



Students' Self-Confident in Public Speaking

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Abstract

Self-confidence is a positive attitude that enables the individual to overcome any hostile environment or situation to express himself effectively. This study aims to describe and observe the students' self-confidence in public speaking at Madrasah Aliyah 01 Darussalam Kepahiang. Quantitative research was used to gather and analyze statistical values. This study was carried out at MAS 01 Darussalam Kepahiang. The analysis included 82 students from class XI, including 38 male students and 44 female learners. A purposive sampling method was applied, and class XI A3 was taken as a sample, with 24 participants who answered the questionnaires. Simple regression analysis and correlation tests were applied to the data analysis. Previously, precondition, normality, and linearity tests were performed using SPSS version 26. The result shows that the students' confidence level in the medium category and the effect of self-confidence on public speaking is significant, with 34.7% of the effect being due to student confidence and 65.3% influenced by variables other than students' confidence. It can also be shown that the student confidence coefficient is positive, indicating that self-confidence affects public speaking. Based on the study's findings, it is possible to assume that students' speaking skill is impacted by their self-confidence.

Keywords: *Public Speaking; Self Confidence; SPSS; Quantitative*

Introduction,

Proficiency in speaking is a crucial skill when acquiring a new language. Skills are essential for effective communication, facilitating the transfer of knowledge and information between individuals. Mastering it is widely regarded as the most challenging language ability, including listening, reading, and writing. Furthermore, speaking proficiency tends to be neglected as educators and learners prioritize written assessments over other aspects of language proficiency. Consequently, it results in a lack of effort in prioritizing developing spoken language skills. Hosni (2014) corroborated this by finding that speaking ability perceived by teachers and students is less critical because learning English is for academic purposes only, not everyday use. Speaking, which is considered difficult to master, requires much practice. Kusnierek (2016) states that teaching his speaking skills relies on the classroom,



with students exposed to the language and practicing speaking in class. According to Harisman (2022), the elements contributing to speaking difficulties include a lack of general knowledge, a lack of speaking practice, a fear of making mistakes, a lack of word usage, and a lack of grammatical rules.

Self-confidence is a crucial attribute of a human personality. The reason is that self-confidence enables individuals to actualize a significant portion of their potential. Individuals with robust self-esteem exhibit confidence in their abilities and establish attainable objectives. According to Iswidharmanjaya (2014), an individual with high self-confidence demonstrates comprehensive comprehension, the capacity to cultivate determination, the drive to adapt and strive for progress, and the assurance to fulfill their role effectively. Individuals with solid self-assurance recognize, comprehend, and have faith in their abilities and are not easily influenced by others.

Conversely, a deficiency in self-confidence hinders one's sense of self, leading to a negative outlook when faced with challenges. Lauster (2006) defines self-confidence as a pragmatic approach to persuading oneself of one's abilities and self-assessment of one's performance. Students who have a personality when speaking in public understand how to express themselves straightforwardly and well-structuredly. He can talk well because he has self-confidence in his ability to speak.

Fear of public speaking can result in poor academic achievement, hopelessness, despair, and even a lower quality of life (Bartholomay & Houlihan, 2016). Language learners who feel some amount of public speaking anxiety believe their performance to be inferior compared to objective observers' judgments compared to decisions of objective observers (Cheng, Niles & Craske, 2017). Furthermore, because of its widespread concern, public speaking is commonly utilized as a stressor in many anxiety investigations, eliciting various general problems and producing a variety of physiological reactions Garcia. et al, (2014). Based on Shi et al. (2015), One might understand how much people fear public speaking; nonetheless, such uncomfortable sentiments are typical in virtually everybody. Starting with this phenomenon, the researcher intends to explore the influence of oratory training on self-confidence. Nowak described public speaking as conveying or communicating thoughts to the broad community (Pratama, 2019).

Based on the explanation above, Self-confidence is inextricably linked to public speaking. A public speaker is required to be able to communicate ideas, arguments, and issues.



To accomplish this purpose, the speaker must be confident in adequately communicating the tasks and responsibilities. As a consequence, they will be pleased with their outstanding outcomes. Because they can regulate their emotions under tremendous stress, someone who is self-confident will have the guts to speak effectively in public. They also believe they can resolve problems and challenges.

A similar study was conducted by Fauziah and Utomo (2021). In state vocational high schools, public speaking has a significant impact on enhancing students' self-confidence. To boost student confidence, schools should provide general speaking classes. Teachers should be able to deliver lesson content that incorporates the procedures conducted by researchers to establish an environment for teaching and learning. Kamridah's (2016) research examined the relationship between Nadiah, Arina, and Ikhrom's anxiety levels and public speaking, speech, and seminars. This study will also investigate the role of systematic learning in lowering public speaking anxiety while speaking to foreign language students. Public speaking anxiety occurs while speaking or delivering an idea in front of an audience.

However, to the best of the researchers' knowledge and as evidenced by the relevant literature reviewed, few studies have explored students' self-confidence that applied to public speaking at the high school level, remarkable in Kepahiang regency and the relation. The reason why the writers chose Madrasah Aliyah 01 Darussalam Kepahiang was that they were required to be bilingual in their daily lives, where Arabic and English were used as the everyday languages and as organization section that should give a good example in public speaking for their junior. Therefore, this study aims to figure out how to speak confidently in front of an audience.

Research Methodology

The researchers used quantitative methodology to analyze the topic while doing this research. The approach for obtaining and analyzing statistical values was quantitative. It can detect trends in statistics, predict and evaluate descriptive correlation, and extrapolate results to more significant populations. (Bhandari, 2020). A quantitative approach is focused on measuring and assessing various variables to get findings. It is frequently known as collecting data to characterize a phenomenon or event (Apuke, 2017). Based on the sentences above defined by the researcher, the quantitative approach is collecting data in the format of statistics



to conduct the study. This study aimed to evaluate how much self-confidence there was in public speaking in the eleventh grade of Madrasah Aliyah 01 Darussalam Kepahiang.

A population refers to the group of people about whom you wish to conclude. Typically, a study population is unrelated to humans. It can be about anything you investigate, such as items, topics, institutions, nations, habitats, and wildlife. Hughes (2014) describes a population as a geographical approximation in which an item has a characteristic and a set of attributes the study generates to discover and decide. The authors employed a non-probability sampling strategy in this study. A sampling approach that does not give each component or individual in the sample a probability of being accepted as a sampling component is called quasi-sampling (Sugiyono, 2018). This study was carried out at MAS 01 Darussalam Kepahiang. This research included 82 students from class XI, including 38 male students and 44 female learners. A purposive sampling method was applied, and class XI A3 was taken as a sample, with 24 participants. Purposive sampling is a non-probability sampling approach. It is a sampling approach considering specific factors (Sugiyono, 2018).

The independent variable in this study is self-confidence, while the dependent variable is public speaking capability. These characteristics were evaluated using a Likert scale based on respondents' responses. The validity and reliability of this research instrument were first tested. Based on the respondents' answers, it is evident that the sample's self-confidence category has been analyzed. Simple regression analysis and correlation tests are performed to analyze the data. Previously, basic tests, including normality and linearity tests, were conducted.

Findings and Discussion

Finding

The researchers have done a validity and reliability test of the r-table at a significant 0.05 and the amount of data (N) = 22, the r-table is 0.423. If the correlation result is less than 0.423, it is considered invalid; if the correlation value is more than 0.423, it is valid. According to the data analysis results, there are valid and invalid statement items, with 10 statement items on the self-confidence variable recognized as valid, eight on the public speaking variable found valid, and two invalidated statements. Cronbach's Alpha test on the Self-Confidence variable (X) = 0.823 and the Public Speaking (Y) = 0.750. All variables have a Cronbach's Alpha > 0.6, so all statement items in the research instrument are reliable.



Based on the K-S/Kolmogorov Smirnov Normality test results, it is known that the Asymp.sig (2-tailed) value of the Confidence variable (X) is $0.132 > 0.05$, and the Public Speaking ability variable (Y) is $0.200 > 0.05$, indicating that the two variables, self-confidence, and public speaking ability, get a normal distribution. The linearity test showed that the value of Sig. of Deviation from Linearity of 0.940. It can be interpreted as the Sig. Value > 0.05 , it can be concluded that self-confidence in public speaking has a linear relationship. The results of the regression analysis test in the value of Sig. of 0.002 resulted in student self-confidence positively affecting Public Speaking with a significance level of 5%. In addition, the value of the correlation coefficient is 0.589, and the coefficient of determination is 0.347. It can be interpreted that the effect of student confidence on public speaking is 34.7%, while 65.3% is influenced by other factors besides student self-confidence. It can also be seen that the coefficient of student self-confidence is positive, meaning that self-confidence influences public speaking, so it can be concluded that by increasing student self-confidence, students' public speaking will also increase.

The self-confidence variable data was obtained through a questionnaire of 10 statement items with 24 respondents. The self-confidence questionnaire consists of five alternative answers: the highest score is 5, and the lowest is 1. The data shows that the highest score is 37.00, and the lowest score is 24.00. The mean results obtained were 30.58, the median was 31.50, the mode was 33.00, and the standard deviation was 3.513, which is shown in the table below.

Table 1 Descriptive Analysis of Self-Confidence Variables

Statistics		
Self-Confidence		
N	Valid	24
	Missing	0
Mean		30.58
Median		31.50
Mode		33
Std. Deviation		3.513
Variance		12.341
Range		13
Minimum		24
Maximum		37
Sum		734



The formula determines the number of class intervals, namely the number of classes = $1 + 3.3 \log n$, where the value of n here is the number of respondents. From the calculation, it is known that $n = 24$, and it is formulated as:

$$\begin{aligned} \text{Classes} &= 1 + 3,3 \log 24 \\ &= 1 + 3,3 (1,38) \\ &= 1 + 4,554 \\ &= 5,554 \text{ (rounded up to 6 class intervals)} \end{aligned}$$

Based on the analysis, the range of data is calculated using the formula maximum value - minimum value so that a data range of $37 - 24 = 13$ is obtained. It is following the calculation data in SPSS. The class length is obtained from $I = \text{data range} / k = 13/6 = 2.16$ rounded to 3). The highest frequency is in the 33 – 35 intervals of 8 students, or around 33% of the total, and the least is in the 36 - 38 intervals of 1 student, or about 4%. So, it can be interpreted that self-confidence is in the medium category.

Fluctuating self-confidence, the optimal mean (M_i) is 30.58, and the average standard deviation (SD_i) is 3.513, rounded to 3.51. Tables showing self-confidence in the high, medium, and low categories can be made as follows:

$$\begin{aligned} \text{high} &= X \geq M + SD \\ \text{medium} &= M - SD \leq X < M + SD \\ \text{low} &= X < M - SD \end{aligned}$$

Table 2 Distribution of category variable self-confidence

No	Score	Frequency		Category
		f	%	
1	$X \geq 34,09$	4	17%	High
2	$27,07 \leq X < 34,09$	16	66%	Medium
3	$X < 27,07$	4	17%	Low
Total		24	100%	

According to the table above, the frequency of self-confidence is four people or about 17% in the high category, 16 people or about 66% in the medium category, and four people or about 17% in the low category. As a result, we can say that self-confidence in class XI A3 is medium (66%).

Discussion

Based on the descriptive data analyzed for student self-confidence characteristics, more than half of the respondents fall further into medium categories, indicating that students already have the confidence to execute a variety of other abilities, one of which is the capacity to speak in public. The researcher concluded from the focus that self-confidence is the potential to accomplish something as a personal attribute with a belief in their abilities, optimistic, objective, responsible, reasonable, and practical. According to Baron and Byrne (2003), self-



confidence is a person's conviction in his ability or competency to do a given task, achieve a goal, or overcome an obstacle. As well as Hakim (2002), self-confidence refers to a person's belief in all aspects of his advantages, which helps him feel sufficient to achieve various life goals. According to several of the definitions supplied by the experts above, self-confidence is a person's conviction in their capability to self-actualize and feel capable of achieving their goals.

To provide the second question to scientifically establish the influence of self-confidence as a variable X on public speaking abilities as a variable Y. The data that has been confirmed valid and reliable is next put to a variety of further tests. The normality test, linearity test, basic linear regression analysis test, and hypothesis testing are all obtained. The first test is the normality test, which states that data is deemed to be normally distributed if its significance value is larger than 0.05. Based on the normality test findings, a value of 0.082 is obtained, larger than 0.05, indicating that the data utilized is normally distributed.

Thus, it can be concluded that the results of SPSS checking between the variables of student self-confidence and public speaking ability have a high significance, indicating that a person's self-confidence strongly influences a person's capacity of public speaking in front of a huge group of people in class XI A3 students at Madrasah Aliyah 01 Darussalam Kepahiang. The coefficient of determination is 0.347, and the correlation coefficient is 0.589. It might be interpreted as 34.7% of the effect of student confidence on public speaking, with the remaining 65.3% influenced by variables other than student confidence. It can also be shown that the student confidence coefficient is positive, showing that self-confidence influences public speaking. As in previous research conducted by Darmaliana et al. (2021), self-confidence encourages someone to converse effectively in front of many students. Gestures, solid grammar, and vocabulary will follow if they have high self-confidence. Furthermore, unless they can overcome their fear or worry, they will not be able to concentrate and remain cool while giving a public speech.

Conscience makes a significant contribution to conversational skills. The development in self-confidence will then be supported by an enhancement in individuals' speaking abilities. Self-confidence is seen as enthusiastic conduct required for successful communication. Students with strong self-esteem participate very well and engage in English department exercises. Students who lack self-confidence, on the contrary, will do it inadequately. As a



result, they will never enhance their English-speaking skills. According to Bandura (1990), a person with better social self-confidence might be able to appraise a perspective and comprehend their place inside of it. Individuals with better public self-confidence spend lots of time and cognitive resources comprehending the broader ramifications of their behavior and controlling external elements that might impact their interpersonal effectiveness.

The outcome demonstrated that someone was confident while performing in front of a wide audience. It is connected to Schunk's hypothesis (1990) argued that those with higher self-confidence are more driven to engage in the conduct they feel knowledgeable about. Furthermore, according to Kansil et al. (2022), most findings from the influence of self-confidence on communicating with competent participants in fluent talk even if they are professional. According to the findings of the student questionnaire, self-confidence influences students' speaking skills. Furthermore, according to the research, students' self-confidence affects their communication capacity.

Conclusion and Suggestion

This is validated by the findings of a questionnaire, which indicated that the percentage of self-confidence in public Madrasah Aliyah 01 Darussam Kepahiang students reached 66%. According to the data analyzed, the participants acquired a "medium" rank, signifying they were comfortable speaking in public. If the eleventh Madrasah Aliyah 01 Darussam Kepahiang students are confident, their public speaking will go smoothly. Because self-confidence is a sense of accomplishment, it helps someone speak fluently in front of many people. Body language, solid grammar, and diction will follow if they have high self-confidence. When they are apprehensive, they are unlikely to perform well in public. Therefore, whether they can overcome their fear or anxiety, they can concentrate and remain cool whenever speaking in public.

Furthermore, self-confidence provides many advantages, especially in public speaking capabilities. This study merely defines the level of correlation self-confidence has on public speaking capacity; further research might include indications for each category. Observing researcher can also research projects with other factors to see their significance on the dependent variable.



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