

**A STUDY ON THE SELF-CONFIDENCE OF ENGLISH  
DEPARTMENT STUDENTS AFTER TAKING PUBLIC  
SPEAKING COURSE: A NARRATIVE STUDY**

**A THESIS**

**Submitted in Partial Fulfillment of the Requirements for the Degree of  
Sarjana Pendidikan in English Education**



By:

**NUR HIDAYAH**  
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**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF EDUCATION AND TEACHER TRAINING  
UNIVERSITAS ISLAM NEGERI  
K.H. ABDURRAHMAN WAHID PEKALONGAN  
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2023**

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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**

**“you can do it”**

(the writer)

**“it's okay to not be okay”**

(rintik sedu)

## ABSTRAK

*Penelitian ini bertujuan untuk mengungkap kepercayaan diri mahasiswa saat melakukan public speaking (PS) setelah mengikuti mata kuliah PS. Penelitian ini berusaha menjawab pertanyaan utama: (1) Bagaimana kepercayaan diri mahasiswa pada saat public speaking setelah mengambil mata kuliah PS? dan (2) Apa saja tantangan yang dihadapi oleh mahasiswa, dan bagaimana mahasiswa menghadapi tantangannya? Penelitian ini menggunakan desain naratif. Data diambil dari wawancara 5 mahasiswa yang telah mengambil mata kuliah PS. Data yang terkumpul dianalisis menggunakan tiga cara yaitu data condensation, data display, dan conclusion drawing yang diusulkan oleh Miles, Huberman, dan Saldana. Penelitian ini menunjukkan perasaan yang muncul pada siswa saat melakukan public speaking seperti masih sangat kaku, merasa kurang lancar, berbelit-belit, tidak senang, kurang percaya diri, goyah, masih gugup, dan malu. Namun, selain perasaan tersebut, ada juga peserta yang merasa lebih baik dan berubah menjadi lebih percaya diri setelah mengikuti kursus PS. Tantangan yang dihadapi peserta saat melakukan PS adalah berbicara tidak jelas, kebingungan, kurang percaya diri, demam panggung, tidak dapat mengontrol ekspresi, dan kosa kata yang buruk. Namun, tantangan tersebut dihadapi dengan caranya sendiri, seperti santai/tenang, berpikir positif, lebih banyak berlatih, meyakinkan diri sendiri, tidak peduli dengan tanggapan negatif, mempersiapkan topik dengan baik, mencuci muka untuk menyegarkan, dan berdoa sebelum melakukan PS. Berdasarkan analisis data dapat disimpulkan bahwa mayoritas siswa merasa percaya diri mereka masih rendah ketika berbicara di depan umum meskipun mereka telah lulus dari kelas berbicara di depan umum. Penelitian ini memberikan kontribusi untuk memberikan refleksi tentang proses belajar-mengajar berbicara di depan umum di jurusan bahasa Inggris.*

**Kata Kunci:** Kepercayaan Diri Mahasiswa; Public Speaking; Bahasa Inggris; Refleksi; Penelitian Naratif



## ABSTRACT

This study aims to reveal student's self-confidence when doing public speaking (PS) after attending PS courses. This study attempts to answer the main questions: (1) How is the student's self-confidence in public speaking after taking the PS course? and (2) What are the challenges faced by students, and how do students overcome these challenges? This study uses a narrative design. The data were taken from interviews with 5 students who had taken PS courses. The collected data were analyzed using three methods, namely data condensation, data display, and conclusion drawing proposed by Miles, Huberman, and Saldana. This study shows the feelings that arise in students when doing public speaking such as still very stiff, feeling not fluent, convoluted, unhappy, lacking in confidence, unsteady, still nervous, and embarrassed. However, apart from these feelings, there were also participants who felt better and became more confident after taking the PS course. The challenges faced by the participants when doing PS were slurred speech, confusion, lack of confidence, stage fright, unable to control expressions, and poor vocabulary. However, these challenges are faced in their own way, such as relaxing/calm, thinking positively, practicing more, convincing yourself, not caring about negative responses, preparing topics well, washing your face to refresh, and praying before doing PS. Based on the data analysis it can be concluded that the majority of students feel their confidence is still low when speaking in public even though they have graduated from public speaking class. This study contributes to providing reflection on the process of teaching and learning public speaking in the English department.

**Keywords:** Student Self-Confidence; Public Speaking; English; Reflection; Narrative Research

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Pekalongan, 4 July 2023



The Researcher

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# CHAPTER I

## INTRODUCTION

### 1.1 Background of Study

Oxford Dictionary described that self-confidence is “a feeling of confidence in one's qualities, judgment, and abilities. (Perkins, 2018) states that self-confidence is related to one's well-being, achievement in education, success, and harmony. Confidence and public speaking are two things that are interrelated. In addition, student self-confidence is a factor that is believed to influence student success in the field of communication, especially in the context of public speaking. Public speaking is an important aspect of someone communicating ideas in public (Grieve et al., 2021).

Speaking in public does not only focus on the words spoken but also body language or often called non-verbal language because everything cannot be explained in words. For this reason, the use of body language in public speaking is very necessary (Adha, 2016 ). In addition, the purpose of public speaking is to get reactions or feedback from the audience. This is as stated by (Esenwein, et al., 2007) that the purpose of public speaking goes beyond simply conveying information; it also aims to influence the emotions, actions, and attitudes of its listeners.

Public speaking is very important for English students, so the English department requires students to take public speaking course. The purpose of the public speaking course is to prepare English students' confidence. So, in

public speaking course, students learned the important principles of public speaking and must be able to display a skill well (Ettner & Utterback, 1951).

In previous studies, public speaking course were proven to be able to increase participants' self-confidence. This is based on research conducted by (Nurcandrani, et al., 2020) regarding public speaking training to build confidence and speaking skills which is conducted four times a month. As for the research, it was obtained that the results of the training were quite good, it was proven that at the fourth meeting, the participants had achieved adequate public speaking skills; self-confidence increases, being able to present material well, and being able to apply public speaking techniques.

Other data show a similar thing, namely in research conducted by (Putri, et al., 2021), namely “Public Speaking Training to Increase the Self-Confidence of Students of SMAN 1 Bebandem”. This research shows that significant changes can be found at the end of the activity as shown by the post-test results. The data shows that among the 15 respondents who answered, 9 people had a good level of self-confidence and 6 others answered enough. There were no more participants who expressed a lack of confidence after attending the public speaking training.

Looking at data from previous research, every student who has graduated taking public speaking courses should be able to have increased self-confidence than before. However, the fact is that students majoring in English admit that they lack confidence in speaking in public. Therefore, this study tries to dig up information about students' self-confidence when



speaking in public and how students overcome these challenges after graduating from public speaking courses.

Although several studies have examined similar topics for example, the fear of public speaking in ESL students in Ghana using both quantitative and qualitative methods (Dansieh, et al., 2021), as well as general confidence and achievement of students in oral presentations using correlational design (Salim, 2015). But researchers want to do this research, of course with different subjects and approaches. This research is different from previous studies because researchers investigate self-confidence after they take public speaking courses using narrative studies.

In addition, the researchers took participants from the English education students class of 2019, of course, who had passed the public speaking course but still felt insecure. The purpose of this study is to reveal students' self-confidence about doing public speaking after passing a public speaking course and reveal the challenges faced by students when doing public speaking and how students deal with these challenges. In addition, the researcher also hopes that this research will be useful for students, teachers, professionals, and anyone who wants to develop himself in communication, especially public speaking.

## **1.2 Formulation of the Problem**

In relation to the research background that has been mentioned, this study provides some research questions. The researcher explores:

1. How is students' self-confidence after they take a public speaking course?
2. What are the challenges faced by students when doing public speaking, and how do students overcome these challenges?

## **1.3 Operational Definition**

In order to prevent any misunderstanding regarding the terminology used in this research, the researcher presents several definitions pertaining to the study in the following manner:

1. Self-confidence is a person's skills, competencies, or perceived abilities to deal effectively with various situations (Eriksson, 2014).
2. Public speaking is an act, a process, and an art of speaking in front of an audience (Nikitina, 2011).
3. Narrative research not only reflects reality but must also be able to challenge accepted beliefs, assumptions, and statements, including those made by theorists (Fleetwood, 2015).

## **1.4 Aims of the Research**

This research aims to:

1. Reveal students' self-confidence about doing public speaking after passing a public speaking course.

2. Reveal the challenges faced by students when doing public speaking and how students overcome with these challenges.

### **1.5 Significance of Research**

The results of the study are beneficial to the following:

1. Theoretical Significance: this study investigated students' ability to do public speaking after taking public speaking courses and supported Horwitz's theory relevant to public speaking.
2. Empirical Significance: this research provided empirical insight into the challenges faced by students when doing public speaking and how students faced these challenges.
3. Practical Significance: this research is useful to provide insight to the reader about the experiences of students in speaking English in public.

## **CHAPTER V**

### **CONCLUSION**

#### **5.1 Summary of the Findings**

Based on the data analysis it can be concluded that the majority of students feel that their self-confidence is still low when doing public speaking even though they have graduated from the public speaking class. The students felt not very confident even though they had previously practiced but in practice they were still doubtful, nervous, embarrassed, and experienced uncertain feelings when speaking in public. The factors that cause their lack of self-confidence also vary, such as the lack of communication skills, fear of making mistakes and then being laughed at by the audience, not really understanding the topic being discussed, feelings of nervousness that arise, and grammar that is still messy. The challenges faced by students when doing public speaking are nervousness, anxiety, low self-confidence, communication apprehension, test anxiety/fear, fear of negative evaluation, shaky, and anxiety. While their strategy in facing these challenges is positive thinking, relaxation, and preparation.

#### **5.2 Suggestion**

In this section the researcher suggests to future researchers to investigate students more deeply and observe related to students' self-confidence and anxiety in public speaking. In addition, the lecturers' perceptions regarding public speaking courses also need to be collected because they play a role in helping students to practice self-confidence and

reduce anxiety. Furthermore, suggestions for students to better prepare themselves before doing public speaking, minimize anxiety, be more confident, and become communicative students when attending class so that lecturers can help with the challenges they are facing. Finally, suggestions for lecturers to pay more attention to their students during public speaking classes and facilitate what they need to support their public speaking success.

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