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A COMPARISON OF SELF - CONFIDENCE IN SPEAKING ENGLISH BETWEEN STUDENTS' WHO JOIN SAEED AND THOSE WHO DO NOT JOIN SAEED AT ENGLISH EDUCATION DEPARTMENT OF UIN SUSKA RIAU



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PEKANBARU
1446 H / 2024 M



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UIN SUSKA RIAU

BY

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Thesis

Submitted as partial fulfillment of the requirements
For Bachelor Degree of English Education
(S.Pd)

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
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STATEMENT OF AUTHENTICITY

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Certify that this skripsi entitled **“A Comparison of self confidence in speaking English between student’s who join SAEED and those who do not at English Education Department of UIN Suska Riau ”** is certainly my own work and it does not consist of other people work, I’m entirely responsible for the content of this skripsi. Other opinion finding include in this skripsi are quoted in accordance with ethical standards.

Pekanbaru, August 14th, 2024



Delvira Andini
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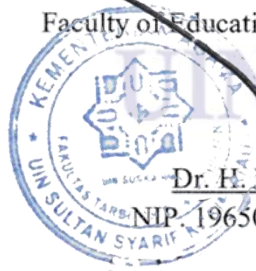

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ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the most Gracious and Merciful, praise belongs to Allah Almighty. By his guidance and blessing, the researcher has accomplished the final research paper entitled “A Comparion of Self Confidence in Speaking English Between Student’s Who Join SAEED and Those Who Do Not join SAEED at English Education Department of UIN Suska Riau ”. It is a scientific writing to fulfill one of the academic requirements to finish the bachelor degree (S.Pd) at Department of English Education Faculty of Education and Teacher Training State Islamic University of Sultan Syarif Kasim Riau. Then, shalawat and salam always be presented to the last mesengger of Allah, Prophet Muhammad SAW who has inspired and lightened many people up all around the world.

Appreciation and sincere thanks to my beloved parents, **Mr.Delviat** and **Mrs Yenita** who has devoted all love and affection as well as moral and material attention. May Allah SWT always bestow grace, health, and blessings in the world and in the hereafter for the kindness that has given to the researcher. Thank you so much Dad and Mom.

The researcher would like to show her gratitude to all beloved people that have encouraged. Motivated even helped the researcher in finishing the paper. They are:

1. Prof. Dr. Hairunas, M. Ag., the Rector of State Islamic University of Sultan Syarif Kasim Riau. Prof. Dr. Hj, Helmiati, M. Ag., as Vice Rector I, Prof.Dr. H. Mas‘ud Zein, M. Pd., as Vice Rector II, Prof. Edi Erwan, S. Pt., M. Sc., Ph.D, as Vice Rector III, and all staff. Thanks for the kindness and the encouragement.
2. Dr. H. Kadar, M. Ag., the Dean of Faculty of Education and Teacher Training, State Islamic University of Sultan Syarif Kasim Riau. Dr. H. Zarkasih, M. Ag., as the Vice Dean I, Prof. Dr. Zubaidah Amir, MZ, M. Pd., as the Vice



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- Dean II, Prof. Dr. Amirah Diniaty, M. Pd. Kons., as the Vice Dean III, and all the staff. Thanks for the kindness and the encouragement.
3. Dr. Faurina Anastasia, S.S., M. Hum., the Head of the Department of English Education, has given me corrections, suggestions, support, advice, and guidance in completing the thesis.
 4. Dr. Nur Aisyah Zulkifli, M. Pd., the Secretary of Department of English Education, for her guidance to the students
 5. Muhammad Taufik Ihsan, S, Pd ,S.Kom,M, Pd. the Academic Supervisor for her guidance to the students.
 6. Kurnia Budiyaniti, M.Pd my beloved supervisor who has given the researcher correction, suggestion, support, advice, and guidance in accomplishing this thesis.
 7. All lecturers of the English Education Department of State Islamic University of Sultan Syarif Kasim Riau, who have given knowledge and information of this project paper and thanks for their contributions and support during the courses.
 8. Special thanks to Roslina Yanti,S.Pd, Melya Astari,S.Pd, Tiara Ramayanti, S.T, and also Al-azhar,S.A.P who have given the researcher all of love, helped researcher, and researcher really appreciate it, also all the researcher extended family, who always support and help the researcher to complete this study. Keep healthy all!
 9. The researcher beloved friend, Rasyah Oktian Mahesa Dewa, A.Md.Kom. Who always give the researcher emotional support in every condition .
 10. Special thanks to Muthia Sandra,S.Pd and Annisa paraswati, S.Farm who always helped the researcher during the college in the city.
 11. The researcher's best friends from Junior High School Istianah Khairunnisa and Nurhayati who still faithfully accompany the researcher's. love u guys
 12. The researcher best friends from Senior High School" Mutia Eliza, A,Md.T. For 7 years togetherness sharing complaints, supporting each other, thank you for giving color.



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13. The researcher best friends Ummi lailatulhasanah,S.Pd, Elmiza Aprilia,and also Miftahul Fauziah who always give me a lot of love and support. Thank you for being my bestfriend and making my university life full happiness.
14. All of my belove friend that I cannot mention one by one. Thank you so much for your support, and all of the beautiful memories that will never be forgotten.
15. The researcher's friends of KKN Pulau Aro village, for the extra ordinary experience and story that was beyond expectations.
16. The students 2021 year of English Education, who have participated and helped the researcher in collecting data process.
17. All of my classmate in english education B class 2020, thanks for all the beautiful moments.
18. All of my clasmate in english education A class in semester one until fourth, thanks for all the beautifull moments.
19. Last but not least, I wanna thank my self, I wanna thank my self for believing in my self, I wanna thank my self for doing all this hard work, I wanna thank my self for having no days off, I wanna thank my self for never quitting, so proud of my self

Finally, the researcher realized that this thesis is still far from perfections. Therefore, constructive comments, critiques, suggestions, and recomendations are kindly appreciated. May Allah bless you all. Aamiin ya rabbal'amin.

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ABSTRACT

Delvira Andini, (2024) : "A Comparison of self confidence in speaking English between student's who join SAEED and those who do not at English Education Department of UIN Suska Riau"

This study aims to determine whether there is a significant difference in the self-confidence of students who join organizations with students who do not join organizations in the English Education Department of UIN Suska Riau. This research was conducted on 4th semester students majoring in English Education who join and who did not join organizations totaling 30 people. The approach of this research is quantitative method and the research design is Descriptive statistic. Data were collected using *purposive sampling* technique. In this study, researchers used a questionnaire with a Likert scale, totaling 13 questions representing indicators adopted from Lauster. From the t test analysis in this study, it was found that the sig value (2- tailed) was ,000. It is stated that ,000 <0.05, so it can be concluded that, there is a significant difference in the level of self-confidence of students who join organizations between students who do not join organizations.



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ABSTRACT

Delvira Andini, (2024) : Perbedaan Tingkat percaya Diri Dalam Berbicara Bahasa Inggris Antara Mahasiswa Yang Mengikuti SAEED Dengan Yang Tidak Mengikuti SAEED Di Jurusan Pendidikan Bahasa Inggris UIN SUSKA RIAU"

Penelitian ini bertujuan untuk mengetahui apakah ada perbedaan yang signifikan dari kepercayaan diri mahasiswa yang mengikuti organisasi dengan mahasiswa yang tidak mengikuti organisasi di jurusan Jurusan Pendidikan Bahasa Inggris UIN Suska Riau. Penelitian ini dilakukan pada mahasiswa semester 4 jurusan pendidikan Bahasa Inggris yang mengikuti dan yang tidak mengikuti organisasi yang berjumlah 30 orang. Pendekatan penelitian ini adalah metode kualitatif dan desain penelitiannya adalah metode kuantitatif dan desain penelitiannya adalah perbandingan kausal komparatif. Data dikumpulkan dengan teknik *purposive sampling*. Pada penelitian ini, peneliti menggunakan angket dengan skala likert yang berjumlah 13 pertanyaan yang mewakili indikator yang di adopsi dari Lauster. Dari analisa uji t didalam penelitian ini, didapatkan bahwa nilai sig (2- tailed) adalah ,000. Dinyatakan bahwa ,000 < 0,05, sehingga dapat disimpulkan bahwa terdapat perbedaan yang signifikan dari tingkat kepercayaan diri mahasiswa yang mengikuti organisasi dengan mahasiswa yang tidak mengikuti organisasi.



ملخص

ديلفيرا أنديني، (٢٠٢٤): مقارنة الثقة بالنفس في التحدث بين الطلاب الذين ينضمون إلى المنظمة والطلاب الذين لا ينضمون إلى المنظمة في قسم تعليم اللغة الإنجليزية بجامعة السلطان الشريف قاسم الإسلامية الحكومية برياو

يهدف هذا البحث إلى معرفة ما إذا كان هناك اختلاف كبير في الثقة بالنفس بين الطلاب الذين ينضمون إلى المنظمة والطلاب الذين لا ينضمون إلى المنظمة في قسم تعليم اللغة الإنجليزية بجامعة السلطان الشريف قاسم الإسلامية الحكومية برياو. تم إجراء هذا البحث على طلاب الفصل الرابع في قسم تعليم اللغة الإنجليزية الذين انضموا والذين لا ينضمون في المنظمة، وعددهم ٣٠ شخصا. ومنهج البحث هذا هو أسلوب كفي وتصميم البحث هو أسلوب كمي وتصميم البحث السببية المقارنة. وتم جمع البيانات باستخدام تقنية أخذ العينات الهادفة. واستخدمت الباحثة استبانة بمقياس ليكرت بمجموع ١٣ سؤالاً تمثل المؤشرات المعتمدة من لاستر. ومن تحليل الاختبار التائي في هذا البحث وجد أن قيمة سيغ. (ثنائي الذيل) كانت 0.00. وذكر أن $0.00 > 0.05$ ، لذا يمكن استنتاج أن هناك فرقا دالا في مستوى الثقة بالنفس بين الطلاب الذين ينضمون إلى المنظمة والطلاب الذين لا ينضمون إلى المنظمة.

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CHAPTER I INTRODUCTION

A. Background of the Problem

Speaking English is crucial for academic achievement. English is often the language of instruction in higher education. Students who can effectively communicate in English are better prepared to understand lectures and participate debate and connect with academic texts. Baker & MacIntyre (2000) fluent English speakers perform better academically due to increased engagement with instructional materials and participation in class discussions.

Students with great speaking skills in a second language are more likely to achieve academic success as they can communicate ideas effectively and confidently. Proficiency in English is essential for comprehending and writing academic writings. Proficiency in English allows students to better grasp academic concepts and terminology. Surroundings, leading in enhanced performance in a wide range of subjects Cummins (2000).

Students who have good speaking skills in a second language are more likely to achieve academic success because they can communicate ideas effectively and confidently. English proficiency allows students to better understand academic concepts and terminology. Environment, which leads to improved performance in various subjects Cummins (2000).

Speaking English is important in education, politics, economics, and society. This problem highlights the significance of good public speaking skills in English, as well as the importance of self-confidence in developing

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these skills for presentations. Proficiency in English is required for successful communication in order to pursue future job goals. Simone (2015).

Building confidence is crucial for enhancing communication skills. When people feel good about themselves, they are more likely to communicate their thoughts clearly and effectively. Confident speaking improves communication by transmitting thoughts, feelings, and ideas more effectively. Increased self-confidence leads to more active social participation. Confident individuals find it easier to interact with others in both official and informal settings. This helps create relationships and improves collaboration and teamwork (Tridinianti,2018)

High self-confidence is very instrumental in making a meaningful contribution to one's life process, because if someone have high self-confidence Mastuti & Aswi (2008). It mean, with self-confidence, individuals can improve their creativity, decision-making attitude, moral values, attitudes and views, hopes and aspirations. In addition, Gufron & Risnawati (2014) explain self-confidence is an important component of one's personality. Having strong self-confidence is a fundamental advantage that enables individuals to communicate and engage effectively with society.

Self-confidence is the belief in one's own abilities, qualities, and judgment, reflecting a person's overall sense of self-assurance and self-reliance. It influences how individuals approach and handle various situations and challenges in life. Those with high self-confidence trust their capabilities to perform tasks effectively, make sound decisions, and overcome obstacles In

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English language learning, self confidence plays an important role in speaking progress. Someone with great self confidence will be more willing to talk in English without fear of criticism or judgment. Belief in oneself will help overcome anxiety or fear of making mistakes when speaking and encourage individuals to speak more fluently and more actively participate in communication situations in the language (Tridinanti, 2018).

There are several factors that influence a person's level of confidence to speak, one of which is by joining an organization. This is supported by the various points that have been presented by Claiborne et al, (2020). Who mention that Student organization becomes essential for the growth of their critical thinking, public speaking, leadership, and self-confidence.

SAEED (Students Associaton of English Education Department) is a student organization of the English Education Department at UIN Suska Riau university. This organization consists of student of English Education Department as a member. This organization has a mission, namely to make this organization a place to accommodate the aspirations of English education students, based on the principles and vision of kinship. by joining SAAED, students will be able to open up a large environment and relationship, and also from that joining SAAED can also make someone more confident to speak in front of the public.

SAEED (Students Associaton of English Education Department) has many programs that support to increase students' self-confidence to speak English in front of the class, this is supported by a statement from the general



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chairman of HMPS PBI, a program that requires students to speak English is English club and English Debate, a program that supports to hone students' other English speaking skills is an international seminar with caucasians.

Also at English Education Department of UIN Suska Riau, in semester fourth there is a public speaking course, where this course is a support for students' speaking skills, in this course students are usually asked to carry out various activities related to student activities to hone students' speaking abilities, and this course is related to student self-confidence, where someone can speak clearly and not be nervous, if they have high self-confidence.

Based on preliminary research conducted on students majoring in English Education Department of State Islamic University of Sultan Syarif Kasim Riau on May 2023. Researcher interview third semester students who join SAEED and do not join SAEED. The researcher found that students who join SAEED are still not confident to speak English in front of the class. They said, this that was because they were afraid of being wrong when speaking in front of the class. Meanwhile, the researcher found the students who do not join SAEED fell confidence to speak in front of the class.

There had been some studies that investigated about self confidence on speaking. The first study is from Yusuf & Hilmun (2021) the result of this studies are The level of self-confidence in speaking of students who are active in organizations is higher than those who are not. It can be concluded that the higher the experience possessed by students, the higher the self-confidence they get. The second study from Yusuf & Mabagits (2020), the result of this



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 studies are joining or being active in extra or intra campus organizations can help them improve their English speaking skills and boost their confidence in public speaking, and that being active in the organization in general can improve the speaking ability of English students at the State Islamic University of Sunan Ampel Surabaya.

Third, study from Izatil (2022) the result of this studies are the level of self-confidence in speaking of students who join EDSA are classified in to very good category. The level of self-confidence in speaking of students who do not join EDSA are classified in to fair category. And there is significant differences of self confidence in speaking between student joining and not joining EDSA at Universitas Ahmas Dahlan.

Some of these studies are about perspectives and discuss about differences in the level of self-confidence, and no one has researched about difference and how the significant difference of self confidence in speaking English students who join SAEED and students who do not join SAEED when speak in front of the class

By the facts above, the researcher is interested in whether there are differences of self confidence in speaking English between students who join SAEED and students who do not join SAEED with the research title **“A COMPARISON OF SELF - CONFIDENCE IN SPEAKING ENGLISH BETWEEN STUDENT’S WHO JOIN SAEED AND THOSE WHO DO NOT JOIN SAEED AT ENGLISH EDUCATION DEPARTMENT OF UIN SUSKA RIAU.**

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B. Problem of the Problem Research

1. Identification of the Problem

Based on the phenomena above, the researcher identified the problem of the research some students who join SAEED are afraid and nervous to speak English in front of the class.

2. Limitation of the Problem

After explaining the identification of the problem above, it is necessary to have it limitations and focus of this research problem. This research focus on the significant differences of self confidence in speaking English

3. Formulation of Problem

Based on the problem depicted in the background, the researcher formulate the problem on: is there a significant difference of self confidence in speaking English between students who join and who do not join SAEED?

C. Objective and Significant of the Research

1. Objective of The Research

Based on the problem of the research depicted above, the researcher identifies the objective of the research is to examine the significant differenc of self confidence in speaking English between students who join SAEED and those who do not join

2. Significances of the Research

There are several significances in this study, the first is that the



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researcher hopes this research can be useful for researchers as beginners in learning how to do research, then the findings of this research are expected to be useful for students at English Education Department who will later use the results of this research as a reference for students who want to do research.

D. Definition of the Term

1. Self Confidence

Park and Le (2005), self-confidence is a very important part of speaking as it can give students enthusiasm, courage and stimulation. In this research.

2. Self Confidence in speaking

Speaking with confidence requires more than just being self-assured, it also means being able to control any tension or nervousness that may surface while speaking in front of an audience Nurhaeni (2020) . In this research

3. SAEED

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CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Self Confidence

a. Definition of Self Confidence

Several expert opinions, state many definitions of the theory of self-confidence self confidence. According to Lauster (2008), Self-confidence is a mindset or belief in one's own abilities. Students has a calm attitude, exercising autonomy in students decisions and obligations, while maintaining polite behavior in his interactions with others. It means Self-confidence is a mindset or belief in one's own abilities. Students has a calm attitude, and can make decisions with what students wants.

Baron and Byrne (2003) explain that self-confidence is an individual's belief in the ability or ability to accomplish a particular task, achieve a goal, or overcome an obstacle. When someone is able to complete what has become a task for him and can think optimistically and achieve what he wants then that person is a confident person.

Hakim (2002) argues that self confidence can be easily defined as a person's belief in all aspects of his interests, which makes him feel that he can achieve various goals in life. Based on some of the expert definitions above, one can conclude that self-confidence is a person's belief in the ability to selfactualize, achieve different goals, and feel the ability to overcome certain obstacles.



Gufron & Risnawati (2014) explain Self-confidence is an important component of one's personality. Having strong self-confidence is a fundamental advantage that enables individuals to communicate and engage effectively with society. Self confidence in a person or student is very important. Because with self confidence, a person can instill belief or confidence in his ability, to achieve what he wants and can get the results of the solution what is desired and can get the results of satisfactory problem solving skills that are satisfactory

In addition, Hariko & Ifdil (2017) said, self-confidence is an attitude and feeling that is confident in one's own abilities so that individuals are not anxious in taking an action, can feel freedom in doing things they like and are able to take responsibility for their actions, are polite and warm when interacting with others, respect and accept others, have the urge to show their abilities and know their own strengths and weaknesses.

Self-confidence evolves throughout time through experiences, introspection, and conscious efforts to build resilience. Self-confidence is a powerful force that allows individuals to approach new challenges with confidence and belief in their own abilities as they learn, adapt, and grow. Tokel (2018).

Meanwhile, Lauster (2008) state that self confidence is the confidence that a person has in their abilities, talents, and potential, without worrying and about others. Similarly, Lauster (2008) state there are fourth component of

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self confidence. They are: Believe on their own ability, optimistic, objective judgment, responsible, rational and realistic.

Believe in their ability refers to having faith in one's own capabilities to achieve goals and overcome challenges. It involves holding a positive self-image and trusting in one's strengths and abilities.

From all the description above, the researcher can conclude that self confidence is crucial component of an individuals personality with an expresses an attitude or belief in oneself to do something, Self-confidence can provide learners motivation and energy to become positive about their own learning. With all its aspects, and can express the extent to which they believe that they will succeeds.

Based on the expert state about self confidence, it conclude that self confidence has an important role in personal development and achievement.

Developing self-confidence can enhance one's quality of life, help achieve goals, and improve relationships. Developing self-confidence is an ongoing process that includes self-reflection, practice, and positive reinforcement. Setting reasonable goals, recognizing modest accomplishments, and practicing self-compassion can dramatically enhance confidence.

In this research, the researcher use the indicator of self confidence by Lauster (2008) consist of believe in your own abilities, independent of making decisions, dare to express opinion, and have a positive self-concept. To assess student confidence, the researcher will create a questionnaire containing lists of questions aligned with the following elements.



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b. Types of Self Confidence

There are two types of self confidence namely Extrinsic and intrinsic self-confidence. Confidence that give us the feeling and that are doing well. this type of born self belief make it possible for individuals appears and behave showing the outside world that believe in ourself. There are two types of self confidence:

1.) Intrinsic Self confidence:

Intrinsic self-confidence" refers to a type of confidence that a person has on their own, untouched by circumstances or external reinforcement. It is built on a strong sense of self-worth, confidence in one's abilities, and internal recognition of one's worth. This component include self-love, self-esteem, self-knowledge, and optimistic thinking.

2.) Extrinsic self confidence

Extrinsic self-confidence refers to self-confidence derived from external sources such as validation, approbation, or perceived success of others. Extrinsic self-confidence is dependent on external sources for validation and reassurance, as opposed to intrinsic self-confidence, which comes from inside.

c. Factor that Influence Self Confidence

Basically, there are numerous factors that influence and undermine a person's self-confidence. There are various professional viewpoints on what variables contribute to self-confidence. According to



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Middlebrook in Rosita (2006), there are four factors that influence self-confidence:

1.) Parenting

The family is the most important component influencing children's future development. According to Hurlock in Mahrita,(1997), democratic parenting is the best model for promoting children's self-confidence since it trains and develops responsibility as well as the bravery to face and solve difficulties on their own.

2.) The Role of Gender

Culture's attitudes regarding women and men each have an impact on the development of self-confidence. Women are often perceived as weak and in need of protection, whereas men are expected to be strong, independent, and capable of protecting themselves.

3.) Education

Education is commonly used to determine someone's achievement. This suggests that the higher a person's level of education, the more positively others see him. Those with a poor degree of education are likely to feel excluded and lack confidence in their own talents. Fourth. Physical Appearance: Individuals who have an attractive physical appearance are more likely to be treated well than those who have an unpleasant appearance

In addition, According to Hakim (2012) factor influencing the self confidence are:

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1.) Family Situation

The family situation is the first and main environment in the life of every human being, the environment greatly influences the initial formation of self-confidence in a person. Self-confidence is a person's belief in all aspects of the advantages that exist in him and are manifested in daily behavior.

2.) Formal Education

School can be said to be the second environment for children, where schools are the most instrumental environment for children after the family at home. For children after the family at home. The school provides space for children to express their self-confidence to their peers.

3.) Non-Formal Education

One of the main assets to be able to become someone with a confident personality is to having certain advantages that are meaningful to one self and others. Self-confidence will be more stable if one has an advantage that makes others feel admired. Advantage that make others feel admired. Ability or skills in a particular field can be obtained through non-formal education.

Based on the description above, it can be concluded that self-confidence cannot be created without the factors that influence it. It cannot be created without the factors that influence it. These factors include: self-concept and self-esteem, physical condition, failure and success, life experience, formal and non-formal education and the role



of the family environment. formal Education and the role of the family environment.

d. Charateristic of Self Confidence

According to Maslow (1971), the charateristic of a person who is self confidence is he has the freedom to choose and invest energy directly based on his belief in his ability to do something. Therefore, generally confident people have new experiences,like challenges,and responsible for complete the assgined task. There are some charateristics of a person who have self confidence based on (Lidenfield, 2010):

1.) Self love

Students who have love themselves and respect themselves and other they will try to meet their needs naturally and always take care of their health.

2.) Self Understanding

An inner confident person is very selfaware. They always introspect themselves,so that every action they do not harm others.

3.) Clear Purpose

Confidence people will know that their purpose in life,because they have clear reasons and thoughts for the action,and the result they get.

4.) Positive Thinking

Confidence people are usually great friends. One of them is

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because he is accustomed to seeing life from the bright side and they hope seek satisfaction and satisfying results.

From the characteristic based on expert above, it can be conclude there are some characteristic students who have self confidence: students self love, student self understanding, and student have the clear Purpose to doing something.

e. Aspects of Self Confidence

Understanding self confidence requires understanding the variables that affect it. Firstly, by accepting the belief in one's ability to do so, these features include confidence in one's power to speak clearly and successfully in public. Moreover, these aspects concern self-acceptance, in which people rely not just on their language skills but also muster the courage to accept and cherish who they are—their strengths and weaknesses included. According to Lauster (2008) there are 5 aspects of self confidence:

1.) Believe on their Own Ability

Believe on their own ability are confident people have a positive belief on themselves, know their goals and find a way to achieve it. This aspect affects almost every area of life, including thinking behavior, the ability to feel and the capability act according to every situation.

2.) Optimistic

Optimism is a mental attitude reflecting a belief or hope that the

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outcome of some specific endeavor, or outcomes in general, will be positive, favorable, and desirable. Confident people have this positive mindset when facing everything in their life and believe that negative events are temporary and manageable. In real life situations, an optimist doesn't want to see impossibilities in any situation.

3.) Objective Judgment

Confident people who have the trait of objective judgment have unbiased or detached thinking in perceiving events without distortion by personal feelings and see truth as best as they can. The ability to be objective depends on the willingness to question mental models, the lens through which we perceive, interpret and respond to our world. People tend to be less objective when they are under a lot of pressure, such as: stress, low self-esteem, the habit of making decisions.

4.) Responsible

Becoming a responsible person means being able to consciously make decisions, always seeking to improve themselves and willing to help people. Most importantly, a responsible person accepts the consequences of their own actions and decisions. Responsibility creates such principles, morals and helps you to lead you to achieve your goals and objectives in any area of your life. One of the confident traits is the people who are confident are not hesitant to

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take the responsibility to take difficult tasks and are responsible enough to lead others.

5.) Rational and Realistic

Confident people are always trying to find the reason behind everything, they rely on facts and honest. Rationality implies the conformity of one's beliefs with one's reasons to believe, and of one's actions with one's reasons for action. To determine what behavior is the most rational, someone needs to make several key assumptions, and also needs a logical formulation of the problem. When the goal or problem involves making a decision, rationality factors in all information that is available.

Meanwhile, According to Burton & Platts (2006), proposed qualities of self confidence into 6 aspects:

1.) Direction and Values

Confidence student know what they want, where they want to go, and what thing which is really important. It mean, students know which values are more important, what is the purpose of doing something, know what actions they take whether it is wrong or right, and students know how their attitude towards the problem.

2.) Motivation

In this aspect, confident students have great motivation to achieve what they want and what they have chosen. Third. Emotional Stability: In this aspects, confident student will be more calm and



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focused to see themselves, and the way students behave towards others in daily life will make them easier to work with.

3.) A positive Mindset

Students who have self-confidence are students who have a positive mindset, where this aspect is very necessary, a positive mindset is a state in which a person has good thoughts about something that exists, on the other hand, positive thinking also acts on how a person views others, and how he addresses the problems that happen to him.

4.) Self Awareness

Students who have high self-confidence are students who know themselves and are aware of themselves, where they are aware of themselves. Last, Flexibility in Behavior; In this aspect, confidence student can adapt their behavior, confidence student also can see the bigger picture to attention to making decision.

Based on the expert above, it can be concluded that the characteristic of self confidence involve in one's own abilities to perform, In this research, the researcher use the aspect of self confidence by Lauster (2008).

f. The Important of Self Confidence

Self confidence is very important in teaching and learning process, especially in teaching and learning English as a foreign language. In language learning, especially speaking, students' confidence is one of the factors to improve their learning. Self-confidence is the



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foundation upon which personal success is built. Sherwin (2007) said that confidence influences leadership roles, decision-making, and overall competence in the workplace, and it is significantly linked to career success. Self-confidence is one of the success factors for students learning

Self-confidence is convincing ability and self-judgment in performing tasks and choosing an effective approach. It includes trust in dealing with increasingly challenging environments and confidence in their decisions or opinions. Learners with high self-confidence will talk or communicate in any situation both in class or outside the classroom Syafitri, et al (2019).

In addition, one of the important benefits of self-confidence is that it encourages people to believe in their abilities and gives them a sense of self-assurance and self-confidence makes people resilient in the face of adversity and encourages them to see failure as an opportunity for self-development.

2. Self Confidence in Speaking

Speaking confidence refers to a person's mental attitude of having a firm belief in one's capacity for good public communication. This includes having the self confidence to convey a message, getting over anxiety, and communicating clearly. Speaking with confidence requires more than just being self-assured, it also means being able to control any tension or nervousness that may surface while speaking in



front of an audience Nurhaeni (2020).

Self-confidence in speaking refers to an individual's assurance when expressing themselves vocally in a variety of conditions. Confidence is important for effective communication in personal and professional settings. According to Harmer (2007), confident speakers are more likely to engage their audience and convey their messages clearly, making effective communication a vital skill.

According to Mitchell (2019), Self-confidence in speaking is crucial for efficient and forceful communication in diverse contexts. Confidence involves not only speaking well, but also believing in the quality of one's remarks. Self-confidence is linked to self-esteem and belief in one's own worth and talents, which is essential for speaking engagements.

Self-confidence is an important aspect in speaking skills as it can instill excitement, courage and stimulation in students. Because students who have a strong level of confidence will perform best when speaking fluently. According to Park & Le (2005), self-confidence is a very important part of speaking as it can give students enthusiasm, courage and stimulation.

Belief in one's ability to explain thoughts coherently is an essential component of speaking self-confidence. Student who are confident in their speaking abilities perform better in public and in everyday interactions. MacIntyre.,et al (1998) said that self confidence

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in language acquisition, especially speaking, is linked to increased communication skills and competency.

According to Benabou & Tirole (2002), self-confidence is one of the factors that plays an important role in determining students to communicate speaking skills. Self-confidence in speaking is very important because it can foster a spirit of courage. It mean, students who have high self-confidence are students who have the courage and enthusiasm to communicate their speaking skills in class.

Moreover, when students have lacks of self-confidence, that the students will be silent a lot and choose to avoid the public so as not to be appointed to speak in front of the public. In line with Rakhmat (2008) in communication psychology book states that people who do not have good self-confidence will avoid the communication and choose to be quiet.

The digital age has introduced new online communication tools for speaking, which has changed how confidence in speaking can be developed. Mitchell (2019) highlights that digital literacy and familiarity with online communication tools can significantly boost self-confidence in speaking in virtual environments.

a. Factors Influencing Speaking Confidence

Factor that influence self confidence Based on to Ghufroon & Risnawati(2012); Mubarak (2016) are :

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1.) Experience

One's confidence in public speaking will be greatly influenced by previous public speaking experiences. Positive experiences, such as receiving compliments or performing well in a presentation, tend to boost one's confidence. On the other hand, bad experiences or failures might negatively impact one's confidence.

2.) Support from the other

A person's level of confidence can be influenced by the Family members, friends, and workplace. Being Praise from the people closest to us can give encouragement and a person's level of confidence. but on the contrary, criticism or advice from people who do not help or bring someone down actually makes confidence disappear.

3.) Knowledge and Skills

Confident person's may be more knowledgeable and proficient in their topic, confident people. Confidence can be affected by one's level of proficiency in the topic at hand. Fourth, Social Factors; Self-confidence is formed through social support from parents, lectures and the surrounding environment. Through social support from lectures and the surrounding environment, self-confidence will be formed by itself.

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4.) Mental Factor

Someone will be confidence because they have high abilities such as having special talents or expertise they have. Someone who has a talent that has been developed and they know their abilities, then it can be said that they will feel confident in what they have. A person education level will affect one self confidence. A low level of education will make a person dependent on the power of the people who are smarter than himself. On the other hand, People who have higher education have higher self confidence than people with low education

b. The Advantages of Self Confidence in Speaking

Saleh (1995) said there are several advantages of self confidence on speaking:

1.) Students do not depend on others

Confidence students develop the ability to solve difficulties independently and without relying on others. Students now seek peer feedback before sharing their thoughts in academic settings.

2.) Students be Assertive

Individuals can have the ability to decide problems without hesitation or change. If students get a question in academic discussion he does not hesitate in answering the question and is convinced of his own argument.

3.) Motivation for growth

Individuals who are comfortable speaking are more likely to be



motivated to improve themselves. They see each speaking engagement as an opportunity to learn and grow. Strong self-confidence becomes a motivator for overcoming obstacles, discovering latent potentials, and achieving personal and professional objectives.

4.) Better Communication

One of the most crucial factors in developing a person's communication skills is confidence. When people feel good about themselves, they are more likely to communicate their thoughts clearly and effectively. Speaking confidently increases the effectiveness of communication in transmitting thoughts, feelings, and ideas.

3. SAEED

According to Febriana, et al (2018), Organization is one place to expand students' knowledge and self-actualization to develop themselves non-academically. The activity of students in an Organization affects the ability to speak English in front of the class. On the other hand in narrower situation, or ganization is a place for students to expand their knowledge and self –actualization to develop their non-academic activities. Febriana et al (2018). It means that organization is a lay for students to interact with their neighbor-ing society. This function directly or indirectly trains students to communicate with others, as interaction needs communication. When the communication skills are always honed, then they have high self-confidence so that it will fur-ther affect their speaking ability

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Sultan Syarif Kasim University, particularly in English Education Department has a lot students with different characters. Some students active in the class, joining organization or other activities while the rest is less active. In the class there are some students who joining Students Association of English Education Department (SAEED), but there are also several students who do not joining SAEED.

SAEED (Students Association of English Education Department) is a student organization of the English Education Department at UIN Suska Riau university. This organization consists of student of English Education Department as a member. This organization has a mission, namely to make this organization a place to accommodate the aspirations of English education students, based on the principles and vision of kinship. by joining SAAED, students will be able to open up a large environment and relationship, and also from that joining SAAED can also make someone more confident to speak in front of the public.

SAEED (Students Association of English Education Department) has many programs that support to increase students' self-confidence to speak English in front of the class, this is supported by a statement from the general chairman of HMPS PBI, a program that requires students to speak English is English club and English Debate, a program that supports to hone students' other English speaking skills is an international seminar with caucasians

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B. Relevant Research

To avoid misunderstanding and plagiarism in this study, the researcher included several previous studies that are relevant to this study. These studies shows the research finding on the difference of self confidence in speaking between students who join organization and those who do not have conducted in several contexts as follows. First, research from Yusuf & Hilmun (2021) conducted research on the experiences of students who join organizations with their speaking confidence when in class, this research was quantitative research, and the technique used to analyze data was Product Moment Person Correlation, while the instruments used in this research were questionnaires, the subjects of this research were students consisted of 35 semester 6 students at the English Education Department of UIN Sunan Ampel Surabaya who were randomly selected from 4 different classes, consisting of students who were members of and active in organizations or not. The results of this study were the level of self-confidence of students who were active in organizations. higher than those who do not. So in this study it can be concluded that the higher the organizational experience, the higher the level of self-confidence.

Second, a study from Yusuf & Mabagits (2020) investigated if active participation in an organization improves English speaking skills. This research, from the perspective of university students, was classified as qualitative and employed a descriptive approach. The instrument employed in this study was questionnaires. This study focused on 30 English Education



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Department students at the State Islamic University of Sunan Ampel who are involved in extracurricular or intra-campus organizations. The findings of this study were that joining or being active in extra or intra campus organizations can help them improve their English speaking skills and boost their confidence in public speaking, and that being active in the organization in general can improve the speaking ability of English students at the State Islamic University of Sunan Ampel Surabaya. students from the English Education Department at the State Islamic University of Sunan Ampel who participate in extracurricular or intra-campus organizations.

Third, a research from Izatil (2022) conducted the differences of self confidence in speaking between students joining and not joining EDSA at Universitas Ahmad Dahlan. This research used the descriptive research. This research used qualitative method and quantitative method (mixed methods).

While the researcher used three instruments in this research, there were questionnaires, interview guide and observation checklist. The participants of this research were English department students in the fourth semester that consisted of 15 students who join EDSA and 15 students who do not join EDSA. The finding of this research there was the difference score of self-confidence in speaking between students joining and not joining EDSA and also the level of self-confidence in speaking of students who join EDSA was classified into very good category. The level of self-confidence in speaking of students who do not join EDSA was classified into fair category.

Fourth, a study by Valentina, Catherina, & Feniah (2020) conducted



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the association of self-confidence and organizational activeness with public ability students' speaking semester IV Stikes Tana Toraja. This research contained quantitative descriptive, in this research, the researcher used a quantitative technique, and the instrument that researcher used in this study included questionnaires and interviews, This investigation involved 50 students from Stikes Tana Toraja. Based on the findings of this study, students who have high self confidence and join in organization have a better chance of developing effective public speaking skills. The findings of this research are expected to serve as an initial description and basis for further research.

Five, a study by Diyan Febriyani, Desi Sri Astuti ,(2020) the title is “An Analysis On Students’ Self Confidence In Speaking Skill” The goals of the study to ascertain the degree of trust that eighth graders have in MTs Al Jihad Pontianak during the 2019–2020 academic year. This study was Quantitative research, with the research design was descriptive statistic. The finding of this study was the eighth grade MTs AL-JIHAD Pontianak's overall self-confidence in the academic year 2019–2020 has been exceptionally strong. Based on confidence indicator items, students' self-level speaking skills scores to eighth grade MTs AL-JIHAD Pontianak in Academic Year 2019/2020 might already have a fairly strong confidence.

Based on all the previous research, it can be seen that there are several studies that discuss the experience students who join organization, the level confidence in speaking of students who join organizations and those who do not. However, in this study there is a significant difference contained in the

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research location. research problem, research sample and also the previous study only discuss about analyzing the experience students who join organization and their self confidence in speaking. Also the previous research only discuss about the factor that causing low confidence in speaking English students.

This research is be different from previous research, where the researcher examined the topic in the form of the significant difference of self-confidence in semester 4 students who join SAEED and those who do not at English Education Department of UIN Suska Riau

C. Operational Concept

The operational concept is the concept used in accordance with literature reviewed in order to avoid misunderstanding in carrying out a research. In this research, to find out the level of confidence in students who join SAEED and those who do not join, the researcher determines several indicators for self confidence according Lauster (2008), the indicator of self are:

1. Believe on their own ability
2. Optimistic
3. Objective Judgement
4. Responsible
5. Rational and Realistic

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D. Assumption and Hypothesis

In this research, the researcher assumes that there is a significant difference of self confidence on s between students who join organizations and students who do not join organization.

: $\mu_1 = \mu_2$ (There is no significant difference of self confidence in speaking between students who join SAEED and those who do not at English Education Department of UIN Suska Riau)

H1 : $\mu \neq \mu_2$ (There is a significant difference of self confidence in speaking between students who join SAEED and those who do not at English Education Department of UIN Suska Riau)

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CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

This study conducted quantitative research. Creswell (2014) defines quantitative research as an investigation of a problem based on testing a theory consisting of variables, measured by number, and analyzed using statistical procedures. There is one variable in this research, namely this research aims to investigate the role of self-confidence in speaking English. Quantitative research provides the ability to obtain numerical data that can be statistically processed, thus offering a deeper understanding of how self-confidence interacts with other variables in educational settings.

In this research, the researcher used comparative study. Sukmadinata (2010) state that the compartive study is the design that is directed to determine whether between two or more variables from groups there are differences in the aspects or variables being studied. Comparative study can also provide reliable result, apart from using instruments that have been tested, also because the groups being compared have the same or almost the same charateristic.

B. Location and Time of Research

This research was conducted on May – June 2024, at English Education Department of UIN Suska Riau.

C. Subject and Object the Research

The subject of this research was the students of English Education

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Department who join the SAEED and did not join the SAEED at Islamic University of Sultan Syarif Kasim Riau. The object of this research was self confident in speaking.

D. Population and Sample of the Research

1. Population of The Research

The population in this study was the students who join SAEED and who do not join SAEED at English Education Department of UIN Suska Riau. The Number of population were students. According to Creswell (2012), population as a group of participants who consent to having the findings of their research applied to a larger group of people. The specification of the population can be seen on the table below:

Table III.I
Population of The Research

No.	Students who join SAEED	Number
1.	Semester 2	39
2.	Semester 4	15
3.	Semester 6	1
	Total	55

2. Sample of The Research

Sample is a part of population. Cohen (2017) assted that sample is smaller part or unit that is taken from a population. There are several type of sampling technique. On this research, the sampling technique was convenience sampling. Sugiyono (2017) said convenience sampling a sample collection technique based on certain considerations, where the researcher determines the sample by setting specific charateristics that are in accordance with the

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research objective. Therefore the researcher choose 30 student.

The specification of the sample can be seen on the table below:

Table III.2
The Sample of the research

No	Samples	Number
1	Students who join SAEED	15
2	Students who do not join SAEED	15
Total		30

E. Thechnque of Collecting Data

In this research, the researcher used questionnaired to collecting the data.

1. Questionnaire

In this research, the researcher employed a questionnaire to answer the question about the levels of students confidence. In general, a questionnaire is a tool that allows respondents to offer written responses or indicate their responses by marking items. In this study, the researcher chose to collect data via a questionnaire. The questions used in this research were 13 question from 5 aspects of self confidence based on : Believe on their own ability, Optimistic, Objective Judgment, Responsible, Rational and Realistic. The following blue print can be seen in the table below:

Table III.3
Indicators of Self-Confidence in speaking

No	Indicators of self confidence	Number Questions
1.	Believe on their own ability	1,2,3,4,5,
2.	Optimistic	6,7
3.	Objective Judgment	12,14,15
4.	Responsible	20
5.	Rational and Realistic	21, 24

Adapted from Lauster(2008)



After knowing the blue print of the students self confidence questionnaire, it assisted with a likert skale rating to determine the size of the students self confidence ability. A questionnaire is a written document that prompts respondents to answer claims or questions. It is used to collect data about facts, views, and attitudes Creswell (2012). The researcher used closed ended questions has alternate responses chosen by the questionnaire loader. The sample respond to the items and statements the questionnaire is show mostly in the form of the likert skale. Likert skale in this study were if the answer was Storngly Agree (SA) it means the point was 5,if the answer is Agree (A) the point is 4. If the answer is (N) the point is 3. If the answer is Disagree (D) the point is 2 and if the answer Strongly Disagree (SD) the point is 1. As follows:

1. The researcher prepared the questionnaire that distributed to the 30 students as the participants.
2. These questionnaires were translated into Indonesian language to help the students understand the content easily.
3. Each student would be given a questionnaire to answer all of the statements.
4. The researcher gave instruction to the students the way to answer the questionnaire.
5. After the students had finished answering the questionnaire, the researcher collected the questionnaire and recheck the answer. If there

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is incomplete data, the researcher would be asked the students to fill the questionnaire again.

6. Last, when all the questionnaire completed, the researcher would analyzed the data and report the data.

Table III.4
The likert Scale in the Quesitionaire

Strongly Agree (SA)	Agree (A)	Neutral (N)	Disagree (D)	Strongly Disagree (SD)
5	4	3	2	1

2. Validity

According to Arikunto (2001), validity is a metric that indicates the degree of validity or authenticity of an instrument. An instrument is considered valid if it can accurately measure what it is measuring and reveal data from the variables researched. Heale, et al. (2015) state that that measuring the validity and reliability of the instrument aims to make the research results accurate and consistent. Cohen (2017) state that the research instrument must be accurate and consistent in measuring what is claimed. In this research, the researcher used content validity method.

Content validity is type of validity that ensures the test items are representative of the entire range of possible items that the test should cover. Content validity is a validity study that reveals the extent to which each item in a measuring instrument fulfills its purpose (Bolen, 1989) as cited in Surucu & Maslakci (2020).

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The researcher conducted a try out to 25 items by handing 30 students who were not included in the research sample. The researcher analyzed the data using the SPSS 23, 00 version.

In this research, the validity of the instrument was tested using spss 23.00 version by comparing r-item with r-table. The standard value of validity is $r\text{-item} > r\text{-table}$. Based on the results of testing research instruments, valid and invalid items are known. The following are the results of testing the research instrument:

Table III.5
The item Validity of Try Out

Item Number	r-item	r- table	Result
1	0,874	0,349	Valid
2	0,778	0,349	Valid
3	0,649	0,349	Valid
4	0,791	0,349	valid
5	0,888	0,349	Valid
6	0,612	0,349	Valid
7	0,618	0,349	valid
8	-0,150	0,349	Invalid
9	0,067	0,349	Invalid
10	-0,013	0,349	Invalid
11	-0,199	0,349	Invalid
12	0,878	0,349	Valid
13	-0,262	0,349	Invalid
14	0,892	0,349	Valid
15	0,671	0,349	Valid
16	0,318	0,349	Invalid
17	-0,380	0,349	Invalid
18	-0,53	0,349	Invalid
19	0,022	0,349	Invalid
20	0,494	0,349	Valid
21	0,877	0,349	Valid
22	0,186	0,349	Invalid
23	0,263	0,394	Invalid
24	0,833	0,394	Valid
25	-0,034	0,394	Invalid



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The r-table value gained based on the number of respondent (N). The respondents of this test item trial amounted to 30 students. Based on the number of respondents, it is known that the r-table for this validity test is 0,349. Then, each item that has value of $r\text{-item} > r\text{-table}$, it can be state that the question item is valid. Based on the table above, it can be seen that there are 12 invalid items out of 25 items. Therefore, researcher only took 13 valid items to become research instrument.

3. Reliability

Cohen et al. (2007) define reliability as dependability, consistency, and replication across time, instruments, and respondents. Reliability is crucial in determining if a test is effective for measuring students' motivation and reading comprehension in research.

A test must be reliable as measuring instrument. Measurements should have the same results when measuring the same “thing”. According to Leann et. al, (2012) the reliability coefficient of respondents must represent the sample population and sufficiently large to be statistically reliable. The mean and standard deviation of the test must be known for obtaining the reliability of the test.

The researcher assessed the reliability of the self confidence questionnaire using the SPSS 23.00 version. The researcher used Formula Cronbach' s Alpa. According to Cohen et.al, (2017) the guidelines for reliability is as follows;

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Table III.6
Category Of Reliability

No	Reliability	Category
1	>0.90	Very highly reliable
2	0.80 – 0.90	Highly reliable
3	0.70 – 0.89	Reliable
4	0.60 – 0.69	Minimally reliable
5	<0.60	Unacceptably low reliable

In this research, researcher used SPSS 23.00 version to calculate the reliability test. The result of test reliability is as follows:

Table III. 7
Reliability statistic

Cronbach' s Alpha	N of Items
0,791	25

The reliability of test was 0,791. It is categorized into reliable level.

F. Tehcnique of Data Analysis**1. Descriptive Analysis**

Descriptive statistics provide an overview or description of data into information that is clearer and easier to understand. Descriptive statistics table presents the data of mean, standard deviation, number of samples, maximum value, and minimum value. These data are numerical measures that are very important for sample data. The descriptive statistical test was carried out using SPSS 23.0 version.



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2. Analisis Prerequisite Test

a. Normality Test

The normality test aims to determine the level of normality of the sample under the research. The normality test was tested using the Shapiro-Wilk statistic with a significance level of 0.05 which was analyzed using the SPSS 23.0 version. The purpose of testing normality was to find out whether the data distributed by the researcher was spread normally or not.

The value for the normality test can be interpreted as follows:

If (sig) > 0,05 = the data is normal

If (sig) < 0,05 = the data is not normal.

b. Homogeneity Test

The homogeneity test is to determine whether the two data samples are taken from a population that has the same variance, in this case the researcher uses SPSS 23,0 version. The value for homogeneity test can be interpreted as follows:

If (sig) > 0,05 = the data is homogeneous

If (sig) < 0,05 = the data is not homogenous.

c. Independent Samples T Test

After the prerequisites are fulfilled, then the research hypothesis test is carried out using independent sample t-test by using the SPSS 23.0 version. According to Pallant (2020), the independent sample t-test is used to compare the average scores of two different groups of subjects on several continuous



variables. This research used Independent sample T-test methods and used the Statistical Product and Service Solution SPSS 23,0 version.

This study aims to determine whether there is a significant difference of self confidence in speaking english between students who join SAEED with students who do not join SAEED. This research used Independent sample T-test methods and used the Statistical Product and Service Solution SPSS 23,0 version. The basis for decision making in the independent sample t- test is as folows:

If probabilities $> 0,05$, H_0 is accepted

If probabilities $< 0,05$, H_a is accepted

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

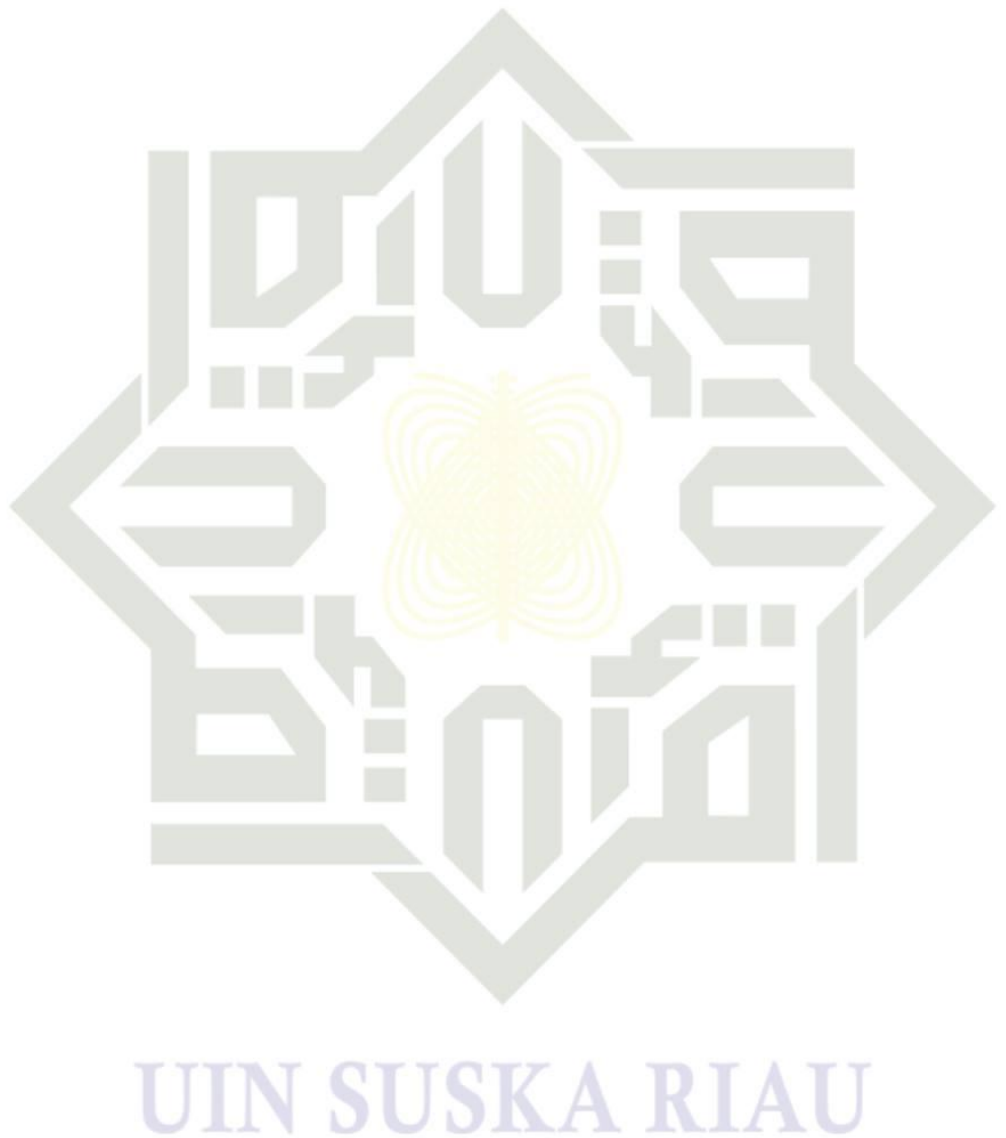
Based on the data presentation and data analysis in the previous chapter, the researcher provided the conclusion is There was a significant difference of self confidence between students who join organization and those who did not at English Education Department of 4th semester. It means that there is a significant difference of self confidence on speaking between students who join oranzation and those who did not at English Education Department of UIN Suska Riau.

B. Suggestion

After conducting the research and analyzing the data, the researcher would like to give suggestions to the students, lecturers, and other researcher as follows:

1. For the students of Department of English Education UIN Suska Riau, after knowing the important of self confidence in speaking English, students can increase their confidence by joining organizations and building relationships with people. This aims to increase students' confidence to speak and socialize in front of many people.
2. For further researcher, this research only explored about self confidence in speaking in a small area of English Education. Therefore, if there any researcher wants to do the same research topic, there should be more in-depth exploring about self ocnfidence on speaking in larger area of EFL

students or students from different major rather than Department of English Education.



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APPENDIX I

Research Instrument

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QUESTIONNAIRE GUIDE

Petunjuk Umum

1. Survey ini dilakukan untuk memperoleh data mengenai perbedaan selfconfidence on spaking between students who join organization and those who did not, sebagai tugas akhir (Skripsi) pada program S1 Pendidikan Bahasa Inggris Universitas Sultan Syarif Kasim Riau (UIN Suska Riau).
2. Angket ini terdiri satu bagian yang merupakan angket tertutup tentang comparison of self confidence on speaking.
3. Apapun jawaban anda akan menjadi rahasia yang akan dibaca oleh peneliti
4. Mohon diisi dengan sungguh-sungguh, karena jawaban anda akan menentukan keberhasilan penelitian ini dan akan berimplikasi pada kebijakan bahasa dan pembelajaran Bahasa Inggris di Indonesia.
5. Terimakasih atas bantuannya.

Petunjuk Khusus: Silahkan tandai (ceklis) pada salah satu yang sesuai dengan pendapat, perasaan dan keadaan anda yang sebenar-benarnya.

SD = strongly disagree; D = disagree; N = neutral; A = agree; SA = strongly agree

Data Pribadi

1. Nama :
2. Umur :
3. Jenis kelamin :
4. Prodi :
5. Semester :
6. No. HP :
7. Mengikuti / tidak mengikuti HMPS PBI :

Question Self Confidence On Speaking	SA	A	N	D	SD
I feel confident when i give the opinion in front of the public (Saya yakin saya bisa memberikan pendapat di depan umum)					
I am able to remain calm in the face of difficulties when asked to speak in public. (Saya yakin saya bisa bersikap tenang saat menghadapi kesulitan ketika diminta untuk berbicara di depan umum)					

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4	I'm sure I can maintain eye contact when talking or discussing in front of the public (<i>Saya yakin dapat mempertahankan kontak mata ketika berbicara atau berdiskusi di umum</i>)				
4	I believe I can speak in public (<i>Saya yakin bisa berbicara di depan public</i>)				
5	I am confident in my speaking skills and I am not afraid of being seen by many people when speaking in public (<i>Saya yakin dengan kemampuan berbicara saya dan saya tidak takut untuk dilihat banyak orang ketika berbicara di depan umum</i>)				
6	If I am nervous and not confident when speaking in public, I don't feel like a failure and will try again. (<i>Jika saya gugup dan tidak percaya diri ketika berbicara di depan umum, saya tidak merasa gagal dan akan mencobanya kembali</i>)				
7	If I am nervous and not confident when speaking in public, I don't feel like a failure and will try again. (<i>Jika saya gugup dan tidak percaya diri ketika berbicara di depan umum, saya tidak merasa gagal dan akan mencobanya kembali</i>)				
8	I dare to express my opinion (<i>Saya berani mengungkapkan pendapat saya</i>)				
9	I am brave when chosen to perform in public (<i>Saya berani ketika dipilih untuk tampil di depan umum</i>)				
10	when the lecturer asks questions I dare to answer without being asked (<i>ketika dosen memberikan pertanyaan saya berani menjawab tanpa diminta</i>)				
11	I can recognize my weaknesses (<i>Saya dapat mengetahui kelemahan yang ada pada diri saya</i>)				
12	I can be calm in the face of unfavorable situations (<i>Saya bisa bersikap tenang dalam menghadapi situasi yang kurang baik</i>)				
13	I'm confident in my speaking skills. So I am not afraid when speaking in front of the public (<i>saya percaya terhadap kemampuan berbicara saya, sehingga saya tidak takut untuk berbicara di depan umum</i>)				

Adapted from Lauster (2008)



APPENDIX II

Students' Result Questionnaire

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Student	Join / Do not Join	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10	Item 11	Item 12	Item 13	total
student 1	Join SAEED	4	4	4	5	4	5	4	4	5	4	4	4	5	56
student 2	Join SAEED	3	3	4	3	3	4	4	4	3	3	3	4	3	44
student 3	Join SAEED	4	4	4	4	5	2	4	5	3	3	5	4	4	51
student 4	Join SAEED	4	4	4	5	4	4	4	5	4	4	4	5	4	55
student 5	Join SAEED	5	4	5	4	5	5	5	5	5	5	4	5	4	61
Student 6	Join SAEED	4	4	4	5	4	5	4	5	4	5	3	4	4	55
Student 7	Join SAEED	4	4	4	5	4	4	4	5	4	5	4	4	5	56
Student 8	Join SAEED	3	3	3	3	2	4	4	3	3	2	4	4	4	42
Student 9	Join SAEED	4	3	4	4	3	2	5	4	2	2	4	1	2	40
Student 10	Join SAEED	4	4	4	4	4	5	5	4	4	4	5	4	4	55
student 11	Join SAEED	4	5	4	4	4	4	3	4	5	3	4	5	4	53
student 12	Join SAEED	4	2	3	4	4	3	4	4	4	3	4	3	4	46
student 13	Join SAEED	5	5	5	4	4	4	5	5	5	4	5	4	4	59
student 14	Join SAEED	4	3	4	4	4	4	4	5	5	3	4	4	4	52
student 15	Join SAEED	4	4	5	4	4	5	5	5	5	5	5	5	4	60
student 16	Do not Join SAEED	5	3	4	4	4	3	5	5	4	5	5	4	4	55
student 17	Do not Join SAEED	2	3	4	2	2	1	3	2	2	1	5	3	4	34
student 18	Do not Join SAEED	5	5	5	5	5	5	2	3	4	2	1	4	4	50
student 19	Do not Join SAEED	4	3	4	4	4	2	4	3	2	4	2	4	4	44
student 20	Do not Join SAEED	3	2	4	4	2	4	4	2	4	4	4	2	2	41
student 21	Do not Join SAEED	3	2	2	3	3	4	3	3	2	3	4	3	3	38
student 22	Do not Join SAEED	3	2	3	3	2	3	4	4	4	2	4	4	3	41
student 23	Do not Join SAEED	4	3	4	3	4	4	5	4	2	4	3	3	3	46
student 24	Do not Join SAEED	3	3	2	4	3	2	2	4	4	4	2	4	2	39
student 25	Do not Join SAEED	3	4	5	4	3	5	4	3	5	4	3	2	4	49
student 26	Do not Join SAEED	3	4	3	4	3	4	4	4	2	4	4	3	2	44
student 27	Do not Join SAEED	3	2	2	2	2	2	4	4	1	2	4	3	2	33
student 28	Do not Join SAEED	3	3	3	3	2	4	2	2	4	2	5	5	3	41
student 29	Do not Join SAEED	4	4	4	4	4	5	4	4	4	4	5	5	4	55
student 30	Do not Join SAEED	4	4	3	2	2	4	4	3	3	3	4	3	3	42



APPENDIX III

Students' Results Documents

UIN SUSKA RIAU

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Nama : Putri Rahma Anis (Siswa 21)
 Semester : 4
 Mengikuti/tidak mengikuti HIMPS PBI : Tidak mengikuti

No	Students self confidence in speaking	SA	A	N	D	SD
1.	I feel confident when i give the opinion in front of the public (Saya yakin saya bisa memberikan pendapat di depan umum)		✓			
2.	I am able to remain calm in the face of difficulties when asked to speak in public. (Saya yakin saya bisa bersikap tenang saat menghadapi kesulitan ketika diminta untuk berbicara di depan umum)		✓			
3.	I'm sure I can maintain eye contact when talking or discussing in front of the public (Saya yakin dapat mempertahankan kontak mata ketika berbicara atau berdiskusi di umum)			✓		
4.	Saya yakin bisa berbicara di depan public				✓	
5.	Saya yakin dengan kemampuan berbicara saya dan saya tidak takut untuk dilihat banyak orang ketika berbicara di depan umum				✓	
6.	Jika saya gugup dan tidak percaya diri ketika berbicara di depan umum,saya tidak merasa gagal dan akan mencobanya kembali		✓			
7.	Saya mampu beradaptasi dengan lingkungan baru		✓			
8.	Saya berani mengungkapkan pendapat saya			✓		
9.	Saya berani ketika dipilih untuk tampil di depan umum			✓		
10.	ketika dosen memberikan pertanyaan saya berani menjawab tanpa diminta		✓	✓		
11.	Saya dapat mengetahui kelemahan yang ada pada diri saya		✓			
12.	Saya bisa bersikap tenang dalam menghadapi situasi yang kurang baik			✓		
13.	Im confident in my speaking skills.So i am not afraid when speaking in front of the public (saya percaya terhadap kemampuan berbicara saya,sehingga saya tidak takut untuk berbicara di depan umum)			✓		✓



Hak Cipta Dilindungi Undang-Undang

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Nama : Kiki Ramadani (siswa A 11)
 Semester : 4
 Mengikuti/tidak mengikuti HMPS PBI : Mengikuti

No	Students self confidence in speaking	SA	A	N	D	SD
1.	I feel confident when i give the opinion in front of the public (Saya yakin saya bisa memberikan pendapat di depan umum)		✓			
2.	I am able to remain calm in the face of difficulties when asked to speak in public. (Saya yakin saya bisa bersikap tenang saat menghadapi kesulitan ketika diminta untuk berbicara di depan umum)	✓				
3.	I'm sure I can maintain eye contact when talking or discussing in front of the public (Saya yakin dapat mempertahankan kontak mata ketika berbicara atau berdiskusi di umum)		✓			
4.	Saya yakin bisa berbicara di depan public		✓			
5.	Saya yakin dengan kemampuan berbicara saya dan saya tidak takut untuk dilihat banyak orang ketika berbicara di depan umum		✓			
6.	Jika saya gugup dan tidak percaya diri ketika berbicara di depan umum,saya tidak merasa gagal dan akan mencobanya kembali		✓			
7.	Saya mampu beradaptasi dengan lingkungan baru			✓		
8.	Saya berani mengungkapkan pendapat saya		✓			
9.	Saya berani ketika dipilih untuk tampil di depan umum	✓				
10.	ketika dosen memberikan pertanyaan saya berani menjawab tanpa diminta			✓		
11.	Saya dapat mengetahui kelemahan yang ada pada diri saya		✓			
12.	Saya bisa bersikap tenang dalam menghadapi situasi yang kurang baik	✓				
13.	Im confdident in my speaking skills.So i am not afraid when speaking in front of the public (saya percaya terhadap kemampuan berbicara saya,sehingga saya tidak takut untuk berbicara di depan umum)		✓			



APPENDIX IV

Thesis Guidance Letters

UIN SUSKA RIAU

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Pekanbaru, 13 Oktober 2023

Hal : Permohonan Perpanjangan SK pembimbing

Lampiran :-

Kepada
Yth. Dekan
Fakultas Tarbiyah dan Keguruan
UIN SUSKA RIAU
Di Pekanbaru

Assalamualaikum Wr. Wb

Dengan Hormat,

Saya yang bertanda tangan dibawah ini :

Nama	: Delvira Andini
NIM / HP	: 12010426890 / 081364825984
Tempat / tanggal lahir:	Bukit Tinggi / 18 Juni 2002
Semester / Tahun	: VII / 2023
Jurusan	: Pendidikan Bahasa Inggris

Dengan ini saya mengajukan kepada bapak/ ibu permohonan SK pembimbing dengan judul "**A COMPARISON OF SELF CONFIDENT ON SPEAKING BETWEEN STUDENTS WHO ATTEND ORGANIZATION AND THOSE WHO DID NOT AT ENGLISH EDUCATION DEPARTMENT OF UIN SUSKA RIAU**"


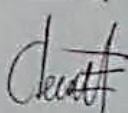
Adapun pembimbing yang direkomendasikan oleh ketua jurusan adalah Kurniya Budiyantri, M. Pd

Dengan ini saya melampirkan sebagai persyaratan :

1. Foto copy kartu tanda mahasiswa
2. Foto copy kartu rencana study
3. Foto copy kartu hasil study
4. Foto copy synopsis

Dengan demikian surat permohonan ini saya sampaikan sekiranya bapak/ ibu dapat mempertimbangkan, atas perhatian saya ucapkan terima kasih.

Wassalmua'alaikum Wr. Wb

<p>MENGETAHUI Ketua Jurusan</p>  <p><u>Dr. Fauzina Anastasia, S.S., M.Hum.</u> NIP. 198106112008012017</p>	<p>Hormat Saya,</p>  <p><u>Delvira Andini</u> NIM. 12010426890</p>
---	---



Hak Cipta Dilindungi Undang-Undang

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Di Pekanbaru

Assalamualaikum Wr. Wb

Dengan Hormat,

Saya yang bertanda tangan dibawah ini :

Nama : Delvira Andini
NIM / HP : 12010426890 / 081364825984
Tempat / tanggal lahir : Bukit Tinggi / 18 Juni / 2002
Semester / Tahun : VII / 2023
Jurusan : Pendidikan Bahasa Inggris

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Adapun pembimbing yang direkomendasikan oleh ketua jurusan adalah Kurniya Budiyanti, M. Pd

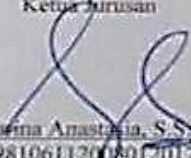
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3. Foto copy kartu hasil study
4. Foto copy synopsis

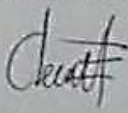
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Wassalmua'alaikum Wr. Wb

MENGETAHUI
Ketua Jurusan


Dr. Fauzina Anastasia, S.S., M.Hum.
NIP. 198106112008012017

Hormat Saya,


Delvira Andini
NIM. 12010426890



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Pekanbaru, 13 Oktober 2023

Hal : Permohonan Perpanjangan SK pembimbing

Lampiran :-

Kepada
Yth. Dekan
Fakultas Tarbiyah dan Keguruan
UIN SUSKA RIAU
Di Pekanbaru

Assalamualaikum Wr. Wb

Dengan Hormat,

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Tempat / tanggal lahir : Bukit Tinggi / 18 Juni 2002
Semester / Tahun : VII / 2023
Jurusan : Pendidikan Bahasa Inggris

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Adapun pembimbing yang direkomendasikan oleh ketua jurusan adalah Kurniyya Budiyaniti, M. Pd

Dengan ini saya melampirkan sebagai persyaratan :

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2. Foto copy kartu rencana study
3. Foto copy kartu hasil study
4. Foto copy synopsis

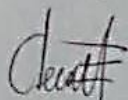
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MENGETAHUI
Ketua Jurusan


Dr. Fauzina Anastasia, S.S., M.Hum.
NIP. 198106112008012017

Hormat Saya,


Delvira Andini
NIM. 12010426890



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 Fax. (0781) 561647 Web www.fik.uinsuska.ac.id. E-mail: efik_uinsuska@yahoo.co.id

Nomor: Un.04/F.II.4/PP.00.9/6475/2023
 Sifat : Biasa
 Lamp. : -
 Hal : *Pembimbing Skripsi*

Pekanbaru, 24 Maret 2023

Kepada
 Yth. Kurnia Budiyanti, S.Pd, M.Pd

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
 Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : DELVIRA ANDINI
 NIM : 12010426890
 Jurusan : Pendidikan Bahasa Inggris
 Judul : COMPARISON OF SELF CONFIDENT ON SPEAKING BETWEEN STUDENTS WHO ATTEND ORGANIZATION AND THOSE WHO DID NOT AT ENGLISH EDUCATION DEPARTMENT
 Waktu : 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terimakasih.

Wassalam
 an. Dekan
 Wakil Dekan I



[Signature]
 Dr. Zarkasih, M. Ag.
 NIP. 197210171997031004

Tembusan :
 Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau


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FACULTY OF EDUCATION AND TEACHER TRAINING
Jalan. A. M. Sudirman No. 15 Tanjung Pagarbaru Riau 28293 Telp. (0756) 7077207 Fax (0756) 21129

**LAMPIRAN BERITA ACARA
UJIAN PROPOSAL**

Nama: DELVIRA ANDINI
 Nomor Induk Mahasiswa: SIN 12010426800
 Hari/Tanggal: KAMIS 28/12/2023
 Judul Proposal Penelitian: A COMPARISON OF SELF CONFIDENT ON SPEAKING BETWEEN STUDENTS WHO ATTEND ORGANIZATION AND THOSE WHO DID NOT AT EED OF UIN SUSKA RIAU.


NO	URAIAN PERBAIKAN
1.	Revise your formulation of the problem
2.	check your sources into references
3.	check gain your instrument plony.

Penguji I



UIN SUSKA RIAU

Pekansuru,
Penguji II



Note: Dengan harapan Dosen Pembimbing dapat memperhatikan keabsahan surat ini dalam memperbaiki proposal mahasiswa yang ditinjau



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FACULTY OF EDUCATION AND TEACHER TRAINING

Alamat: J. H. P. Soekarno No. 15 Tampan Pekanbaru Riau 28251 P.O. BOX 1004 Telp. (0761) 7077307 Fax (0761) 21129

**PENGESAHAN PERBAIKAN
UJIAN PROPOSAL**

Nama Mahasiswa : Delvira Andini
 Nomor Induk Mahasiswa : 12010426890
 Hari/Tanggal Ujian : Kamis, 28/12/2023
 Judul Proposal Ujian : A COMPARISON OF SELF CONFIDENT ON SPEAKING BETWEEN STUDENTS WHO ATTEND ORGANIZATION AND THOSE WHO DID NOT AT ENGLISH EDUCATION DEPARTMENT OF UIN SUSKA RIAU
 Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang dalam Ujian proposal

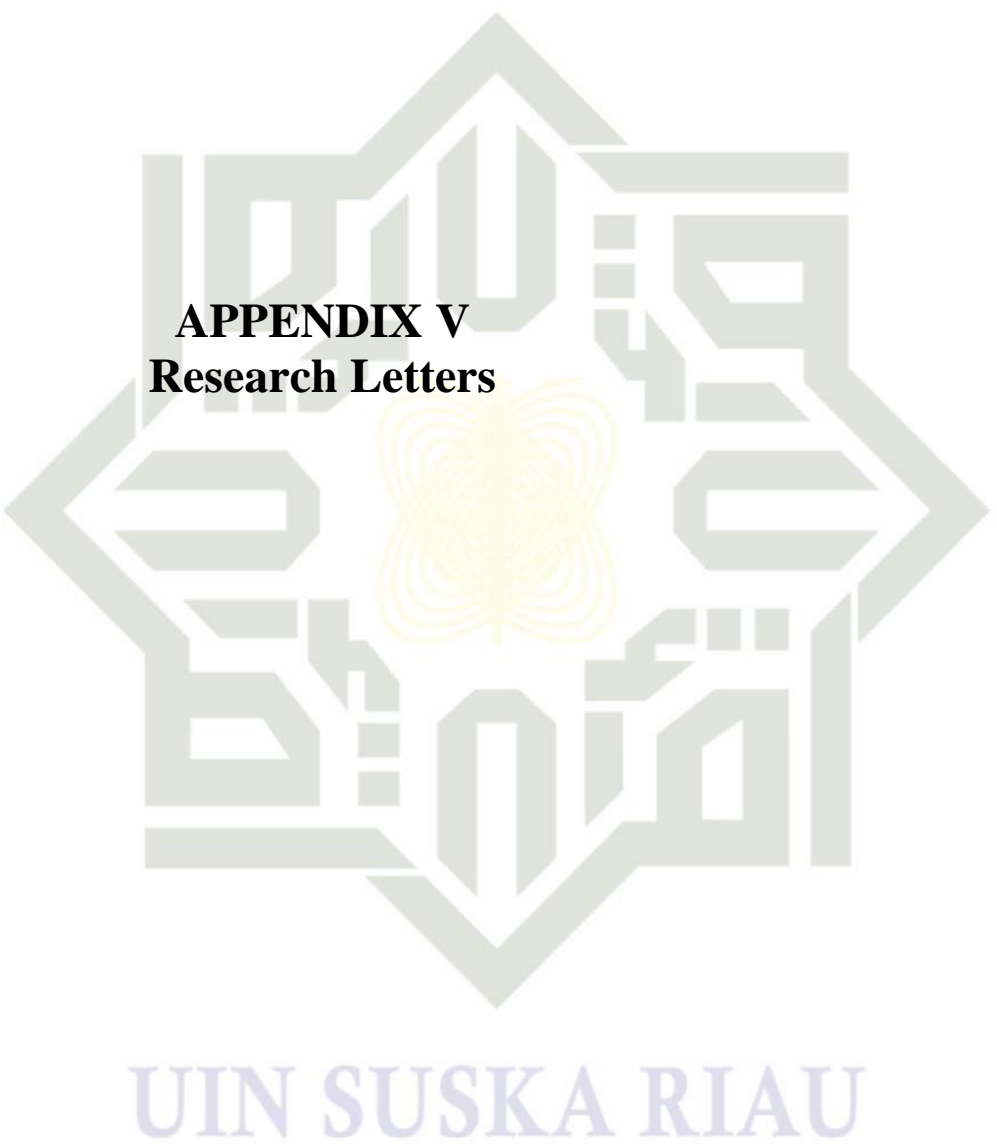
No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Nelvia Ibrahim, S.Pd.I.M.Pd	PENGUJI I		
2.	Harum Natasha, S.Pd,M.Pd	PENGUJI II		

Mengetahui
 a.n. Dekan
 Wakil Dekan I

Dr. Zarkasih, M.Ag.
 NIP. 19721017 199703 1 004

Pekanbaru, 27/06/2024
 Peserta Ujian Proposal

Delvira Andini
 NIM. 12010426890



APPENDIX V

Research Letters

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State Islamic University of Sultan Syarif Kasim Riau

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



UIN SUSKA RIAU



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UN SUSKA RIAU

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FACULTY OF EDUCATION AND TEACHER TRAINING

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Fax: 0756-761046 Web: www.uin-suska-riau/tarbiyah E-mail: tarbiyah@uinsuskariau.ac.id

SURAT KETERANGAN

Pekanbaru, 8 Mei 2024

Assalamu'alaikum Warahmatullahi Wabarokatuh

Yang bertanda tangan dibawah ini Ketua Jurusan Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini menerangkan bahwa

Nama	Delvira Andini
NIM	12010426890
Pendidikan	SI Pendidikan Bahasa Inggris
Judul Penelitian	A Comparison Of Self Confident On Speaking Between Students Who Attend Organization And Those Who Did Not At English Education Department Of Uin Suska Riau

Nama yang bersangkutan di atas diizinkan melakukan Pra Riset di Jurusan Pendidikan Bahasa Inggris sesuai dengan judul penelitian tersebut.

Demikianlah surat keterangan ini kami buat untuk dapat di pergunakan sebagaimana mestinya

Ketua Jurusan
Pendidikan Bahasa Inggris


Dr. Fadima Anastasia, M.Hum
NIP. 198106112008012017



UIN SUSKA RIAU

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
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FACULTY OF EDUCATION AND TEACHER TRAINING
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Ur Un.04/F. II 3/PP.00.9/8182/2024
Biasa

Pekanbaru, 07 Mei 2024

Mohon Izin Melakukan PraRiset

Kepada
Yth. Kepala Sekolah
Untuk melakukan penelitian di kampus UIN Suska Riau jurusan pendidikan Bahasa Inggris di
Tempat


Assalamu 'alaikum warahmatullahi wabarakatuh
Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: Delvira Andini
NIM	: 12010426890
Semester/Tahun	: VIII (Delapan)/ 2024
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Dekan
Wakil Dekan III

Dr. Amirah Diniaty, M.Pd. Koms.
NIP. 19751115 200312 2 001

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J. H. R. Sudestam No. 105 Km 18, Tanjung Pekanbaru Riau 28283 P.O. BOX 1004 Telp. (0757) 561947
 Fax: (0757) 561947. Web: www.uin-suska.ac.id. E-mail: office_uin@suska.uin-suska.ac.id

nomor B-10280-Un 04-F II PP 00 9/06/2024 Pekanbaru, 11 Juni 2024 M
 rtat HANA
 amp 1 (Satu) Proposal
 al **Mohon Izin Melakukan Riset**

Kepada
 Yth. Gubernur Riau
 Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
 Satu Pintu
 Provinsi Riau
 Di Pekanbaru

Assalamu 'alaikum warahmatullahi wabarakatuh
 Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini
 membentahukan kepada saudara bahwa :

Nama	Delvira Andini
NIM	12010426890
Semester/Tahun	VIII (Delapan) 2024
Program Studi	Pendidikan Bahasa Inggris
Fakultas	Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan
 judul skripsinya : A Comparison Of Self Confidence On Speaking Between Students Who
 Join Organization And Those Who Did Not At English Education Department
 Lokasi Penelitian : Jurusan Pendidikan Bahasa Inggris UIN Sultan Syarif Kasim Riau
 Waktu Penelitian : 3 Bulan (11 Juni 2024 s.d 11 September 2024)

Sehubungan dengan itu kami mohon diberikan bantuavizin kepada mahasiswa yang
 bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam
 a.n. Rektor
 Dekan

Dr. H. Kadar, M. Ag
 NIP. 19650521 199402 1 001

lusan :
 ir UIN Suska Riau

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DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
 Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
 Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 PEKANBARU
 Email : dpmpstp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPSTP/NON IZIN-RISET/67316
T E N T A N G



PELAKSANAAN KEGIATAN RISET/PRA RISET DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : B-10280/Un.04/F.I/PP.00.9/02/2024 Tanggal 11 Juni 2024, dengan ini memberikan rekomendasi kepada:

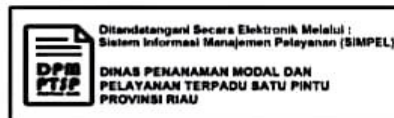
- | | |
|----------------------|--|
| 1. Nama | : DELVIRA ANDINI |
| 2. NIM / KTP | : 120104268900 |
| 3. Program Studi | : PENDIDIKAN BAHASA INGGRIS |
| 4. Jenjang | : S1 |
| 5. Alamat | : PEKANBARU |
| 6. Judul Penelitian | : A COMPARISON OF SELF CONFIDENCE ON SPEAKING BETWEEN STUDENTS WHO ATTEND ORGANIZATION AND THOSE WHO DID NOT AT ENGLISH EDUCATION DEPARTMENT OF UIN SUSKA RIAU |
| 7. Lokasi Penelitian | : JURUSAN PENDIDIKAN BAHASA INGGRIS |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 4 Juli 2024



Tambahan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau di Pekanbaru
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan



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 كلية التربية و التعليم
 FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H.R. Sastrodiponegoro No. 111 & 113 Tumbuhman, Tanjung Pinang, Pekanbaru, Riau 29131 P.0819 2024 Telp. 07561 301487
 Fax. 07561 301486 Web: www.uin-suska-riau.ac.id/ Email: tarbiyah@uin-suska-riau.ac.id

SURAT KETERANGAN
 Nomor : B-17442/Un.04/F. II/PP.00.9/08/2024

Yang bertanda tangan di bawah ini

Nama	: Dr. H. Kadar, M.Ag
NIP	: 19650521 199402 1 001
Pangkat/Gol Ruang	: Pembina Utama Muda (IV/c) Lektor Kepala
Jabatan	: Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau

dengan ini menerangkan :

Nama	: Delvira Andini
NIM	: 12010426890
Program Studi	: Pendidikan Bahasa Inggris
Semester	: IX (Sembilan)

Benar telah melaksanakan penelitian di Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau untuk penyusunan skripsi/tugas akhir dengan judul : "The Difference Of Self Confidence In Speaking English Between Students Who Join Saeed and Those Who Do Not At English Education Departmen Of UIN Suska Riau".

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Pekanbaru, 07 Agustus 2024
 Dekan


 Dr. H. Kadar, M.Ag f
 NIP. 19650521 199402 1 001

Fahmi/Working/2024/Isat Mahasiswa/Surat Keterangan Riset (af)

UIN SUSKA RIAU



APPENDIX VI Documentation

UIN SUSKA RIAU

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Delvira Andini is the only child of Mr. Delviat and Mrs. Yenita. She was born on Bukit Tinggi, 18 June 2002. In 2014 she graduated from SDN 019 Sungai Jering. She also finished her study at SMPN 6 Teluk Kuantan in 2017 and SMAN 1 Kuantan Singingi in 2020. In 2020, she was accepted to be a student at Department of English Education, Faculty of Education and Teacher Training, UIN Suska Riau. On July until August, she was doing KKN (Kuliah Kerja Nyata) Program at Pulau Aro Village in Kuantan Tengah District. Then, on September until November 2023, she was doing Pre-Service Teacher Practice (PPL) program at SMK IT Al-Izhar Pekanbaru. To fulfill requirements for undergraduate Degree in English Education, she conducted the research on July 2024 by thesis entitled “A Comparison of Self Confidence on Speaking Between Students Who Join Organization and Those Who did not at English Education Department”

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