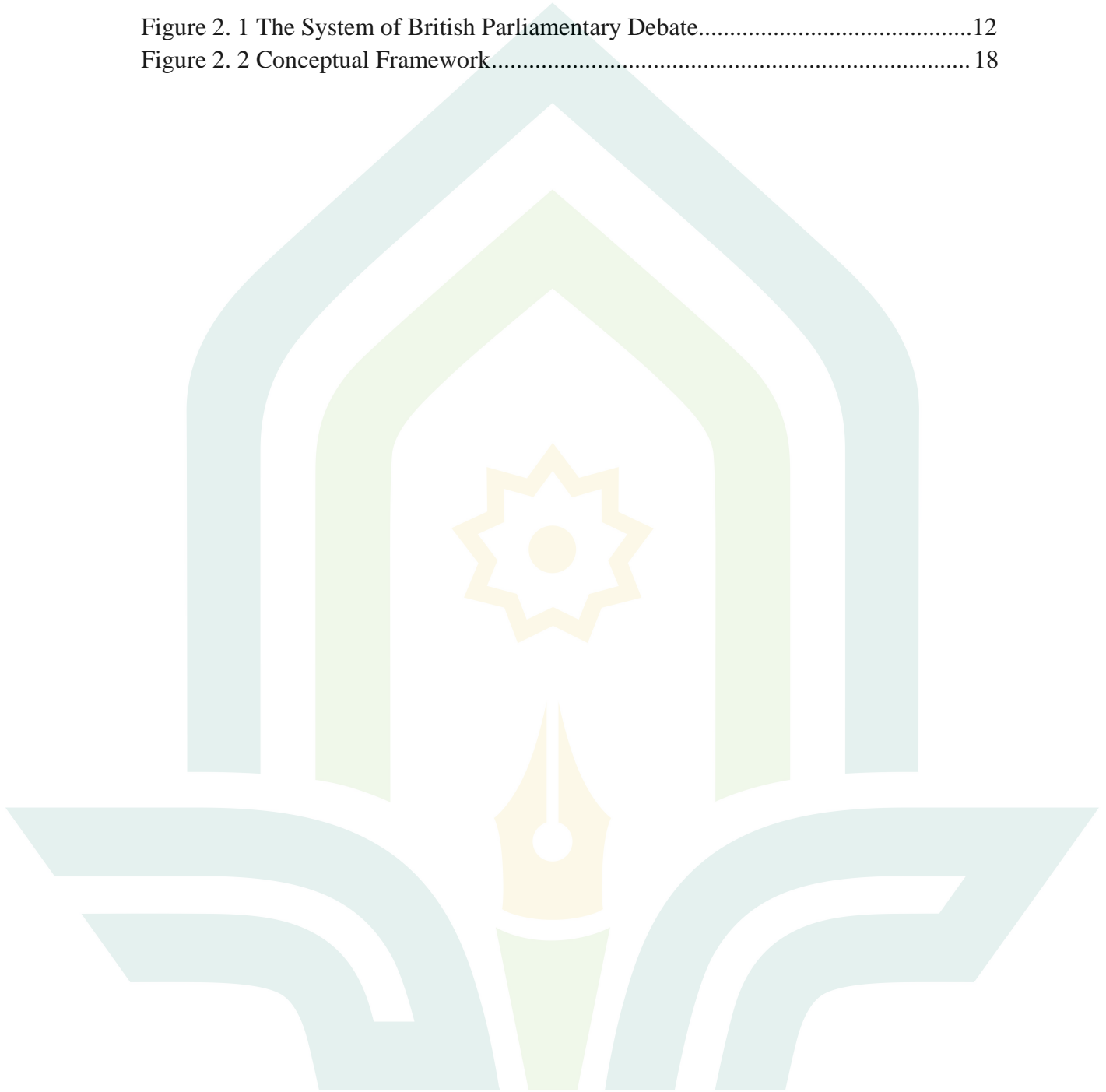
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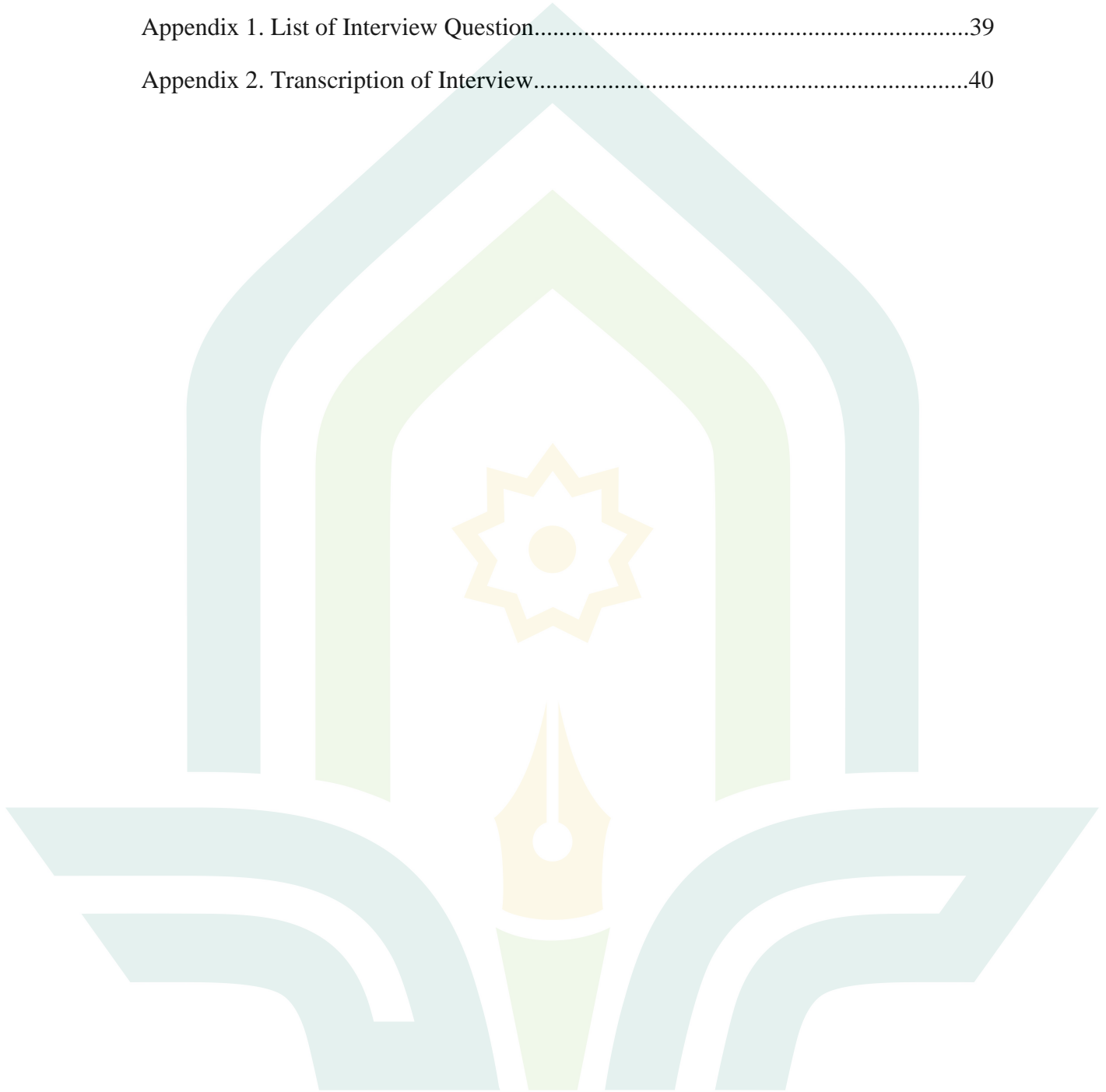
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CHAPTER I

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

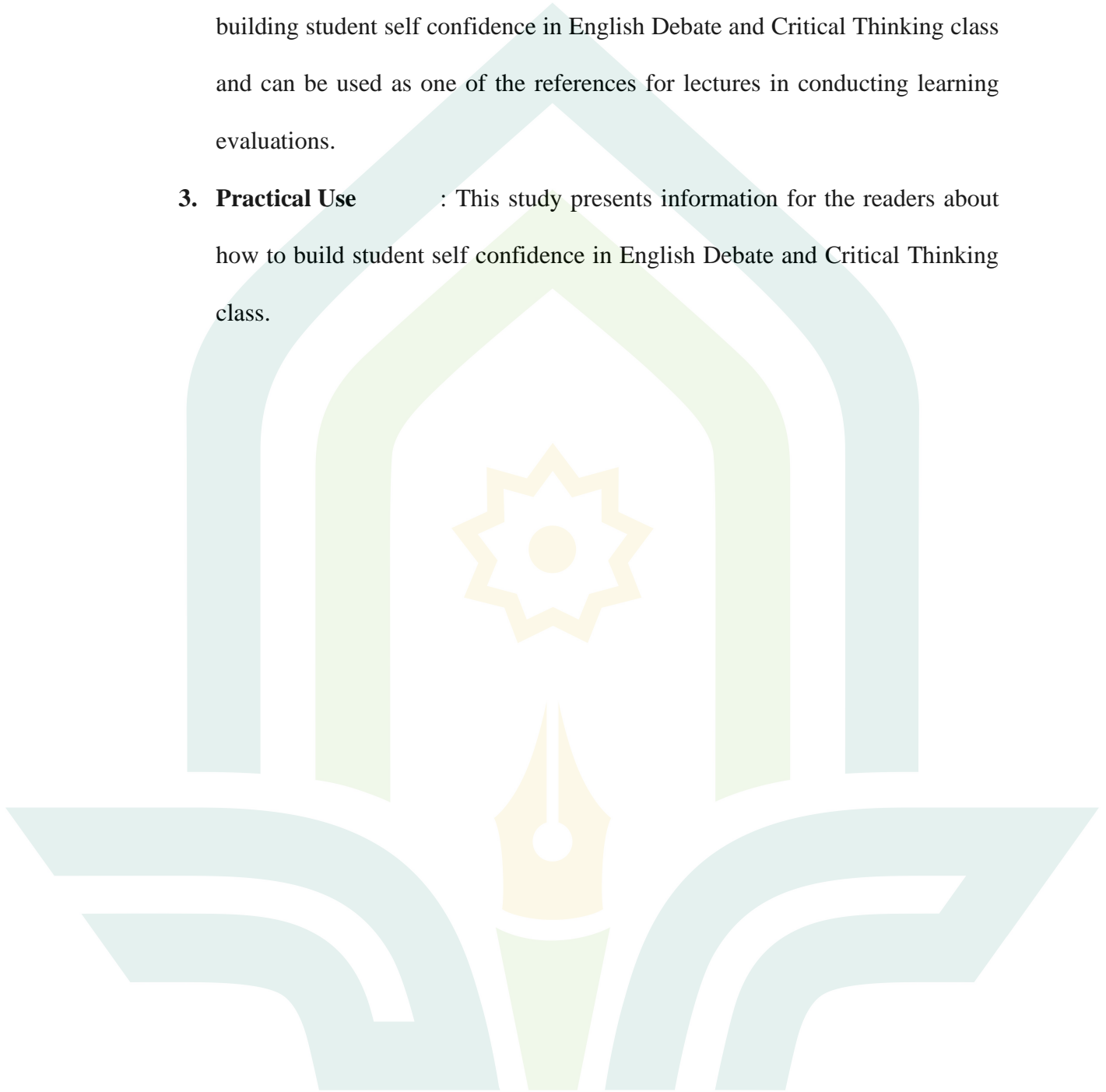
This research aims to explore how university students build their self-confidence in English debate and critical thinking class.

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 II

THEORETICAL FRAMEWORK

2.1 Literature Review

In this section, the researcher presents several theories that are used as the basis of the study. The presentation of these theories aims to provide an overview and facilitate the readers in understanding and reviewing the basic principles becoming the pillars of this research.

2.1.1 Self-confidence

Nadiah et al. (2019) confidence is the ability to do something based on belief in person ability. Leong and Ahmadi (2017) state great self-confidence can be positively influence someone speaking skill. According to Nashori (2021), self-confidence can be built by having an inner motivation. Self-confidence accompanies an individual from birth and changes in development over time from childhood. This ability is usually related to students' academic achievement and students' ability to express opinions orally.

Building self-confidence in debate is a process that involves developing communication skills, in-depth knowledge of the topic, and emotional management. Heinrichs (2007) explains studying debate topics in depth can build debater self-confidence and by identify pro and contra arguments during preparation that can build confidence. Nareza (2021)

states the way to increase self-confidence is think positively. If debate participant previously always felt anxious to do something, debate participant should try to form a positive mindset and growth mindset.

According to Oney & Uludag (2015), there are two types of self-confidence “General and Specific”. General self-confidence (GSC) is defined as the extent to which an individual believes himself to be capable, significant, successful, and worthy. Cheng and McCarthy (2018) states specific self-confidence is a level of self-confidence that is focused on a specific domain or situation. This includes an individual's self-confidence in their ability in a particular context, for example, confidence in public speaking, completing a specific task, or handling a specific situation. Specific self-confidence (SSC) refers to “the subject's confidence with respect to the decision at hand”. Lampert and Rosenberg (1975) defines SSC as the level of confidence that a person expresses when analyzing a certain context at a certain point in time, while GSC indicates whether a person has a personality trait of belief regardless of the specific context. SSC is context specific example asking questions in a classroom setting while GSC is context-free (Lampert and Rosenberg 1975).

General self-confidence indicates whether a person has reliable personality traits regardless of the specific context. The Code of Ethics consists of a general assessment of all the behavior, activities, thoughts and ability that a person performs. GSC has proven to be quite stable over time.

According Matthews et al. (2003), GSC becomes part of someone personality and does not change unless major (non-repeating) odd events are experienced in succession. Individuals with high GSC levels do not have an advantage in behaviors that are known to be developmental (egg, participating in class activities), and GSC benefits individuals only if the behavior is developmental, novel, and non-repetitive (eg, preparing for and conducting lectures). This self-confidence usually develops in childhood and arises from the accumulation of interpersonal and internal experiences (Harris, 2009).

Specific Self-Confidence (SSC) refers to a person's belief in his ability to perform a particular task. (Locander and Hermann, 1979). The SSC domain corresponds to a context-specific task or feature (Garvey et al., 2016). However, feeling confident in one task may be unsuited for another (Krueger & Dickson, 1994). For example, a consumer may have a high SSC when choosing a motorcycle, but a low SSC when choosing clothes. SSC is also a condition and improvement when various skills are mastered when learning how to complete tasks, gain experience and gain knowledge (Wood and Bandura 1989). Additionally, the consequence of SSC is closely related to behavior. Specific self confidence is formed concerning a particular behavior that it refers to. SSC is unstable over time. SSC is based on specific mandates, prior experience and renewed after

each new experience; therefore they may change from time to time (Demo 1992).

General self-confidence and specific self-confidence are two different aspects of self-confidence in English education context. According to Beaudrie and Putrino (1977), student with high general self-confidence in English lessons. They believe they have the ability to understand language structures, express themselves clearly, and improve their speaking and writing skills. Murphy (2004) explain student with high specific self-confidence in using grammar in English. They are confident that they understand grammar well, including complex rules, and can apply it correctly in writing and speaking.

The self-confidence indicator is a result seen in students. If a student is brave carry out activities and it seems that students do not hesitate to choose and make what they have to make. A sense of self-confidence is clearly visible in the behavior displayed by students. Children do not hesitate to show their abilities or talents with full self-confidence. According to Aprianti(2015), indicators of self-confidence can be seen as follows:

1. Confident in himself (optimistic)

Solve all problems by yourself without any feelings of complaining or asking friends for help when answering questions.

2. Dare to make decisions

Actively provide opinions and solutions in answering each question, without any fear of being wrong in answering.

3. Likes new experiences and challenges

Always try to look for other sources, such as books and magazines to increase knowledge and insight.

4. Responsible, have a sense of tolerance (cooperation)

Trying to correct mistakes in answers, such as repeating or double-checking answers, and being able to exchange opinions with friends in solving problems.

5. Always be optimistic and satisfied

Always participate in learning activities or be active in learning, such as by coming to the front of the class, asking questions, or expressing disagreement.

2.1.2 Debate

Debate is speaking situation that pushes students to think critically in multiple perspectives of an issue. The goal of the debate is to persuade judges to believe in all of the statements given, that why all debaters must have critical thinking. Critical thinking is highly correlated with someone's ability in making decisions. Johnson (2002) defines critical thinking as (a) clearly organized processes related to mental activities such as problem

solving, decision making, persuasion, hypothesis analysis and scientific research, (b) the ability to think in an organized manner, (c) as a systematic process, enabling students to make themselves formulate and evaluate beliefs and arguments.

Krieger (2013) states that many students made significant progress in their ability to express and defend their ideas in debate practice. In addition, students are often quick to find flaws in each other's arguments, and this ability is seen as part of critical thinking, where students are expected to evaluate and critically assess the information provided. Nisbett (2003) states discussion is an important teaching tool for learning analytical thinking and encouraging conscious self-reflection about the truth of one's thinking. Debate has a close relationship with the development of critical thinking skills. According to Huang and van den Berg (2013) in a debate, participants are faced with the task of analyzing the arguments given, both arguments from teammates and arguments from the opposing team. They need to evaluate the strengths, weaknesses, and evidence supporting the argument, spurring their critical thinking skill. All these definitions prove that debate and critical thinking has a strong correlation. If debaters do not think critically about the issue, then their argument will be weak and can easily be refuted.

There are several styles of debate that are commonly used by debaters. Usually within the scope of lectures, the style most widely used is the

British Parliamentary debate. This is in line with its application as a form of conventional academic argumentation method so that it is widely applied in university-level institutions in English-speaking countries (Jufri, 2021). Despite its name, Parliamentary style is unrelated to debate in government parliaments. In British Parliamentary debate style, there are four teams, each with two members (Jufri, 2021).

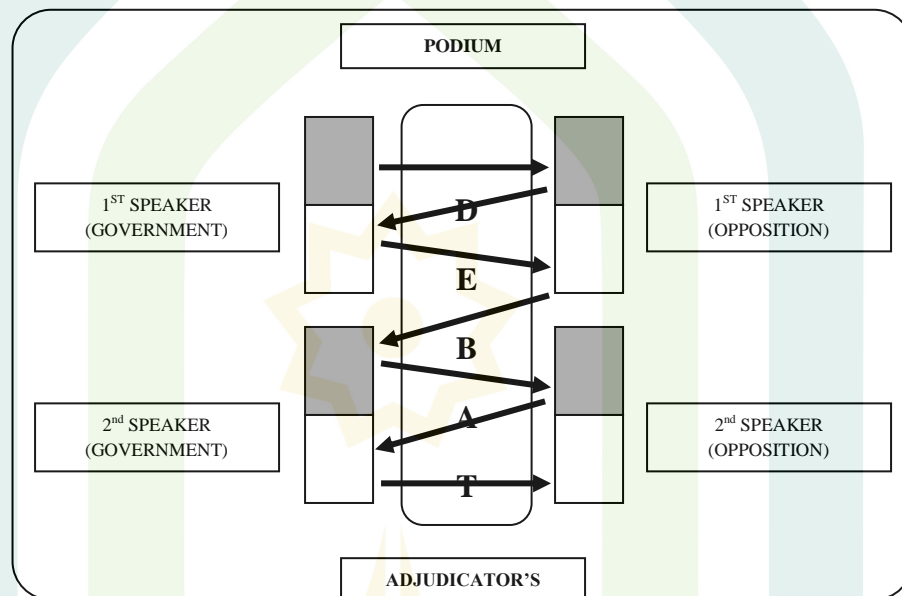


Figure 2.1 The System of British Parliamentary Debate

On the left side, there is a stronghold government department comprised of the prime minister, deputy prime minister, member of government, and government whip. Meanwhile, on the opposition side, there is a leader of the opposition, deputy of the opposition leader, member of the opposition, and opposition whip. Besides, the rules of this debate are the first affirmative team speaker should outline the interpretation or

definition of the motion that will be discussed, then each team must strengthen their argument. After that, each member can defend or rebut against the affirmative team's interpretation (Jufri, 2021).

2.1.3 Critical Thinking

Critical thinking is the ability to systematically analyze, organize, evaluate, and respond to arguments or information. This involves the ability to identify premises, evaluate logical strength, recognize bias, and construct a coherent and rational argument. Critical thinking also includes the ability to make informed decisions and having the ability to understand and overcome complexity. According to Zubaidah (2010), argues that the criteria used to assess a quality, from daily activities to the activity of drawing up conclusions from a piece of writing are used to evaluate certain truths such as statements, ideas, arguments. -arguments, research and others.

According to Ennis (1996), critical thinking is thinking that has certain reasons and is reflective with an emphasis on making decisions about what to believe or do. There are several descriptions of critical thinking that come from critical activities according to Ennis (1996), there are 5, namely someone who can think critically, is able to formulate the main points of the problem, apart from that critical thinkers are able to provide the facts needed to solve a problem, critical thinking is also proven by the ability to

choose logical, relevant and accurate arguments, people who think critically can find the best ideas based on different points of view, and finally someone who is able to think critically can determine the consequences of a statement taken as a decision. Jumaisyaroh et al. (2015) states that critical thinking ability is a person's ability to think effectively which supports a person to assess and draw conclusions to decide about what he understands and does.

Critical thinking is an active, organized, responsive and reflective thought process. It involves identifying and evaluating information and arguments with the aim of making a decision or determining a course of action. Eggen and Kauchak (2012) offer a concise definition of critical thinking is the ability and disposition to create and evaluate conclusions based on evidence. Fisher (2011) states critical thinking and debate are interrelated in many aspects, and critical thinking skills are a key element in designing, constructing, and presenting a strong argument in a debate. Paul and Elder (2001) explains that critical thinking involves assessing the reliability and relevance of evidence and data. In debate, the ability to examine and evaluate evidence becomes a very important critical skill.

2.2 Previous Studies

There are some studies concerning about building student self-confidence in debate and critical thinking. Budiarti (2019) presented a study entitled “The

Development of Students' Self-Confidence Through Cooperative Learning (CL) in an English Foreign Language Classroom”. The purpose of this study was to analyze the development of self-confidence of EFL students through CL in the 2017/2018 academic year of class XI students of SMAN 1 Purworejo. This study uses a qualitative case study method. Based on the results and data analysis, it can be concluded that CL increases the development of students' self-confidence in learning English. CL not only strengthens students' self-confidence development, but also promotes virtue itself.

Tiasadi (2020) presented a study entitled “Debating Practice to Support Critical Thinking Skills: Debaters’ Perception”. This study aims at exploring the debater’s perception who had experience debate activity for years. The study presented in a qualitative method. Two university students that have different experiences in debating who also from different university and debate community were chosen as the participant. The data were acquired with in-depth interview from each of the participants. The finding showed that both of them felt debate activity is contributing to sharpen their critical thinking skills such as analysis, self-regulation, and evaluation. An interesting finding also found that one of the participants experience critical thinking disposition as an extension of critical thinking skills.

Rahmah (2018) conducted a study entitled “Sharing Photographs on Instagram Boosts Students’ Self-Confidence in Speaking English”. This study explains how sharing pictures on social media, Instagram, is used as a strategy to

increase English students' confidence in speaking English at IAIN Pekalongan. This study uses qualitative method in the form of case studies with data collection tools utilizing online student comments and Instagram posts, semi-structured student interviews, and the author's field notes. The results show that sharing pictures on Instagram helps students speak foreign languages with confidence and the Instagram platform can be integrated into language lessons through guided activities.

Majidi et al. (2021) presented a study entitled “The Effect of Implementing Intellectual Debate Practice as a Critical Thinking Development Activity to The Senior High School Students of One of The Public Islamic Schools in Jambi”. This study discusses the impact of debate practice as a critical thinking activity on the negotiation of personal values among Muslim youths at a state Islamic high school in Jambi city. This research is a qualitative action research. The results of this action research training show that participation in debate as a critical thinking activity influences decisions about personal values among Muslim youth.

Rozi (2021) conducted a study entitled “Classroom Debate Strategy to Enhance Students' Critical Thinking Skills in Argumentative Writing”. The aim of this research is to explore a new paradigm that is seldom initiated (i.e. combining two separate domains into one whole), namely class discussion to develop students' critical thinking in argumentative writing. This research uses descriptive qualitative. Data collection was carried out by observing and

documenting 19 students studying argumentative writing in their department at Sidoarjo Private University. The understanding gained both conceptually and practically supports the assumption that researchers are developing a new paradigm of class discussion that can improve students' critical thinking through writing argumentative texts. Three implementation meetings and seven main implementation steps gradually increase the critical thinking of 19 subjects.

Wahyuningsih and Ni'mah (2023) presented a study entitled "Building Self-Confidence in English Public Speaking through YouTube? Why Not?". The present study aims to elaborate on the role of YouTube in developing students' self-confidence in English public speaking viewed from the student's perspective. Using a qualitative method, the data of this study were gathered through a semi-structured interview with six students from the English Education Department of an Indonesian Islamic university. The findings reveal that most students have positive responses towards the use of YouTube as a medium to develop their self-confidence in English public speaking. In addition, they reported that YouTube plays a very crucial role in the development of their confidence in English public speaking.

Several previous studies (Budiarti, 2019; Tiasadi, 2020; Rahmah, 2018; Majidi et al., 2021; Rozi, 2021; Wahyuningsih & Ni'mah, 2023) only focus on the problems of self confidence in speaking and influence of debate for critical thinking, meanwhile this research focuses more on how to build self confidence in debate and critical thinking in university level.

2.3 Conceptual Framework

This study examines how to build self confidence in English Debate and Critical Thinking class. In this study, the interview reflections of participants are used as the data. The study employed Oney and Uludag's (2015) theory about types of self-confidence to build student self-confidence in English Debate and Critical Thinking class. There are two types of self-confidence General and Specific. General self-confidence (GSC) is defined as the extent to which an individual believes himself to be capable, significant, successful, and worthy. Specific self-confidence (SSC) refers to the subject's confidence with respect to the decision at hand. The theory can assist researcher in identifying various issues related to students' self –confidence and evaluation of learning outcomes. This study's conceptual framework is based on this explanation.

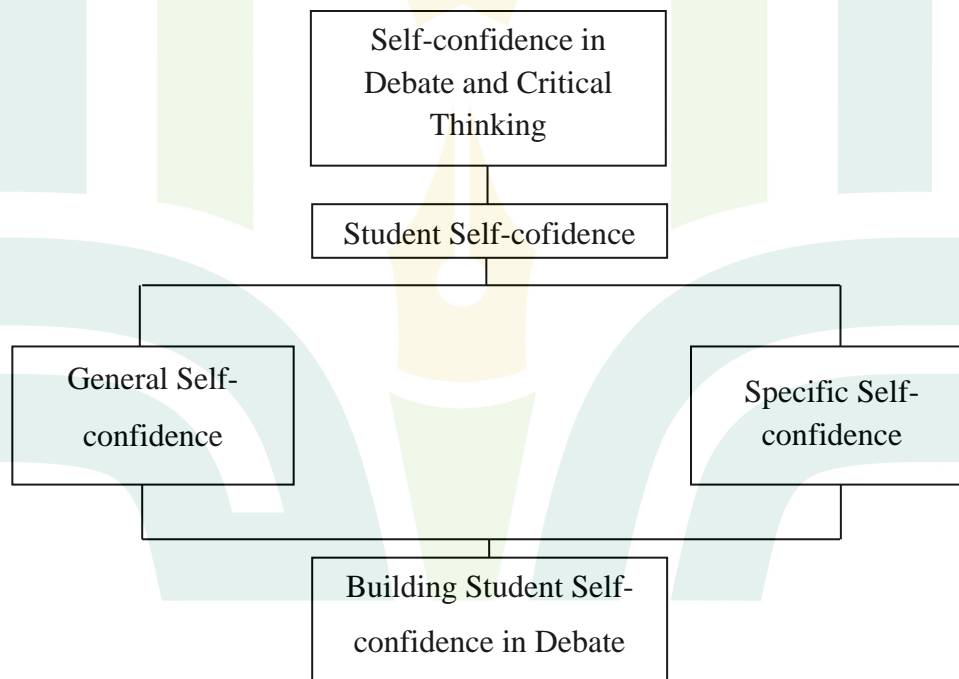


Figure 2. 2 Conceptual Framework

CHAPTER III

RESEARCH PROCEDURE

3.1 Research Design

This type of research is a qualitative approach. The qualitative approach is used as a basis of reference for researchers, considering that the main focus of this research requires comprehensive disclosure of speech. According to Moelong (2016), a qualitative approach is research that seeks to comprehend the phenomenon of what the research subject is experiencing, such as behavior, perception, motivation, or holistic action. In line with the theory above, this study discussed about participants' stories related with self-confidence in english debate and critical thinking class. Therefore, this study uses narrative inquiry. Connelly and Clandinin (2021) define narrative inquiry as a research process that focuses on being interpretive and reflective about one's own life story and reliving one's life story in a community context.

3.2 Research Setting and Participants

This study took place in one of universities in Pekalongan, Central Java, Indonesia. The present study involved four college students. The participants consisted of males and females. The selection of participants in this study used a purposive technique, which participants selected according to the criteria and research objectives (Marton, 2013). The criterion for participant in this study was students of English Education Department semester 6th who have taken debate

courses. The purpose in selecting the participants is to conform to the method uses, namely narrative study. The indicator of selecting participant of the research based on the participant experience and ability. According to Cohen et al. (2007), indicators considered in selecting participants are academic qualifications, experience or practical knowledge in an area relevant to the research. Therefore, the researcher was really selective in selecting participants according to the observations that have been made during the previous debate practice.

Table List 3. 2 List of Participants

No	Name (Pseudonyms)	Gender	Age	Descriptions
1.	Nathan	Male	21	Students who take part in debate classes
2.	Alex	Male	23	
3.	Adele	Female	23	
4.	Anne	Female	22	

3.3 Data Collection

The researcher conducted semi-structured interview to collect the research data. The researcher focused on students' self confidence in english debate and critical thinking class. Researcher provided open-ended question in semi-structured interview (Sugiyono, 2015). Semi-structured interview gives interviewee's flexibility to answer the questions from interviewer to explain the information more detail (Benson et al., 2014). The interview conducted using Indonesia language to avoid misunderstanding and misinterpretation of the

questions. The interview conducted by direct interview and online platform for additional term. The frequency of the interviewed was around 20-30 minutes.

3.4 Data Analysis

In this study, the researcher was used a thematic analysis. After the data was collected, the researcher examined the data using thematic analysis to find patterns, themes, and subthemes (Braun and Clarke 2006). The order according to Braun and Clarke (2006) will follow the stages. First familiarization, the researcher discovers what emotions will present during the learning process. Second data coding, the researcher will search for an appropriate emotion theory. Third identifying the topics, the researcher will search for an object that matches the research and then retrieve the data in this phase. Fourth going over the themes, the researcher will review the data. Fifth organizing the themes, the researcher will write the data.

3.5 Research Steps

In this research process, there are several structural steps to carry out research effectively. Bist (2015) states that the research process has several important steps. These steps consist of several points, as follows:

1. Formulating the research problem

At this stage, the researcher discussed a number of issues that would be addressed in the research and developed into a more detailed phenomenon.

2. Extensive literature survey

The researcher conducted a relevant literature review to the research problems.

3. Determining the research questions and aims of the research

Following a review of the literature, the researcher developed the research questions based on the existing problems and stated the purpose of conducting research.

4. Collecting the data

At this point, the researcher gathered information from participants through a semi-structured interview.

5. Analysis and execution of the data

In this step, the researcher used a semi-structured interview to collect data from participants, which was then used to form conceptions as a basis for interpreting the interview data.

6. Writing the research

While analyzing the data, the researcher wrote the research to hasten the research writing.

7. Presentation of results

The final step in this study is the presentation of the results. The results presented are expected to be useful for readers.

CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Findings

This chapter is focused on presenting research results based on data relating building student self-confidence in debate. Based on the interview results, the researcher found several effective strategies applied by the participants to build student self-confidence in English debate. The researcher hopes, that the readers can develop the same strategy in order to overcome the psychological problems that might be experienced by the readers.

4.1.1 Debater Avoiding Eye Contact with the Audience to Keep Self-Confidence Stable

Based on the result of the interview, two participants answered that interaction with the audience can break concentration and cause a loss of confidence while debate.

“In my personal opinion, I will not make eye contact with the audience regularly. The aim is to avoid blank and losing confidence.” (Alex, Semi-structured interview, 13th June 2023, author translation)

“In essence, eye contact for some people is not easy. The main factor that influences someone not to make eye contact easily because they are not used to speak in public. Another reason could be because someone tends to be closed.” (Alex, Semi-structured interview, 13th June 2023, author translation)

Based on the results of these interviews, eye contact with audience in debate stage could cause blank and decreased confidence. The main reason of someone not doing eye contact was rarely doing public speaking and has a closed personality.

Another participant has similarity answer in the interview.

“Don't pay attention on something that can break your concentration, like eye contact. Ignore who the audience, assume there is no audience, and concentrate fully on what you are going to say.” (Anne, Semi-structured interview, 17th June 2023, author translation)

Based on the Anne's interview explained that avoid interaction with the audience resolved by ignore who the audience and only focused on what debaters were going to deliver, because break debater concentration.

4.1.2 Arranging Debate Argument Based on Valid Sources Increase Debater Self-Confidence

Based on the interview, two participants revealed that when preparing debate argument, they are arranging their argument based on valid source.

“I also try to open many sources; sometimes 1 point of argument can open many sources for details. Continuing to refute the opposition team, here I have prepared a lot of arguments that I think can break the opposition team's argument. Apart from studying our argument data, I also look for what arguments my opposing team might use. So I'm always ready and have data to refute them.” (Adele, Semi-structured interview, 20th June 2023, author

translation)

“After we understand our position, we must look for detailed data from various sources. The sources used must also be from trusted sources such as journals or notes from relevant agencies, not from websites. If we already understand our position, are confident that our data is detailed and strong, I think that confidence will appear by itself.”

(Adele, Semi-structured interview, 20th June 2023, author translation)

“When presenting arguments, it's the same. To be confident, we understand and master our arguments. We must be sure that our arguments are correct and strong by increasing supporting data. Just like before, the data is taken from trusted sources” (Adele, Semi-structured interview, 20th June 2023, author translation)

The resulted of the interview shows that when preparing the argument by use one valid source give debater more insight about their topic and make more opportunity to break the opponent argument. By using valid source for debate argument its atomically build debater confident.

Another participant has similarity answer that arranging argument from valid source can increase self-confident in debate.

“What I do is prepare/search for relevant sources to be able to refute the opposing team's argument. Find out what is wrong with the opponent's argument, and then refute it with rebuttals proven by the facts and data that have been collected.”

(Anne, Semi-structured interview, 17th June 2023, author translation)

“Usually during preparation I also look for weaknesses in the opposing team's topic. This is very helpful when refuting my opponent's arguments and keeps me calm.” (Anne, Semi-structured interview, 17th June 2023, author translation)

Based on the interview, Anne's felt more confident by using relevant source for her debate argument. Also using relevant source can give more chance to know about the weakness of opponent argument and make easier to refute opponent argument because Anne's used valid data.

4.1.3 Setting Intonation Made Debater Argument Clearer

Based on the interview, the two participants explain that setting intonation in debate, the debate can proceed easily.

“The way to build self-confidence is by preparing and understanding the material carefully, practicing diligently in front of the mirror, also practicing intonation when delivering arguments, frequently changing your breathing to stay calm and relaxed.” (Anne, Semi-structured interview, 17th June 2023, author translation)

“Because I think intonation is important to clarify what we are saying so that the opposing team or audience can better understand what I am saying.” (Anne, Semi-structured interview, 17th June 2023, author translation)

Based on the interview, setting intonation made the debater relaxed and focused. Setting intonation was important because made the audience more easily understand the argument that the debater delivers.

Another participant has same answer that intonation is necessary in debate.

“Usually, I always pay attention to intonation on things that need to be emphasized. Every now and then I give myself a break because of what? Because it makes us look more attractive.” (Nathan, Semi-structured interview, 27th June

2023. author translation)

“Using intonation is more about using the high and low levels of our voice to attract the attention of the audience and the opposing team so that we can convey arguments by playing with dynamics. aka we have our own style for our speaking style. Moreover, using the right expression doesn't look like an angry person.”

(Nathan, Semi-structured interview, 27th June 2023, author translation)

The participant revealed that paying attention on intonation made debater look attractive. Nathan's felt that setting intonation can convey arguments clearly.

4.1.4 Positive Thinking Boost Debater Confidence

As many as three participants revealed that positive thinking can boost debater confidence.

"In the preparation stage, I try to focus on what is my motivation and goal in debating, so as not to let bad thoughts accompany us because that is what will reduce our self-confidence."(Nathan, Semi-structured interview, 27th June 2023, author translation)

Based on the interview above, the participant explained that negative thoughts can decrease debater confidence. That's why debaters must think positively during the debate.

The second participant also has correspondent answer.

"When preparing, I always fill my brain so I can think positively. Whatever difficulties I will face later, I always believe that everything can be overcome. Therefore, positive thinking is a good place to start, including in debates." (Alex, Semi-structured interview, 13th June 2023, author

Translation)

"So the way I fill my brain with positive thinking is, I always visualize positive things when I feel uncomfortable. This means I will try my best to think about the good things behind all of this, and am sure I will get through it. When it comes to debates, before I advance or give an opinion I always visualize to myself that I will be cool later in the debate and that if there is a little struggle I can get through it. So it's better to imagine that the debate arena will run smoothly."
(Alex, Semi-structured interview, 13th June 2023, author translation)

The result of the interview explained that when preparation, debater must think positively. By visualized good things going to happen in the debate practice and ignoring the struggle, it can make the debater more relaxed and enjoyed the debate.

Another participant has similarity answer.

"The way to build self-confidence is by preparing and understanding the material carefully, practicing diligently in front of the mirror, practicing intonation when conveying arguments, frequently changing your breathing to stay calm and relaxed, and continuing to think positively so that there is no anxiety."
(Anne, Semi-structured interview, 17th June 2023, author translation)

Based on the interview above, it was revealed that positive thinking could reduce negative thought and made debaters enjoy the debate stage. On the other hand, positive thinking made more relaxed and removed anxiety.

4.2 Discussion

Based on the data analysis, the researcher explained some brief and clear descriptions focusing on the data that had been acquired through the interview. This research focuses on building student self-confidence in English debate and critical thinking class. The research question is, “How do students build self-confidence in debate and critical thinking?” After conducting and doing an interview, the researcher got the result as stated below. Based on the results of interviews with students, the researcher found that some strategies to build students self-confidence in debate had some variety. From the data that the researcher gets from the participant, students can build self-confidence by avoiding interaction with the audience, arranging arguments based on valid sources, setting the intonation during the debate, and always thinking positively in debate practice.

4.2.1 Avoiding Eye Contact in Debate Practice

Eye contact is a nonverbal communication behavior where one person looks directly into the eyes of another person. Its a fundamental aspect of social interaction and communication, playing a significant role in conveying emotions, intentions, and establishing a connection between individuals. The effects of eye contact on anxiety can vary from person to person and depend on various factors, including cultural norms, individual personalities, past experiences, and the context of the interaction. Grothberg (1999) explains Reducing anxiety can increase resilience, which in turn can improve person

self-confidence when facing difficult situations. For example, if a quiet type student presents arguments in debate and interacts with the audience can make their confidence can decrease. According to Cain (2012), person who tend to be closed prefer to focus on their internal thoughts and feelings rather than interacting externally, they may feel uncomfortable or irritated by high levels of eye contact. The effect of that is made their performance not maximum.

One of the hardest things to do for someone is eye contact. For example, when students deliver their debate argument and make eye contact with the audience, it can make the debater feel uncomfortable. According to Barry et al. (2023), looking someone in the eye while speaking can feel uncomfortable for those without a lot of practice making conversation or who tend to prefer not being in the spotlight. In other hand, if someone is not making eye contact while debating or public speaking, it will make them feel great. LeMind (2021) states person who does not look others in the eye could feel superior to them. They could believe that they are far more important, smart, and accomplished than those around them.

According to Alex's and Anne's stories, eye contact has a bad influence on debater self-confidence in debate practice because it can cause blankness and decrease self-confidence. This can cause debater performance not maximum. Many debaters avoid direct eye contact because looking at the same person for a sustained period can cause blankness and loss of confidence.

Navon (2015) explains eye contact can divert someone's attention and focus from the message they want to convey, making them feel uncomfortable.

Eye contact can cause someone to feel anxious and depressed, for debaters its going to have a negative impact and make their performance not go well. Eidel et al. (2018) state that speaking in public and making eye contact with the audience can cause anxiety and pressure, which can make a person feel uncomfortable. According to Bandura(1997), reducing anxiety can increase self-confidence, as someone who is more relaxed and confident tends to have a more positive view of their abilities.

4.2.2 Arranging Debate Argument Based on Valid Source

Building an effective and attractive argument for a debate requires the application of valid data. Valid sources refer to information that comes from scientific publications, research journals, academic books, or trusted organizations that is based on facts and empirical evidence. In debate, the speaker tries to convince the opponent and the audience by including reasons, evidence, and examples. Based on Adele's stories, arranging debate arguments based on valid sources can give more insight for debaters about the topic that is discussed. This matter atomically increases debater self-confidence.

When debater arranges an argument based on a valid source can improve their self-confidence. Lipson and Reindl (2020) state using valid sources increases the credibility of the argument and builds trust in the listener

or audience. Valid sources can provide valuable insight related to the topic being discussed. Valid sources are information obtained from trusted sources, such as scientific journals, academic books, official research reports, articles reviewed by experts, or reputable organizations. The use of valid sources can help enrich knowledge, understand different points of view, and guide better decision-making. Adler et al. (2019) explain using valid sources from multiple perspectives helps understand diverse points of view and build a more comprehensive and informed argument.

According to Anne's interview above, she explains that arranging arguments from a valid source obtains data that can be verified as true and gives her a better chance to refute the opponent's argument. Also, she usually finds the weakness of the opponent topic in preparation. Finding and understanding the weaknesses of the topic that will be discussed by the debate opponent is an important strategy in debate. This allows debaters to prepare strong and effective arguments to support their position. According to Walton (2019), finding the weakness of opponent's topic can help debater to get a better understanding of the opponent's point of view and arguments and allow the debater to plan an effective response.

In addition, if debater can find the weakness of opponent's topic can help them to win the debate easily. West and Turner (2019) state identifying opponent's weaknesses can help debater develop strategies to overcome their opponent's arguments more effectively and win the debate. Furthermore,

finding the weakness of the opponent can help debater to increase their self-confidence. Booth-Butterfield and Welbourne (2020) explain understanding and preparing for your opponent's potential weaknesses can increase your confidence in debate.

4.2.3 Setting Intonation during Debate

Intonation is a variation in spoken pitch that is used not to distinguish words as seem (a concept referred to as tone), but for a variety of other purposes, including indicating the speaker's attitudes and emotions, signaling the distinction between statements and questions and between different types of questions, focusing attention on critical elements of the spoken message, and also helping to facilitate conversational interaction. Based on Anne and Nathan's interview above, they explain that setting intonation is an important thing because it helps the audience, the opponent, and the judges understand the argument. Also, explain that setting intonation can make debaters look attractive to the audience and relax in debate practice.

Good intonation helps the debater convey the message more persuasively and attract the audience's attention. According to Tracy (2015), right intonation increases the appeal of presentation, strengthens the argument, and makes the audience more interested and engaged. Practicing intonation can make debaters more trained in giving the right emotions and attitudes during debate. Juslin and Scherer (2015) state right intonation helps debater express

emotions and attitudes appropriate to the context of the debate, influencing the audience's perception and response. Setting intonation through practice while speaking can help debaters master this skill better. A deep understanding of intonation and its proper application will help improve the quality of debate presentations and their effectiveness.

Practicing intonation can help debaters become calmer during a debate. Great intonation can bring several psychological benefits that can help overcome anxiety, increase self-confidence, and relax debaters. Kruz and Neumann (2018) state that intonation practice can help reduce the level of anxiety and stress that debaters feel before and during a debate. Moreover, good intonation will improve debater self-confidence because it makes them feel relaxed during the debate. Wood (2020) explains that the right intonation can help build a debater's confidence, allowing them to appear calmer and more confident during a debate. Practicing intonation diligently and consistently can make a positive contribution to a debater's calm and performance during a debate.

4.2.4 Positive Thinking in Debate Practice

Practicing intonation can help debaters become calmer during a debate. Great intonation can bring several psychological benefits that can help overcome anxiety, increase self-confidence, and relax debaters. Kruz and Neumann (2018) state that intonation practice can help reduce the level of anxiety and stress that debaters feel before and during a debate. Moreover, good intonation will improve debaters' self-confidence because it makes them feel relaxed during the debate. Wood (2020) explains that the right intonation can help build Positive thinking brings inner peace, success, improved relationships, better health, happiness, and satisfaction. Positive thinking can control and reduce anxiety and even eliminate negative feelings. Positive thinking refers to an individual's perspective on perceiving situations from a positive perspective and seeking positive aspects in every occurrence. This approach encourages individuals to adopt positive actions. Therefore, positive thinking can be considered a mindset whereby an individual approaches a problem by focusing on its positive aspects.

According to the participants' story, it was explained that positive thinking during a debate is important in influencing effectiveness, performance, and interactions during a debate. In addition, positive thinking in debate practice can increase self-confidence. Positive thinking influences how a person views themselves, situations, and the challenges they face, including when speaking in public such as in debates. According to Carver and Scheier (2014),

positive thinking helps debaters have an optimistic attitude towards the possibility of success in the debate. Confidence in the arguments presented will influence the level of confidence when speaking in public. This optimism can motivate debate participants to appear with full confidence.

During participation in debates, it is crucial to get rid of undesirable or negative thoughts that may negatively impact one's performance, effectiveness, and interactions with other participants. Cohen et al. (2013) state getting rid of bad thoughts helps debate participants focus more on the arguments presented and the strategies to be used. By minimizing negative thought distractions, debaters can improve their concentration, a debater's confidence, allowing them to appear calmer and more confident during a debate. Practicing intonation diligently and consistently can make a positive contribution to a debater's calm and performance during a debate.

Positive thinking during debate preparation is the key to maximizing the effectiveness of preparation and influencing performance during the debate. According to Schwarz (2012), positive thinking helps debate participants approach preparations with a productive and optimistic attitude. This allows them to plan better debate strategies, identify strong arguments, and strong defenses against opposing arguments more effectively. Positive thinking plays an important role in building and increasing self-confidence when participating in debates.

A positive mental attitude has a positive impact on a person's self-confidence and performance. Wood (2009) explains positive thinking helps debaters have high confidence in the arguments they convey. This belief is the foundation of a strong sense of self-confidence. On the other hand, positive thinking can indeed help reduce anxiety when participating in a debate. Carver and Scheier (2014) state positive thinking allows individuals to better control anxiety that may arise before or during a debate. Taylor (2018) explains positive thinking helps increase the self-confidence of debate participants. Higher confidence leads to increased self-confidence in presenting arguments.



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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APPENDIX

Appendix 1. List of Interview Questions

A. General Self-Confidence

1. Bagaimana anda membangun percaya diri ketika debat?

B. Specific Self-Confidence

1. Bagaimana anda membangun percaya diri pada tahap persiapan?
2. Bagaimana anda membangun percaya diri saat akan menyampaikan argument?
3. Bagaimana membangun percaya diri ketika tim oposisi membantah argument anda?
4. Bagaimana anda membangun percaya diri ketika akan membantah argument oposisi?
5. Bagaimana anda membangun percaya diri saat akan mempertahankan argument anda pada tahap rebuttal?

C. Additional Interview Question

1. Apa motivasi anda pada saat persiapan?
2. Biasanya bagaimana tempo anda saat debat berlangsung, apakah cepat atau lambat? Dan pengaruh yang didapat dari mengatur tempo seperti apa?
3. Apa tujuan anda memperhatikan intonasi saat debat?
4. Apa tujuan dari mengintimidasi lawan?
5. Apa maksud anda dengan mengapresiasi lawan?
6. Bagaimana sih berpikir positifnya?
7. Kenapa anda menghindari eye contact dengan audiens?
8. Apa maksudnya dengan sedikit mengintimidasi lawan?
9. Bagaimana cara anda mencari celah?
10. Bagaimana cara anda mencari materi?
11. Kenapa anda melatih intonasi?
12. Hal apa yang membuat anda tenang saat debat?

Appendix 2. Transcription of Interview Data

A. Nathan

Interviewer : Bagaimana anda membangun percaya diri ketika debat?

Nathan : Generally, percaya diri itu harus ada didalam setiap diri orang apalagi dalam debat. Hal yang selalu saya ingat untuk menumbuhkan percaya diri saya saat berdebat yakni jangan mendebat dengan ragu-ragu, why? Jika kita belum tau pasti tentang sesuatu, usahakan jangan menunjukkannya kepada orang lain (lawan kita) jadi bicaralah hanya jika kita merasa yakin bahwa kita konsisten with our arguments. Maka dari itu, kita harus lebih memahami konsep perspektif yang berbeda dari setiap orang yang mana ketika sebelum berdebat jika lawan kita mengajak kita bicara berhati-hatilah bisa saja mereka ingin mengetahui seberapa besar rasa percaya diri kita ketika performace.

Interviewer : Bagaimana anda membangun membangun percaya diri pada tahap persiapan?

Nathan : Pada tahap persiapan, saya berusaha fokus pada apa yang menjadi motivasi dan tujuan saya dalam berdebat jangan sampai pikiran buruk menyertai diri kita karena hal itulah yang akan menurunkan rasa percaya diri kita.

Interviewer : Apa motivasi anda pada saat persiapan?

Nathan : Yang menjadi motivasi adalah saya selalu be brave to speak up tanpa ragu-ragu, tanpa memandang siapa lawan kita, seketika mengalir begitu saja argument yang kita sampaikan sehingga bisa cas cis cus dengan memainkan tempo sedemikian rupa.

Interviewer : Biasanya bagaimana tempo anda saat debat berlangsung, apakah cepat atau lambat? Dan pengaruh yang didapat dari mengatur tempo seperti apa?

Nathan : Cepat atau lambat tergantung kita, ketika kita bisa cepat namun apa yang di sampaikan tepat itu akan terlihat on point namun ketika kita main tempo lambat akan terlihat kita masih ragu-ragu dengan apa yang akan kita sajikan ke mereka. Pengaruh nya adalah meningkatkan kepercayaan diri. Typical orang seperti saya adalah lebih suka berbicara dengan menggunakan tempo yang cepat dengan tetap memperhatikan detail point' yang akan di sampaikan sehingga lawan akan merasa terkecoh.

Interviewer : Bagaimana anda membangun percaya diri saat akan menyampaikan argumen?

Nathan : Biasanya, saya selalu memperhatikan intonasi pada hal-hal yang sekiranya perlu di tekankan. Sese kali saya memberikan jeda karena apa? Karena agar kita terlihat lebih menarik.

Selalu berusaha jadi diri sendiri. Karena setiap orang punya khas tersendiri untuk lawan bicara kita agar selalu tertarik dan ingin terus menerus berinteraksi dengan kita. Hal itulah yang membuat saya merasa terpancing untuk lebih percaya diri dan suasana makin hidup.

Interviewer : Apa tujuan anda memperhatikan intonasi saat debat?

Nathan : Kalau memakai intonasi lebih ke penggunaan tinggi rendahnya suara kita untuk menarik perhatian audience dan tim lawan bahwa kita bisa menyampaikan argument dengan memainkan dinamika. Alias kita punya style tersendiri untuk gaya bicara kita. Terlebih memakai ekspresi yang tepat tidak seperti orang marah-marah.

Interviewer : Bagaimana anda membangun percaya diri ketika tim opsi mambantah argumen anda?

Nathan : Terlihat tetap tenang namun mematikan lawan. Yang pernah saya lakukan adalah dengan menyampaikan argument secara tepat di buktikan dengan data

dan fakta yang ada. Dari hal itu dapat mempengaruhi ataupun menarik perhatian orang agar larut di dalam suasana perdebatan namun tetap memperhatikan logis, etos dan patos semata.

Interviewer : Apa tujuan dari mengintimidasi lawan?

Nathan : Mengecoh lawan, seketika lawan terdiam disitu kita bisa menyerangnyan tentunya dengan intrupsi.

Interviewer : Bagaimana anda membangun percaya diri ketika akan membantah argumen opsisi?

Nathan : Saya selalu berusaha mengapresiasi pendapat tim lawan terlebih dahulu meskipun kita ingin membantah nya setelah itu kita utarakan pendapat kita yang sebenarnya. Dengan hal itu, mau tidak mau lawan bicara kita akan rela mendengarkan pendapat kita karena mereka merasa our team berada di pihak nya sembari kita mencari celah tim lawan sampai mereka malas untuk membantah kembali.

Interviewer : Apa maksud anda dengan mengapresiasi lawan?

Nathan : Mengapresiasi pendapat lawan dulu, jangan memotong pembicaraannya. Tetap terlihat santai namun seketika mereka lengah dan kita tau celah nya disitu kita masuk. Intinya: jangan menyalahkan pendapat mereka tetapi kita memberikan bukti lainnya yang dapat melemahkan argumen tim lawan.

Interviewer : Bagaimana anda membangun percaya diri saat akan mempertahankan argumen anda pada tahap rebattle?

Nathan : Menurut saya tidak jauh dari signposting, explain why is it incorrect and link that back to our arguments. Terlebih lagi dengan memperhatikan setiap detail penyampaian tim lawan sehingga bisa kita mengetahui celah mana yang harus kita rebuttal jadi lebih mudah untuk memberikan fakta-fakta terbaru yang tidak

disebutkan oleh tim lawan sehingga akan menambah rasa percaya diri kita agar lebih leluasa memantapkan argument mereka.

Interviewer : Apa yang anda perhatikan ketika lawan menyampaikan argument?

Nathan : In my mind, aku lebih memperhatikan saat lawan mengutarakan pendapatnya itu sesuai fakta dan data tidak?

Jika tidak, saya akan membalikkan pendapat mereka sehingga mereka akan mati karena pendapatnya namun kita juga harus tau posisi atau kedudukan apakah sebagai pembicara ke 1,2,3 dan seterusnya.

B. Alex Interview

Interviewer : Bagaimana anda membangun percaya diri ketika debat?

Alex : Membangun percaya diri itu harus. Terlebih lagi saat debat. Aku ingat saat itu aku pernah jadi PM, yang mana posisi itu adalah pembuka dari sesi debat. Awalnya aku belum percaya diri, muncul juga rasa takut, dan kemungkinan buruk lainnya. Akan tetapi, aku memiliki self-esteem yang cukup baik. Jadi aku harus yakin, aku bisa, dan mampu melakukannya dengan sebaik mungkin.

Interviewer : Bagaimana anda membangun membangun percaya diri pada tahap persiapan?

Alex : Ketika persiapan, aku selalu mengisi otakku supaya bisa berfikir positif. Apapun kesulitan yang nantinya akan dihadapi, aku selalu yakin bahwa semuanya bisa terlewati. Maka dari itu, positif thinking adalah awal yang baik untuk memulai, termasuk dalam debat.

Interviewer : Bagaimana sih berpikir positifnya?

Alex : Jadi caraku mengisi otak dengan berpikir positif itu, aku selalu memvisualisasikan hal-hal positif ketika aku merasa dalam keadaan tidak nyaman.

Artinya aku akan berusaha sebisanya untuk mikir hal-hal baik dibalik semua ini, dan yakin aku bakal bisa melewatinya. Kalau dalam hal debat, sebelum aku maju atau beropini aku selalu memvisualisasikan diriku sendiri kalau aku bakal keren nantinya saat debat dan kalau ada sedikit struggle aku bisa melewatinya. Jadi kaya lebih membayangkan arena debat akan berjalan lancar.

Interviewer : Bagaimana anda membangun percaya diri saat akan menyampaikan argumen?

Alex : Menurutku pribadi, aku tidak akan selalu melakukan kontak mata dengan audience secara berkala. Gunanya untuk menghindari blank dan hilang rasa percaya diri tiba-tiba.

Interviewer : Kenapa anda menghindari kontak mata dengan audiens?

Alex : Intinya, eye contact bagi sebagian orang itu tidaklah mudah. Faktor utama yang mempengaruhi seseorang ga mudah melakukan eye contact itu karena tidak terbiasa berbicara di depan umum. Alasan lainnya jug bisa jadi karena seseorang itu cenderung tertutup.

Interviewer : Bagaimana anda membangun percaya diri ketika tim opsi mambantah argumen anda?

Alex : Saya akan tenang terlebih dahulu, sembari memahami apa yang kiranya akan saya sampaikan ulang. Mungkin dengan sedikit searching fakta lainnya di google akan sedikit membantu. Kemudian saya akan menyampaikan dengan pembawaan yang tenang dan sedikit mengintimidasi.

Interviewer : Apa maksudnya dengan sedikit mengintimidasi?

Alex : Karena kita debat kan ya, and kita punya tim lawan yang kalau dalam kompetisi itu harus kita 'kalahkan', selain itu kita juga harus terlihat mendominasi permainan. Jadi 'intimidasi' disini itu gunanya untuk ini

Interviewer : Bagaimana anda membangun percaya diri ketika akan membantah argumen opsisi?

Alex : Pastinya saya akan mencari celah terlebih dahulu supaya apa yang akan saya debatkan sesuai dengan fakta yang benar. Karena kebenaran fakta, tidak akan mampu membuat lawan berikut secara leluasa.

Interviewer : Bagaimana cara anda mencari celah?

Alex : Nggolek celah dalam debat itu harus. Sebab, terkadang lawan atau kita sendiri akan menambah atau membenarkan data yang kurang valid dengan tujuan supaya unggul. Sebenarnya itu ga bisa o, cuma dalam debat apapun bisa terjadi. Nah dari kedua hal tersebut, kita harus sebisa mungkin paham supaya bisa cari celahnya.

Interviewer : Bagaimana anda membangun percaya diri saat akan mempertahankan argumen anda pada tahap rebattle?

Alex : Tahap rebattle itu sejatinya cukup sulit, namun ketika kita tahu celah yang pas, itu dapat dilakukan dengan cukup mudah. Ketika saya berkesempatan untuk rebattle, utamanya saya akan mengkondisikan pembawaan dengan sebaik mungkin. Juga, ditambah dengan bukti atau fakta yang benar. Maka dari itu, menguasai topik debat secara komprehensif sangat dibutuhkan dan wajib dilakukan supaya kita mampu melakukan debat dengan sebaik mungkin.

C. Adele Interview

Interviewer : Bagaimana anda membangun percaya diri ketika debat?

Adele : Menurut saya hal utama dalam membangun kepercayaan diri ketika berdebat adalah membangun keyakinan bahwa posisi kita benar dan kita benar-benar memahami posisi kita (hope you get my point wkwk). Terus setelah kita paham tentang posisi kita, yang pasti cari data" yang detail dari berbagai sumber. Sumber

yang dipakek pun pastine dari sumber yg terpercaya kayak jurnal atau catatan dari instansi terkait bukan dari web web. Kalo kita udah paham posisi kita, yakin kalo data kita detail dan kuat menurutku kepercayaan diri itu akan muncul dengan sendirinya.

Interviewer : Bagaimana anda membangun membangun percaya diri pada tahap persiapan?

Adele : Pada tahap persiapan pastinya pertama memahami posisi kita. Nantinya agar argumen dan data yang kita sajikan tidak keluar dari jalur.

Interviewer : Bagaimana anda membangun percaya diri saat akan menyampaikan argumen?

Adele : Saat penyampaian argumen pun sama yaa. Biar kita percaya diri itu ya kita memahami dan menguasai argumen kita. Harus yakin kalo argumen kita benar dan kuat dengan memperbanyak data" penunjang. Sama kayak tadi, datanya diambil dari sumber terpercaya

Interviewer : Bagaimana anda membangun percaya diri ketika tim oposisi mambantah argumen anda?

Adele : Aku pede ketika menyampaikan argumen bcs aku yakin kalo argumen yang tak sampaikan itu jelas dan kuat. Aku punya banyak data buat memperkuat argumenku dan membantah semua sanggahan dari tim oposisi.

Interviewer : Bagaimana anda membangun percaya diri ketika akan membantah argumen oposisi?

Adele : Pokoke aku paham posisiku, aku tau point argumen apa aja yg harus tak siapin, data apa aja yang perlu tak cari. Pun nyarine aku buka banyak sumber kadang 1 point argumen bisa buka banyak sumber soale biar detail. Terus buat bantah tim oposisi, iku aku udah nyiapin banyak argumen" yg sekirane bisa mematahkan argumen tim oposisi. Soale selain mempelajari data argumen kita, aku jg nyari

argumen apa aja yg sekirane bakal dipakek oleh tim lawanku. Jadi aku selalu siap dan punya data juga buat bantah mereka

Interviewer : Bagaimana anda membangun percaya diri saat akan mempertahankan argumen anda pada tahap rebattle?

Adele : Nahh iku aku cari argumen lain yg belum tak sampaikan, biasane kayak argumen final yg paling kuat sii soale kan kayak Ben bener-bener apa ya bahasane kayak menunjukkan nek aku sng bener koe kabeh salah.

D. Anne Interview

Interviewer : Bagaimana anda membangun percaya diri ketika debat?

Anne : Secara general percaya diri itu penting karena dalam sebuah debat, tak ada yang lebih buruk dari seorang yang secara terang-terangan berpikir bahwa tim lain lebih pintar, lebih baik dan punya porsi kemenangan lebih besar. Kamu akan menang, dan kamu hanya tinggal harus membuktikannya dengan bantahanmu dengan percaya diri.

Cara membangun kepercayaan diri tersebut yaitu dengan mempersiapkan dan memahami materi dengan matang, rajin berlatih di depan cermin, berlatih juga intonasi saat menyampaikan argumen, sering mengolah pernapasan agar tetap tenang dan rileks, dan tetap berfikir positif agar tdk ada kecemasan".

Interviewer : Bagaimana anda mencari materi? SA

Anne : Biasanya saya mencari materi dari internet dengan sumber yang valid dan juga dari jurnal penelitian.

Interviewer : Bagaimana anda membangun membangun percaya diri pada tahap persiapan?

Anne : Agar percaya diri saat akan menyampaikan debat saya hanya fokus dengan argumen yang akan saya sampaikan, selain fokus juga harus yakin bahwa argumen yang akan disampaikan sudah tepat/sesuai. Karena menurut saya fokus ketika menyampaikan debat itu penting karena jika tidak fokus akan ngeblank yang menyebabkan kita jadi gugup dan tidak maksimal ketika menyampaikan argumen.

Interviewer : Kenapa anda melatih intonasi?

Anne : Karena menurut saya intonasi itu penting untuk lebih memperjelas apa yang kita sampaikan sehingga tim lawan ataupun audiens bisa lebih paham dengan apa yang saya sampaikan

Interviewer : Bagaimana anda membangun percaya diri saat akan menyampaikan argumen?

Anne : Saya membangun percaya diri ketika ada bantahan dari tim lawan yaitu dengan tidak panik dan tetap tenang sambil mencatat poin-poin bantahan lawan. Dengarkan baik-baik argumen bantahan dari lawan, jika bantahan lawan terbukti salah maka persiapkan sanggahan yang relevan setelahnya. Namun, menyetujui atau berpikir sesuai pola pikir tim lawan juga terkadang bermanfaat untuk berpura-pura terjebak dalam perangkap mereka atau keluar dari pembahasan. Padahal kamu sudah menyediakan skenario lain untuk menjebak balik. Intinya harus memikirkan strategi ketika tim lawan sedang membantah.

Interviewer : Hal apa yang membuat anda tenang saat debat?

Anne : Tidak memperdulikan hal-hal yang bisa merusak konsentrasi, kaya tidak peduli audiensnya siapa, menganggap tidak ada audiens, berkonsentrasi penuh dengan apa yang akan disampaikan.

Interviewer : Bagaimana anda membangun percaya diri ketika tim opsi mambantah argumen anda?

Anne : Yang saya lakukan yaitu menyiapkan/mencari sumber" yg relevan untuk bisa membantah argumen tim lawan. Temukan apa yang salah dari argumen lawan, kemudian disanggah dengan sanggahan yg dibuktikan dengan fakta dan data yang sudah dikumpulkan. Bantahan tersebut disampaikan dengan tegas, tidak buru-buru, dan menggunakan intonasi yang jelas agar bantahan yg disampaikan lebih meyakinkan.

Interviewer : Bagaimana cara anda menyiapkan argument untuk menyanggah lawan?

Anne : Biasanya pada saat persiapan saya juga mencari kekurang-kekurangan dari topic tim lawan. Hal tersebut sangat membantu saat akan menyanggah argument lawan dan tetap membuat saya tenang.

Interviewer : Bagaimana anda membangun percaya diri saat akan mempertahankan argumen anda pada tahap rebattle?

Anne : Menurut saya untuk mempertahankan argumen yaitu dengan menyatakan argumen-argumen yang logis dan mengumpulkan informasi berupa fakta yang mendukung argumen. Dengan argumen yang logis sesuai fakta maka akan mempersulit tim lawan untuk menyerang karena itu termasuk argumen yang kuat. Memiliki nalar yang logis, pandangan yang jelas, dan penjelasan yang rasional penting karena dalam memberikan argumen untuk suatu pendapat dengan mengajukan bukti-bukti sehingga orang lain akan percaya pada pendapat yang dikemukakan.

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