



Articles

THE IMPACT OF SELF-CONFIDENCE ON STUDENTS' PUBLIC SPEAKING ABILITY

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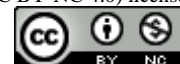
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Article Information	Abstract
<p>Keywords: Impact Self-Confidence Public Speaking</p> <p>Received 20 January 2023 Received in revised form 1 March 2023 Accepted 1 April 2023</p>	<p>This study aims: (1) to determine the significant impact of self-confidence on students' public speaking abilities; (2) to find out what causes the lack of confidence in students' public speaking abilities. This study used a quantitative method using simple random sampling technique in taking the sample. The subjects of this study were Business English Communication students' batch 2020. The types of instruments and data collection techniques were questionnaires with two types, namely open-ended questionnaires and also closed-ended questionnaires. Data analysis used the normality test, simple linear regression test and hypothesis testing. The results showed that there was an impact of self-confidence on students' public speaking ability, meaning that a significance value of 0.005 was less than 0.05 and a t_{count} value of 2.991 was greater than a t_{table} of 2.036. So, it can be concluded that there is a significant influence between self-confidence on public speaking or it can be said that H_0 is rejected and H_1 is accepted, which means that variable X has an effect on variable Y.</p>

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1. Introduction

Currently, especially students have a desire to be normal in everyday life, like other students. Therefore, every student tries to find ways to live a better life, which includes the social, psychological, and physical conditions of students. This is done to improve the quality of life, namely the fulfillment of all needs, namely physical, social and others. One of them is self-confidence, knowing that self-confidence is very important for good communication, especially when students are speaking in public. The ability to communicate is an important prerequisite for students to be able to express their hearts and minds so that it is easier to complete their activities and assignments by participating in conversations with others.

The concept of public speaking is communication whose purpose is to convey information to a large audience in a larger group (Mulasih & Devi, 2020, p. 5) which includes news, media, speakers, audience, entertainment, reactions and situations as elements. In this case, the ability to speak in public is strengthened by factors of initiation and approach, overcome stage fright and nervousness, maintain determination, volume and clarity of speech, increase enthusiasm, confidence, sense of humor and fluency, and the ability to move the body to influence you . of course (Hidajat, 2006, p. 90).

People's beliefs can drive them to achieve their goals. Many people lack confidence, students lack confidence when making presentations in front of their classmates, these students are afraid to speak in front of their friends. The reasons are lack of practice, poor mastery of the subject, lack of communication

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with other students, fear of public speaking. This problem is unnatural, it can be said to be a big loss, because the most important key to fluency in public speaking is one's self-confidence. Confidence is part of a person's personality so that he is not influenced by other people and can act according to his wishes, is optimistic, tolerant, happy and responsible Ghufro & Risnawati (2010).

Students as prospective educators should have confidence and have communication skills to support the mastery of good public speaking skills Khoriroh & Muhyadi (2015). Communication is a necessity for everyone, especially students who as social beings carry out their daily activities. It is important to master and practice public speaking skills because not all students have the skills to speak in public or in society. College students are often afraid to speak in public or in class. Students are also given the task of making presentations in class or leading meetings within an organization.

Based on the results of a survey in October 2022 students of Business English Communication Study Program, Faculty of Languages and Literature, Makassar State University, Class of 2020, as many as 34 respondents, almost all students still feel afraid or can be said to lack confidence when speaking in public. Meanwhile, others stated that they could still control their self-doubt, in the sense of fighting the fear of appearing to speak in public. There are several reasons for respondents in this case, namely; the emergence of doubts about one's skills, students forget vocabulary, and others feel both. It can be seen from this answer what causes students to not have confidence in their ability to speak in public, most students answer that there are doubts that arise about the skills they have.

Based on the background above, this research conducted a study on the impact of self-confidence on public speaking skills in Business English Communication students, Faculty of Languages and Literature, Makassar State University. The purpose of this study is first, to determine the significant impact of self-confidence on students' public speaking abilities. Second, to find out what causes the lack of confidence in students' public speaking abilities.

Based on the background above, it can be concluded that the formulation of the problem in this research is, first, is there a significant impact of self-confidence on students' public speaking skills? Second, what causes students to not have confidence in their public speaking skills? Not only that, there are also two objectives in this study, namely; to find out the significant impact of self-confidence on students' public speaking skills and to find out what causes the lack of self-confidence in students' public speaking skills.

2. Method

The quantitative research method is empirical research in which the data is in the form of numbers. Also in this study, researchers used survey research methods in which the research title was lifted from the form and level of the problem formulation or research question (research question). The survey method uses a questionnaire as a data collection tool.

The research was conducted at the Faculty of Languages and Literature, Makassar State University which is located on Jl. Mallengkeri Raya, Parang Tambung, Kec. Tamalate, Makassar

City, South Sulawesi 90224. The research was conducted for 3 weeks, starting from 3 October to 16 October.

The population and sample in this research were students of the Business English Communication study program Class of 2020, Department of English, Faculty of Languages and Letters, Makassar State University, where the sample consisted of 34 students. For this research variable, there are two, namely self-confidence and public speaking. Because, the main goal of the researcher in this case is to find out how much impact self-confidence has on students' public speaking abilities.

2.1. Data Analysis

The steps taken to analyze the data in this study are as follows:

2.1.1. Normality Test

The normality test was carried out to find out whether the regression model is normally distributed or not. The data normality test in this study used the Kolmogorov-Smirnov Test technique. To find out whether the data is normally distributed or not, the researcher uses the Kolmogorov-Smirnov test, with the following conditions:

- a. If the Kolmogorov-Smirnov (KS) significance value is > 0.05 , then the data is normally distributed.
- b. Conversely, if the Kolmogorov-Smirnov (KS) significance value is < 0.05 , the data is not normally distributed.

2.1.2 Simple Linear Regression Analysis

Simple linear regression analysis is used to determine the magnitude of the impact of self-confidence on public speaking. Decision making in this simple linear regression test, with the following provisions:

- a. Comparing the significance value with a probability value of 0.05
 - 1) If the significance value is < 0.05 , it means that variable X has an impact on variable Y.
 - 2) If the significance value is > 0.05 , it means that variable X has no impact on variable Y.
- b. Comparing the value of t_{count} with t_{table}
 - 1) If the value of $t_{count} > t_{table}$, it means that variable X has an impact on variable Y.
 - 2) If the value of $t_{count} < t_{table}$, it means that variable X has no impact on variable Y.

2.1.3 Hypothesis Test

Hypothesis testing is a test that tests how impactful the X and Y variables are to be tested. Hypothesis testing is a special test performed for regression analysis. Regression analysis is an analysis or test that measures between two or more variables and shows the direction of the relationship between variables Y and X. There are three types of measurements that must be passed and carried out by the author, namely:

- a. The coefficient of determination (R^2), is a test that tests how far the model's ability to explain the dependent variable (Y).
- b. Statistical Test-F, is a test that tests how influential variable X is simultaneously (together) on variable Y.
- c. Statistical Test-T, is a test that tests individually between variable X and variable Y.

3. Results

This research was conducted in the English Study Program or commonly known as Business English Communication. The sample in this study was State Univeristy of Makassar students consisting of 34 participants from class A and class B batch 2020, especially those with even student numbers. The impact of students' self-confidence on public speaking skills was observed by using a questionnaire containing statements and questions related to self-confidence in public speaking skills which were filled out by the students using google form. The first process that was carried out in data collection was, first the questionnaires were distributed to analyze and also identify the impact of impact of students' self-confidence and public speaking skills on the research subject. Here the researcher presents two tables of questionnaire results from two variables, the first regarding the results of the respondents regarding self-confidence and second public speaking.

3.1. Self-Confidence Questionnaire Results

I believe in my ability or competence

Table 3.1.1 frequency and percentage of statement no. 2

No	Option	Frequency	Percentage
1	Never	0	0%
2	Often	10	29,4%
3	Very Often	13	38,2%
4	Always	11	32,4%
TOTAL		34	100%

Table 3.1.1 shows students' responses to statements that they believe in their own abilities and competencies. From 34 respondents, 10 respondents (29.4%) chose often, 13 respondents (38.2%) chose very often and 11 other respondents (32.4%) chose always. This data shows that many respondents who answered very often were confident in their abilities and self-competence.

3.2. Public Speaking Questionnaire Results

When speaking in public (for example, in class) I use gestures as needed.

Tabel 3.1.2 frequency and percentage of statement no.12

No	Option	Frequency	Percentage
1	Never	0	0%
2	Often	7	20,6%
3	Very Often	15	44,1%
4	Always	12	35,3%
TOTAL		34	100%

Table 3.1.2 shows student responses regarding the use of body gestures in public speaking. From 34 students, 7 respondents (20.6%) answered often, 15 respondents (44.1%) very often, and 12 respondents (35.3%) always. The data seen above can be concluded that when students are doing public speaking, especially in class, students do not forget to use good body gestures.

3.3. Public Speaking Questionnaire Results

This open-ended can be said as a distraction from the close-ended, because the researcher wants to know a more logical reason for what the respondents have answered, therefore the researcher provides these three questions. The list of questions and answers from respondents is as follows:

- a. What causes you to be insecure about your public speaking skills?

The first question, 23 students answered lack of self-confidence, 9 students answered the emergence of doubts about one's skills, 1 student forgot vocabulary, and 1 other felt both. It can be seen from this answer what causes students to not have confidence in their ability to speak in public, most students answer that there are doubts that arise about the expertise possessed by someone.

- b. How do you deal with nervousness during public speaking?

The second question, as many as 24 students answered fighting shyness, 6 students made eye contact with the audience, 1 student self-suggestion, 1 stay confident when performing and not afraid to be wrong but try to be the best, 1 avoiding direct eye contact with the audience, 1 I took off my glasses so I couldn't see the faces of my audience, it really helped me. Judging from the results of student responses on this matter, very many students overcome their nervousness when speaking in public by fighting their shyness.

- c. Have you ever felt insecure about your public speaking skills?

The last question in the open-ended questionnaire in this study was whether students felt insecure about their ability to speak in public or not. In this case, 21 students answered once, 6 notes, 2 often, 2 sometimes, 2 always, 1 happens quite often. It was concluded in this last question that students were more likely to feel insecure about their abilities at times.

4. Discussion

The results will be interpreted in the following points:

4.1 Students are confident in their abilities

One of the questionnaire items that attracts attention here from the two variables when combined is when students are confident when appearing in public, meaning that these students believe in their abilities, and they don't become someone else when performing, especially when public speaking when there is an assignment. presentations in class, because they think that if there is a failure in a business, you don't have to give up. That is, every time there is a failure, it means that you have to be able to add more self-confidence, so that your public speaking skills will also increase.

Not only that, students also always remain calm when speaking in public, for them when in such a situation they close all negative thoughts or stimuli from the audience, so they are able to concentrate well when speaking in public. It can be seen

from their answers, indeed from the influence of their self-confidence that makes students have good public speaking skills, it is not surprising that they prefer the 'very often' and 'always' options.

What's more, they always do what is called a presentation in front of the class, because the main point of this research is when students speak in front of their class, or in front of their friends. And, what the researchers found was that when students were able to adjust themselves and be able to communicate in various situations, it made them more confident when speaking in public. Not only that, one of the items that supports this research is the addition of vocabulary that they do to facilitate their public speaking.

4.2 Things that cause students to have no self-confidence

There are also three open-ended that support the results of this study, namely what causes students to lack confidence in public speaking abilities. There are two options that have been provided by the author, and one other option in order to provide opportunities for students to type their own answers if something does not match the choices provided. There were some students who chose 'not having self-confidence' and some who chose 'the emergence of doubts about their own expertise', and there were those who gave answers if this happened because they forgot their vocabulary.

What they did when they were nervous about public speaking was to make eye contact with the audience and also feel embarrassed, but there were several students who stated the reasons, including; I took off my glasses so I couldn't see the faces of my audience, it really helped me, avoiding direct eye contact with the audience, staying confident when performing and not afraid to be wrong but try to be the best and suggest yourself. From the answers given by the students, the researcher could find out what caused some of these students to lack confidence in their public speaking skills.

4.3 Some students felt insecure

For the last question about 'do students ever feel insecure about their public speaking skills. Students on average choose the option once, even add answers sometimes, always, and also happens quite often. Here it can be seen that among them there is still a need to increase their self-confidence in public speaking, because with high self-confidence it can make students look even better without any embarrassment or stage fright.

After analyzing all the data collected from the questionnaires, it is important to draw correlations between these data to find the conclusions of this study. The data collected from the questionnaire showed that there was a significant impact of self-confidence on students' public speaking abilities which was obtained after the students filled out the distributed questionnaires, then made a description of the data.

4.4 Based on the results of data analysis

It has been presented in the findings section of this chapter, then analyzed and the results interpreted as follows:

a. Simple Linear Regression Results

Its value is 0.005 less than 0.05. So, H_0 is rejected and H_1 is accepted, meaning that there is a significant impact between self-confidence and students' public speaking abilities. This means that the actual conjecture results are contained in the Alternative Hypothesis (There is a significant impact between self-confidence and students' ability in public speaking). According to Al-Hebaish (2012), self-confidence is a personal factor that plays a supporting role in achieving foreign language learning. And, according to Kate Burton and Brinley Platts, self-confidence is the ability to take appropriate and impactful action in all situations.

b. Results of Hypothesis Testing

In this case the researcher carried out three stages of hypothesis testing, namely the coefficient of determination, the F test and also the T test. From the tests carried out by the researcher, the three results were the same, meaning that there was a significant impact of self-confidence on students' public speaking abilities. With the written hypothesis namely; H_0 is rejected, and H_1 is accepted. This means that the actual conjecture results are contained in the Alternative Hypothesis (There is a significant impact between self-confidence and students' ability in public speaking).

Finally, the researchers concluded that self-confidence had a major impact on students' public speaking abilities in the 2020 Business English Communication study program.

This is consistent with research conducted by Khoriroh & Muhyadi (2015) which states that there is a positive and significant influence of self-confidence on the public speaking abilities of students of the Office Administration Education Study Program, Faculty of Economics, Yogyakarta State University. The existence of a positive influence is evidenced by a significance value of $0.000 < 0.05$. The large impact of self-confidence on public speaking ability, seen from the value of the coefficient of determination (R^2) of 0.828 indicates that self-confidence has an influence on student public speaking ability of 82.8%.

The results of this study are also consistent with research conducted by (Indraswati et al., 2020) whose results show a positive and significant impact of self-confidence on the public speaking abilities of PGSD study program students, FKIP, Mataram University. The existence of a positive influence is evidenced by a significance value of $0.000 < 0.05$. The large influence of self-confidence on public speaking ability, seen from the value of the coefficient of determination (R^2) of 0.292 indicates that self-confidence has an influence on student public speaking ability of 29.2%.

5. Conclusion

Based on the research findings and discussion in the previous chapter, the researcher concluded that there was an impact of self-confidence on students' public speaking abilities. This has been done an analysis of its interpretation, so below it can be concluded as follows based on the problems discussed in this study.

1. As contained in this finding, it is known that there is a significant impact contained in the research conducted. Because basically students in public speaking definitely need something called self-confidence. And here, it is also found that students'

self-confidence is able to adjust themselves and be able to communicate in various situations so that it makes them more confident when speaking in public.

2. There are many reasons why some students do not have confidence when appearing to speak in public, one of which is lack of confidence, the emergence of doubts about their own skills and some are caused by a lack of student vocabulary, meaning here that there are still many students have less vocabulary so that it becomes the cause of them not being confident in their public speaking skills.

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