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State Islamic University of Sultan Syarif Kasim Riau

**FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY SULTAN SYARIF KASIM RIAU**

PEKANBARU

1446 H/2025 M



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By :

**RINA AGUSTINA
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FACTORS CONTRIBUTING TO STUDENTS' SELF CONFIDENCE IN SPEAKING AT DEPARTMENT OF ENGLISH EDUCATION UIN SUSKA RIAU



By :

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SIN. 12110420761**

Thesis

Submitted as partial fulfillment of the Requirements
for Bachelor's Degree of English Education
(S. Pd)

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

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Pekanbaru, Mei 15th 2024



Rina Agustina
12110420761

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SUPERVISOR APPROVAL

Thesis entitled "*The Factors Contribute To Students' Self Confidence Levels In Speaking*"
at *Department Of English Education UIN SUSKA Riau*" by Rina Agustina, SIN.
class at 2104202161. It has been approved and accepted to be examined in the final examination by the
examination committee for the undergraduate degree of Faculty of Education and Teacher Training
the State Islamic University of Sultan Syarif Kasim Riau.

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EXAMINER APPROVAL

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Pekanbaru, Dzulqaiddah 28th, 1446 H
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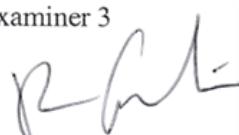
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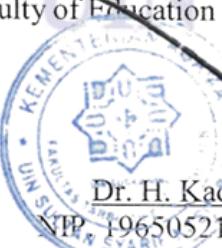

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Pekanbaru, Mei 20th, 2025
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ABSTRACT

Rina Agustina (2025) : Factors Contribute To Students' Self Confidence In Speaking at Department Of English Education UIN SUSKA Riau.

This research aims to identify the level of students' self-confidence in speaking at the Department of English Education, UIN SUSKA Riau. The findings of this study, based on a questionnaire, reveal that the students' self-confidence level is categorized as medium, with a percentage of 44.4%. The research also identifies that the students' factors of confidence in speaking are internal and external factors. Internal factors include their basic abilities in understanding grammar, vocabulary mastery, material mastery, and daily use of English. External factors include motivation or mentors that significantly support their enthusiasm to continue learning. Both internal and external indicators have the greatest influence on students' level of confidence in speaking. Students' speaking skills can improve if they feel confident when speaking in class, and the results of the interviews show that many of them think that learning to speak is fun and it's not difficult but controlling self-confidence is difficult.

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ABSTRACT

Rina Agustina (2025):

Faktor-Faktor yang Mempengaruhi Tingkat Kepercayaan Diri Siswa dalam Berbicara di Jurusan Pendidikan Bahasa Inggris UIN SUSKA Riau.

Penelitian ini bertujuan untuk mengetahui tingkat kepercayaan diri siswa dalam speaking di Jurusan Pendidikan Bahasa Inggris UIN SUSKA Riau. Hasil penelitian melalui kuesioner menunjukkan bahwa tingkat kepercayaan diri siswa dikategorikan menengah dengan persentase 44,4%. Penelitian ini juga menemukan bahwa faktor-faktor yang mempengaruhi kepercayaan diri siswa dalam berbicara adalah faktor internal dan eksternal. Faktor internal meliputi kemampuan dasar dalam memahami tata bahasa, penguasaan kosakata, penguasaan materi, dan penggunaan bahasa Inggris dalam kehidupan sehari-hari. Faktor eksternal meliputi motivasi atau mentor yang sangat membantu dalam mendukung semangat mereka untuk terus belajar. Indikator internal dan eksternal merupakan indikator yang memiliki pengaruh terbesar terhadap tingkat kepercayaan diri siswa dalam berbicara. Keterampilan berbicara siswa bisa meningkat jika mereka merasa percaya diri saat berbicara di kelas, dan hasil wawancara menunjukkan bahwa banyak dari mereka berpikir bahwa belajar berbicara itu menyenangkan dan memiliki pandangan positif tentang hal itu.

ملخص

رينا أغوستينا، (٢٠٢٥): العوامل التي تؤثر في مستوى ثقة الطلاب بأنفسهم داخل صف الكلام في قسم تعليم اللغة الإنجليزية بجامعة السلطان الشريف قاسم الإسلامية الحكومية بريماو

هذا البحث يهدف إلى معرفة العوامل التي تؤثر في مستوى ثقة الطلاب بأنفسهم داخل صف الكلام في قسم تعليم اللغة الإنجليزية بجامعة السلطان الشريف قاسم الإسلامية الحكومية بريماو. أظهرت نتائج البحث من خلال الاستبيان أن مستوى الثقة بالنفس لدى الطلاب يصنف على أنه منخفض، بنسبة بلغت ٤٤.٤٪. وتبين أن العوامل المؤثرة في ثقة الطلاب بالكلام تنقسم إلى عوامل داخلية وخارجية. تشمل العوامل الداخلية: القدرة الأساسية على فهم قواعد اللغة، وامتلاك حصيلة كافية من المفردات، وإتقان المادة، واستخدام اللغة الإنجليزية في الحياة اليومية. أما العوامل الخارجية فتشمل: وجود الحافر أو المرشد الذي يدعم حماسهم للالستمار في التعلم. وقد تبين أن كلا العاملين الداخلي والخارجي لهما التأثير الأكبر على مستوى ثقة الطلاب بأنفسهم أثناء الكلام. كما أظهر البحث أن مهارات الكلام لدى الطلاب تزداد إذا شعروا بالثقة عند الكلام في الصف. وأشارت نتائج المقابلات إلى أن كثيرا من الطلاب يرون أن تعلم مهارة الكلام أمر ممتع، ولديهم نظرة إيجابية تجاه ذلك.

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CURRICULUM VITAE

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Appendices I
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking is one of the way of communication that is mostly used by people to interact with others in their daily. Speaking is used to communicate with people all over the world, speaking is a skill of using language. Brown (2004) identifies five components of speaking skills : pronunciation, grammar, vocabulary, fluency, and comprehension. He emphasizes that these elements are crucial for conveying meaning clearly and effectively in spoken communication. According to Webster (1982), speaking is the action of conveying information or expression one's thoughts and feeling in spoken language, to utter words or articulate sounds, as human beings, to express thoughts and express opinion by words. Brown (2007) Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Harmer (2007) defines speaking as the ability to speak fluently, which presupposes not only knowledge of language features but also the ability to process information and language 'on the spot'.

Clark and Clark (1977) state that speaking is fundamentally an instrumental act. Speakers talk in order to have some effect on their listeners. Chaney (1998) defines speaking as the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts. Lucas (2006) speaking the process of sharing meaning through verbal and nonverbal symbols, in a variety of contexts. At the college level,

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particularly within English education department, the curriculum prioritizes speaking proficiency. Students progress through various stages, beginning with courses intended for towards daily communication, followed by specialized instruction in academic settings, culminating in public speaking. The overarching objective is to supply students with the skills necessary to excel in academic presentations such as seminars and facilitate effective discussions. Based on the theory of the experts above, the researcher defines student confidence level is greatly influences students performance in public speaking class. If students already have the good confidence level, then their will be easy to speak in front of the class. Because in tertiary institutions the ability to speak is needed by students to participate in class because they often face academic activities such as presentations in front of the class, In addition, public speaking skills must be supported by student performance internally in order to provide an interesting performance.

Lauster (1992) defines self-confidence as an attitude or feeling of trust in one's abilities, enabling individuals to act without excessive anxiety, take responsibility for their actions, and interact with others in a warm and courteous manner. Krashen and Terrell (1983) suggest that learners with a positive self-image and confidence tend to excel in speaking tasks. According to Willis as cited by Ghufron (2010), self-confidence is the belief that an individual is capable of handling problems in the best possible way and can provide something beneficial to others. Addis (2008) defines self-confidence as a positive attitude characterized by the belief in one's ability to control their

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life and pursue their goals. Those who possess self-confidence are individuals who recognize their capabilities and act upon them confidently. Moore (2007)

Confidence level is the percentage of times or proportion of the population for which a confidence interval produced from a particular sampling method will contain the true population parameter.

From the previous research, speaking could not be separated from self-confidence. In speaking, a speaker is expected to be able in conveying ideas, arguments, the topic in front of the class. They would be satisfied with their excellent performance. Someone who has high self-confidence will have the courage to speak correctly in another people because they can control emotions when they are under an absolute pressure. They also have belief in facing problem and challenges. Every speaking speech usually have a function, and it is whether intended to inform, influence or to entertain the audience (Ma'mun, 2018).

Based on relevant research aims to explore the factors contributing to self-confidence among university students, particularly those affecting their speaking performance the another research. But, this research explain the factors that contribute to students self confidence in speaking. The level of students' confidence in speaking can be known through several factors that can influence the confidence they experience starting from within themselves or the environment. To find out the factors that contribute to the level of students' confidence, the researcher used interview and questionnaire to get the data.

In preliminary research conduct by English language education researchers at UIN SUSKA Riau, students will be interview to expose their

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factors self confidence in speaking. The interviews revealed several key issues affecting student confidence during speaking. The students tend to experience fear or anxiety in less of confidence, lack of preparation, scared of being judged and making mistakes. Additionally, some students felt unprepared for their presentations, leading to heightened anxiety. Vocabulary limitations were identified as a common hurdle, impeding fluency and coherence in speech. Moreover, students often struggled to recall presentation material due to a focus on teaching rather than presenting. Furthermore, many students highlighting weaknesses in their delivery skills. These findings are illuminating on the multifaceted challenges students face in public speaking classes and underscore the need for necessary to analyze what factors influence a student's level of self-confidence.

The researcher initiated this research with the aim of exploring the factors that contribute to students' confidence levels during public speaking. By investigating the challenges students encounter, the researcher seeks to support teachers in addressing language barriers within the classroom and designing impactful speaking activities. Building on the observed phenomena, the researcher has titled the study "Factors that Contributing to Students' Self Confidence in Speaking at Department of English Education UIN SUSKA Riau." This title succinctly captures the research focus and contextualizes it within the English Education Department's setting at UIN SUSKA Riau.

Based on the phenomena above in the background of the problem there

are some students have difficulties in speaking, because some students are not have self confidence when their speak in the class. Some students are not optimal in making eye contact to the audiences and cannot make a connection with the audience. In this research, the researcher to find out the factors that contribute to students confidence level in public speaking performance.

C. Limitation of the Problem

Based on the identification of the problem above, the researcher limited the problem to focus on student factors that contributing to self confidence in speaking at Department of English Education Uin Suska Riau.

D. Formulation of the Problem.

Based on the limitation, the problem can be formulated as :

1. How is the level of students self confidence when they are speaking in the class at Department of English Education UIN SUSKA Riau ?
2. What are the factors that contribute to student self-confidence in the Speaking within at the Department of English Education at UIN SUSKA Riau?

E. Objective and Significant of the Research

1. Research objectives

The researcher has an aim in conducting this research as :

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- a. To analyze the level of students self confidence when they are speaking at Department of English Education UIN SUSKA Riau.
- b. To analyze the factors that contribute to students' self confidence in speaking at Department of English Education UIN SUSKA Riau.

2. Significant of the Research

Researcher hope that this research can provide many benefits for researchers and anyone who is part of an educational institution. Apart from that, this study has contributions for all participants:

- a. For the Students : This research aims to provide a practical guide for students seeking to enhance their self confidence in speaking. By identifying the factors influencing confidence in this context, the study can offer theoretical insights into effective strategies for confidence-building in speaking.
- b. For the Lecturers: The findings of this research are expected to have tangible implications for students' self confidence in speaking practice. By understanding and addressing the factors that influence confidence, students can apply practical techniques to improve their speaking skills and feel more assured in their presentations.
- c. For the Researchers : This study offers an opportunity to explore and analyze the factors contributing to students' confidence performance in speaking. By generating empirical evidence and insights, the researcher can contribute to the existing body of knowledge on this topic.

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F. Definition of the Term

1. Speaking

In this research speaking is described as an interactive process of creating meaning through the production, reception, and interpretation of information. The manner and significance of speech depend on the surrounding context, the individuals involved, and the objectives of the communication (Burns & Joyce, 1997).

2. Self Confidence

In this research self confidence refers to Hendriyani (2021) defines self-confidence as a positive attitude characterized by the belief in one's ability to control their life and pursue their goals. Those who possess self-confidence are individuals who recognize their capabilities and act upon them confidently.

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CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Speaking

According to Whitworth and Cochran (1996), undergoing skills training is crucial in alleviating anxiety associated with public speaking. Such training provides individuals with the necessary knowledge and techniques to effectively navigate public speaking situations, thus reducing ambiguity and boosting confidence. Speaking serves as a powerful platform for enhancing students' oral expression skills, fostering dynamic argumentation, and preparing them for future leadership roles. As future leaders, students will frequently engage in interpersonal communication where persuasive speaking skills are invaluable. Given that individuals are often judged based on their speaking abilities, mastering public speaking can significantly enhance employment prospects and marketability.

a) Factors that Affecting Speaking

According to Macintyre and Thivierge (1995), individuals with introverted personalities may exhibit reluctance to speak publicly, leading to experiences of speaking anxiety. Additionally, introverted speakers often harbor negative self-perceptions and anticipate negative evaluations from the audience. Furthermore, Horwitz and Cope (1986) noted that individuals with high self-esteem tend to experience less nervousness compared to those with low self-esteem. Conversely,

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McCroskey and Richmond (2002) described shy individuals as easily frightened, reserved, and less talkative. This suggests that employees who self-identify as shy may be less inclined to engage in communication, as noted in the context of a private construction company.

These findings highlight the relationship between personality traits, self-esteem, and speaking anxiety, underscoring the importance of understanding individual differences in communication apprehension.

b) The Obstacle of Speaking

According to Schreiber and Hartranft in Rufaidah (2017), obstacles in speaking can impede effective communication by interfering with various elements of the speaking process. Cangara in Rufaidah (2017), classified these obstacles into six factors:

1. Technical Factor: Technical obstacles are external challenges faced by the speaker, such as equipment malfunctions, which hinder effective communication between the speaker and the audience. For example, technical issues like microphone errors can disrupt the transmission of information.
2. Semantic Factor: Semantic obstacles arise from language usage by the speaker. These obstacles occur due to:
 - a. Excessive use of jargon, making it difficult for listeners to understand.

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- b. Utilization of uncommon language, causing comprehension difficulties.
- c. Adoption of complex sentence structures, leading to listener confusion.
- d. Cultural differences between the speaker and the audience.
3. Psychology Factor: Psychological obstacles stem from individual issues faced by the speaker, such as nervousness, fear of the audience, or personal circumstances such as mourning.
4. Status Factor: Status-related obstacles arise due to disparities in status between the speaker and the audience. For instance, there may be a hierarchical gap between senior and junior individuals or between superiors and subordinates. Speakers with lower status may feel pressured to communicate in a specific manner, which can hinder effective communication.
5. Framework of Thought Factor: The framework of thought obstacle arises from differing perceptions between the speaker and the audience regarding the message communicated. This discrepancy can be attributed to variations in educational backgrounds and experiences. For example, in a study on the effectiveness of community service programs in villages, college students may approach communication with a theoretical framework, while villagers may prioritize practical considerations.

6. Cultural Factor: Cultural obstacles stem from differences in norms, customs, and values between the speaker and the audience. These disparities can impact communication effectiveness by influencing language use, nonverbal communication, and overall understanding.

Roger N (2000), identifies several symptoms that indicate a speaker's fear of performing in front of the public. These symptoms may include:

1. Physical Symptoms:
 - a. Increased heart rate
 - b. Sweating
 - c. Trembling or shaking
 - d. Dry mouth
 - e. Nausea or stomach discomfort
 - f. Shortness of breath or difficulty breathing
 - g. Muscle tension or stiffness
2. Cognitive Symptoms:
 - a. Negative thoughts or self-doubt
 - b. Racing thoughts
 - c. Difficulty concentrating
 - d. Memory lapses or forgetting what to say
 - e. Catastrophic thinking (expecting the worst possible outcome)

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3. Emotional Symptoms:

- a. Anxiety or nervousness
- b. Fear of embarrassment or humiliation
- c. Feelings of dread or panic
- d. Irritability or agitation
- e. Frustration or anger

4. Behavioral Symptoms:

- a. Avoidance of speaking opportunities
- b. Seeking reassurance or validation from others
- c. Difficulty making eye contact with the audience
- d. Speaking quickly or rushing through the presentation
- e. Fidgeting or pacing
- f. Using filler words or hesitations

c) Benefits of Speaking

According to Lumen Learning in Dansieh (2018), speaking various benefits, including:

1. Overcoming fears: Speaking provides an opportunity to confront and overcome fears associated with speaking in front of others.
2. Boosting self-esteem: Successfully delivering a speech can enhance self-confidence and self-esteem.
3. Sharing your ideas: Speaking allows individuals to share their thoughts and ideas with others.
4. Improving critical thinking skills: Preparation for speaking requires critical thinking and organization of ideas.

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5. Analyzing communication habits: Speaking enables individuals to assess and improve their communication skills and habits.
6. Making new social connections: Engaging in speaking events can lead to networking opportunities and new social connections.
7. Impressing your boss: Effective speaking skills can impress employers and supervisors, enhancing career prospects.
8. Gaining publicity: Speaking engagements can increase visibility and exposure for individuals and their causes.
9. Expanding professional network: Networking opportunities during speaking events can expand professional connections.
10. Personalizing professional reputation: Speaking allows individuals to establish themselves as experts in their field and build a positive professional reputation.
11. Finding the right words to inspire change: Speaking provides a platform to inspire and motivate others towards positive change.

According to Darmuki (2017), the purpose of speaking is closely tied to the purpose of communication, which is to convey a message or idea to the public in a manner that is understandable and beneficial. Public speakers must choose appropriate methods to effectively convey their messages.

2. Self Confidence

1. The Nature of Confidence

a) Definition of Self Confidence

Agung and Iswidharmanjaya in Azizi (2014), Self-confidence is defined as the belief in one's own capabilities and the

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awareness of being able to utilize them effectively. It emerges from a conviction in one's abilities and the understanding that decisions made will be acted upon, thereby benefiting one's life (Azizi, 2014). Self confidence is defined as an individual's recognition of his own abilities, loving himself and being aware of his own emotions (Gençtan, 1984; Özbey, 2004) in Sar & Işıklar, A. (2010). While self-confidence cannot be purchased, it can be cultivated through practice until it becomes ingrained as a habit. However, developing self-confidence is undeniably challenging.

Ross and Roe (2001) emphasize that classroom speaking activities, such as delivering speeches, aim to develop students' self-confidence in speaking, teach them to organize and present their thoughts, and learn the best ways to communicate in front of an audience. Self-confidence plays a pivotal role in academic performance, particularly for students learning English and seeking to improve their spoken proficiency. With self-confidence, students are more inclined to engage with English learning activities and are motivated to achieve optimal results. Moreover, self-confident individuals exhibit the ability to take appropriate and effective actions in various situations, whether they stem from internal or external challenges. The objective of the research is to investigate whether self-confidence significantly influences the speaking proficiency levels of young Indonesian learners. This study aims to

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address the research question of determining the impact of self-confidence on the spoken English proficiency of Indonesian students. Moore D (2007) Self Confidence level is the percentage of times or proportion of the population for which a confidence interval produced from a particular sampling method will contain the true population parameter.

According to Afiatin & Andayani in Ghufron & Risnawati Rini, (2014) Self-confidence is a fundamental trait of personality that revolves around the belief in one's own abilities. It encompasses beliefs regarding one's strengths, abilities, and skills. Positive self-confidence can be observed through several key aspects:

1. Confidence in one's abilities

Confidence in one's abilities refers to a person's positive mindset regarding their own capabilities. It entails a genuine belief in one's competence and capacity to accomplish tasks successfully.

2. Optimism

Optimism is a positive mindset characterized by consistently maintaining a favorable outlook when approaching various aspects of life, including oneself and one's abilities. It involves maintaining a hopeful and constructive perspective, even in challenging situations, and believing in the potential for favorable outcomes.

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3. Objectivity

The objective individual assesses problems or situations based on an impartial evaluation of what should be, rather than being swayed by personal biases or subjective viewpoints. They strive to perceive and analyze situations objectively, adhering to truth and facts rather than being influenced by personal beliefs or preferences.

4. Responsibility

Responsibility encompasses an individual's readiness to accept and take ownership of the consequences of their actions. It involves a willingness to face and handle whatever outcomes result from one's decisions or behaviors, demonstrating accountability and commitment to fulfilling obligations.

5. Rationality and realism.

"Rational and realistic" denotes an approach to analyzing problems or situations using sound reasoning and in alignment with reality. It involves employing logical thinking and considering practical constraints when assessing issues or events. This perspective, as described by Lauster in Ghulfron & Risnawati Rini (2014:35-36), emphasizes the importance of making decisions and forming judgments based on a clear understanding of the facts and the context in which they occur.

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According to Santrock (2003), several factors influence a person's self-confidence, including physical appearance, self-concept, relationships with parents, and relationships with peers. Self-concept, in particular, plays a significant role in shaping an individual's level of self-confidence. Self-concept refers to a person's perception of themselves. Therefore, individuals with a positive self-concept tend to have higher levels of self-confidence, as they believe in their abilities.

b) Factors that Affect Students Self Confidence

Self-confidence is indeed influenced by multiple factors, including self-concept, self-esteem, experience, and education. The development of self-confidence can be facilitated by considering several crucial factors. These factors contribute to accelerating the growth and enhancement of self-confidence. Some of the key elements in fostering self-confidence include:

- 1) Appearance/Style: How one presents oneself visually can significantly impact self-confidence. A sense of personal style and grooming can contribute to a positive self-image and enhance confidence levels (Cimermanová, 2018).
- 2) Speaking Style: The manner in which individuals communicate verbally can affect their self-confidence. Developing effective speaking skills, such as clarity, assertiveness, and persuasion,

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can bolster confidence in communication situations (Cimermanová, 2018).

- 3) Behavior/Body Language: Nonverbal cues and body language play a crucial role in conveying confidence. Adopting positive body language, such as maintaining eye contact, standing tall, and using open gestures, can convey confidence and competence (Vanaja & Geetha, 2017).
- 4) Contextual Awareness: Being aware of and adapting to different social and professional contexts is essential for building self-confidence. Understanding appropriate behavior and demeanor in various situations can enhance confidence levels (Vanaja & Geetha, 2017).

The process of achieving success is influenced by three main factors: activity factors, organismal factors, and environmental factors (Kastrup, 2018). Activity factors refer to psychological elements that motivate individuals to learn, with self-confidence being one such factor. Organismal factors pertain to the sensory organs' function, which determines an individual's responsiveness to learning. Environmental factors encompass psychological influences that impact the overall learning process. These factors collectively contribute to the development and enhancement of self-confidence, facilitating individuals' achievement and success.

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According to Aulia, dkk (2021), the development of strong self-confidence among students is not solely dependent on their individual improvement efforts, but also on the strategies employed by teachers. Teachers play a crucial role in determining the success of students, extending beyond mere speech improvisation or organization. They serve as essential support systems for students, responsible for instilling confidence and providing guidance on self-confidence management.

Effective teachers understand how to motivate and convince students, ensuring they can regulate their self-confidence levels effectively. By investing significant efforts in speech performance and fostering self-confidence control, students can achieve outstanding results. However, it's essential to recognize that handling self-confidence control differs significantly between school and university settings, especially for young learners.

In this research, the focus is specifically on self-confidence control among young learners in schools. Young learners require various factors and approaches to enhance their self-confidence, and progress in this aspect is gradual and systematic. Teachers must exhibit patience and dedication in helping students practice and develop their self-confidence in speaking proficiency. This approach acknowledges the complexities of self-confidence development and emphasizes the importance of supportive and patient teaching methods to achieve desired goals.

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c) Indicators of Students Self Confidence in Speaking

According to Lauster (1978), the indicators of self-confidence encompass several key aspects:

- 1) Positive Thinking: Maintaining an optimistic outlook and focusing on the bright side of situations.
- 2) Belief in One's Own Abilities: Having faith in one's skills, talents, and capacity to achieve goals.
- 3) Independence: Being self-reliant and not overly dependent on others for validation or support.
- 4) Willingness to Take Action: Demonstrating courage and initiative in pursuing goals and overcoming obstacles.

Self-confidence can be nurtured and developed over time, influenced by experiences from childhood to adulthood, particularly through interactions and relationships with others. Additionally, individual factors and environmental influences also play significant roles in shaping an individual's self-confidence levels.

According to Indrajat (2013), factors influencing self-confidence can be categorized into internal and external factors. These factors encompass various elements that contribute to an individual's sense of self-assurance and belief in their abilities. The factors influencing self-confidence include:

Internal Factors:

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1. Self-Perception: How individuals perceive themselves and their abilities.
2. Past Experiences: Previous successes or failures that shape self-belief and confidence.
3. Personality Traits: Personal characteristics such as resilience, optimism, and determination.
4. Self-Efficacy: Belief in one's ability to achieve specific goals and tasks.
5. Self-Concept: Overall perception of oneself, including strengths, weaknesses, and identity.

External Factors:

1. Social Support: Encouragement, validation, and feedback from friends, family, and mentors.
2. Role Models: Positive influences and examples that inspire confidence and self-belief.
3. Environment: Surrounding circumstances, including socioeconomic status, cultural background, and educational opportunities.
4. Feedback and Recognition: Acknowledgment of accomplishments and positive reinforcement from others.
5. Expectations and Standards: Societal norms, cultural expectations, and standards that influence self-perception and confidence levels.

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According to Sarastika, P (2014), several factors can influence a person's self-confidence:

1. Imagination: The ability to visualize success and positive outcomes can impact one's confidence in their abilities to achieve their goals.
2. Past Experiences: Previous successes or failures can shape an individual's self-belief and confidence. Positive experiences may bolster confidence, while negative experiences may lead to self-doubt.
3. Treatment in Childhood: The way a person is treated during childhood, including parental upbringing, family dynamics, and interactions with peers, can significantly impact their self-confidence development.

Meanwhile, according to Ghufron, M.N & Rini Risnawita S. (2010), self-confidence can be influenced by several factors:

1. Self-Concept: The perception an individual has of themselves, including their strengths, weaknesses, and identity, can influence their self-confidence levels.
2. Self-Esteem: The overall evaluation of one's own worth and value plays a crucial role in determining self-confidence. High self-esteem is often associated with greater confidence.

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3. Experience: Past experiences, both positive and negative, contribute to shaping an individual's self-confidence. Successes can boost confidence, while failures may lead to self-doubt.

d) Importance of Students Self Confidence Levels in Speaking

Emphasizes the crucial role of self-confidence, especially in the context of academic performance and language learning, particularly in English proficiency. It highlights how self-confidence contributes to students' motivation, engagement, and ability to effectively navigate various challenges, including public speaking. Moreover, it underscores the importance of teachers in fostering and nurturing students' self-confidence through appropriate strategies and preparation. Self-confidence indeed plays a significant role in students' academic success and language learning. When students possess high levels of self-confidence, they are more inclined to actively engage in learning activities, take risks, and persist in the face of difficulties. This ultimately leads to better outcomes, particularly in language proficiency such as English.

Moreover, teachers play a crucial role in creating an environment that fosters self-confidence among students. By implementing appropriate teaching strategies, providing constructive feedback, and creating opportunities for students to succeed and build self-efficacy, teachers can empower students to

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develop and maintain high levels of self-confidence, especially in public speaking contexts.

B. Relevant Research

The researchers that relevant with public speaking analysis, first Students' Obstacles in Public Speaking Performance at the Department of English Education of Uin Suska Riau by Rendra, Z (2024). The aimed to identify obstacles students encounter during public speaking. The research utilized a qualitative approach with a qualitative description design to explore students' challenges in public speaking. The study involved English Language Education students in their 5th semester who had completed Speaking for Daily Activity, Speaking for Academic Setting, and Public Speaking courses. Purposive sampling was employed to select participants, and data was collected through interviews. Data analysis followed three stages: data reduction, data presentation, and drawing conclusions or verification, as outlined by Miles & Huberman (1994). The findings revealed that students primarily faced psychological obstacles when engaging in public speaking.

The second is The Factor of Self-Confidence Affecting to Indonesian Young Learners' English Speaking Proficiency Level by Hadi, M.S (2021). This research aims to explore the influence of self-confidence on English speaking proficiency levels among Indonesian young learners. Using a qualitative method, the researcher collected primary data focusing on specific aspects relevant to the study. This primary data served as a model and framework for conceptualizing learning and teaching approaches to enhance

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speaking proficiency levels. The main focus of the research was Indonesian young learners and their English speaking proficiency. The researcher anticipates significant findings from the primary data, demonstrating the impact of self-confidence on speaking proficiency among these learners. The results are expected to contribute meaningfully to future research in similar areas and provide insights for teachers and students engaged in English language teaching and learning.

The third is The Role of Self-Concept in Forming Self-Confidence Student by Alifa Inggit Widjana (2023). This study aimed to investigate the relationship between self-concept and self-confidence among the 2020 class of Guidance and Counseling students at Sanata Dharma University. It employed a quantitative approach with a correlational research design. The study involved 102 Counseling Guidance students from the class of 2020. Findings indicated that the levels of self-concept and self-confidence among the students tended to be high, with 50% and 64.7% falling into the high category, respectively. Furthermore, there was a significant positive correlation between self-concept and self-confidence among the students, with a Spearman rho value of 0.606 and a p-value of <.001, indicating a very strong correlation between the two variables.

The fourth is The Confidence Level of Applied Foreign Languages Students In English Public Speaking by Fadhilah, N (2022). This study aims to assess: (1) the level of confidence among Diponegoro University's Applied Foreign Languages English Students, Class of 2019-2020, regarding public

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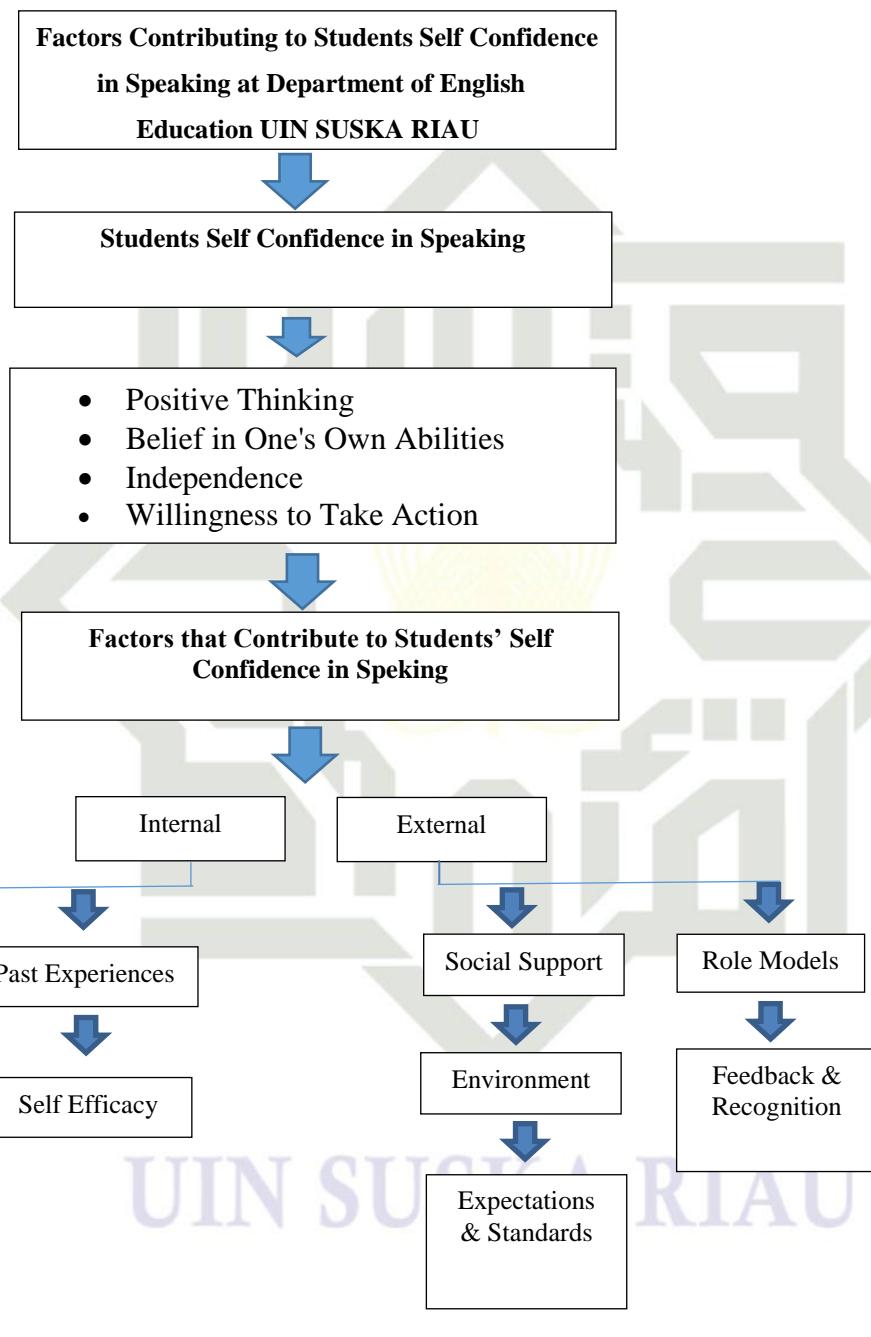
speaking in English; (2) the reasons behind the insecurity experienced by these students in public speaking; and (3) potential solutions to address the lack of confidence among these students. The research adopts a quantitative approach with an exploratory design. Responses were measured using a modified Likert scale with four options: strongly agree (SA), agree (A), disagree (D), and strongly disagree (SD). Results revealed that the primary reason identified by the majority of respondents (average score of 3.18) for their lack of confidence in public speaking was attributed to a lack of preparation. Conversely, the least selected reason was a feeling of incapacity, with an average score of 2.

These studies collectively underscore the pivotal role of psychological factors particularly self-confidence and self-concept in influencing public speaking performance and English speaking proficiency among students. Psychological barriers, such as anxiety and lack of self-confidence, are significant obstacles. However, a positive self-concept and adequate preparation can enhance self-confidence, leading to improved speaking abilities. Therefore, educational strategies aimed at developing students' self-concept and providing ample preparation opportunities are essential for fostering effective public speaking skills.

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B. Conceptual Framework

Figure II. 1



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Refer to the conceptual framework above, there are two variables it namely the level of students self confidence in speaking and factors that contributing to students self confidence in speaking. Questionnaire adapted from According to Lauster (1978), the indicators of self-confidence encompass several key aspects: Positive Thinking, Belief in One's Own Abilities, Independence, and Willingness to Take Action. Questionnaire adapted from lautser (2008) in Delvira andini and Enjelyn S, with percentage category level of students self confidence adopted from winata (2020), 80- 100 (very high), 61-80 (high), 41-60 (medium), 21-40 (low) and 0-20 (very low).

Argo Yulan Indrajat (2013), factors contributing self-confidence can be categorized into internal and external factors. The factors contributing self-confidence include: Internal Factors there are, Self-Perception: How individuals perceive themselves, Past Experiences: Previous successes or failures that shape self-belief and confidence, Personality Traits: Personal characteristics such as resilience, optimism, and determination, Self-Efficacy: Belief in one's ability to achieve specific goals and tasks, Self-Concept: Overall perception of oneself, including strengths, weaknesses, and identity. External Factors, Social Support: Encouragement, validation, and feedback from friends, family, and mentors, Role Models: Positive influences and examples that inspire confidence and self-belief, Environment: Surrounding circumstances, including socioeconomic status, cultural background, and educational opportunities, Feedback and Recognition: Acknowledgment of accomplishments and positive reinforcement from others, and Expectations and Standards: Societal norms, cultural expectations, and standards that influence self-perception and self confidence.

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CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

This research used qualitative research design. Qualitative research begins with assumptions and the use of interpretive theoretical frameworks that inform the study of research problems addressing the meaning individuals or groups ascribe to a social or human problem. To study this problem, qualitative researchers use an emerging qualitative approach to inquiry, the collection of data in a natural setting sensitive to the people and places under study, and data analysis that is both inductive and deductive and establishes patterns or themes. The final written report or presentation includes the voices of participants, the reflexivity of the researcher, a complex description and interpretation of the problem, and its contribution to the literature or a call for change (Creswell, 2014). Qualitative research is a non-numerical, non-statistical method of inquiry that focuses on gaining in-depth understanding of social or cultural phenomena.

According to Sugiyono (2017), qualitative research is a method that focuses on in-depth understanding of social phenomena using non-numerical data. According to Tavakoli (2012) descriptive research aims to provide an overview of a phenomenon without assessing its effects or interventions. It involves observing and analyzing individuals, groups, institutions, methods, and materials to describe, compare, contrast, classify, analyze, and interpret various aspects within the field of study. According to Cohen and Manion

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(1994), Qualitative research focuses on gaining insight into social phenomena through non-numerical data collection.

Based on the preceding discussions, the researcher concludes that qualitative research is a non-numerical, non-statistical method investigating social and cultural phenomena through interpretive frameworks. This approach analyzes data from natural settings to identify patterns and themes.

Cresswell (2012), highlights that survey research design is considered a technique in qualitative research. This methodology involves collecting data through interviews conducted with a sample of participants, which aims to obtain an overview of attitudes, opinions, behavior or characteristics within the population under study.

B. The Location and Time of the Research

The research conducted at UIN Sultan Syarif Kasim Riau, it is located on Jl. H.R. Soebrantas No. 155 Km 15, Simpang Baru, Tampan, Pekanbaru Street, on February 2025.

C The Subject and Object of the Research

Subject in this study are second semester students registered in the English Education Department at UIN Sultan Syarif Kasim Riau. Object of this study focuses on factors that contribute to students of self-confidence in speaking. This study investigates the English Education Department at UIN Suska Riau.

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D. Population and Sample of the Research**1. Participants**

According to Creswell (2014) Participant refers to individuals or groups who take part in a study by providing data, such as responses to interviews, surveys, or observations, serving as sources of information to address the research questions. The participants in this research were the students of the second semester in English Education Department of UIN Suska Riau. Based on administrative data, the total participants of the English education department in the academic year 2024/2025 there are :

Table III.1
Students second semester at the Department
of English Education.

No	Class	Total
1	A	27
2	B	32
3	C	27
4	D	29
5	E	28
Total		143

2. Sample

A sample refers to a portion of the population that is surveyed. In this research used random sampling for interview and purposive sample for questionnaire. According to Cochran (1977), random sampling involves selecting a subset of individuals from a population in a way that ensures each individual has an equal probability of being selected. Where researcher selected participants and research sites related to the phenomenon under investigation and the ongoing research issues. The participant consists of second semester students, the researcher taking

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every class as a sample. The population of this research consisted of second semester students there are five classes, with one sample of students selected from each class.

Participants for the questionnaire, researcher used a purposive sampling. According to Creswell (2007), purposive sampling is commonly used in qualitative research, where researcher select participants and research sites related to the phenomenon under investigation and the ongoing research issues. The participant consists of second semester students, there are several consideration for researcher taking class C as a sample, because this class is an intermediate class, and my supervisor happens to teach in that class, so it makes it easier for me to get information about that. The population is second semester students which consists of one class and the samples are 27 students.

E. Technique of Data Collection

This research used data collection through interview and questionnaire.

Technique refers to the methods used to collect important data for the study. The interview used field notes about various problems students face in speaking and their level of confidence. Meanwhile, the questionnaire used google form be distributed from whatsapp and filled in by students, then the data be processed by researcher who determined whether the students' of self confidence in speaking is low or high.

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1. Questionnaire

According to Sugiyono (2017), Questionnaire is a research instrument consisting of a series of questions designed to gather information from respondents, providing insights into their attitudes, beliefs, and behaviors. The researcher survey deployment selected second semester students from the English Department at UIN Suska Riau, The questionnaire was adopted from Lauster (2008) in Delvira Andini, & Enjelyn Susanti (2013) there were 20 questions, the questionnaire was designed in Google Form and distributed via WhatsApp, with a sample size of 27 students of second semester class C.

Table III.2
Skala Likert

No	Symbols	Keterangan	Skor
1	SD	Strongly Disagree	5
2	D	Disagree	4
3	N	Neutral	3
4	A	Agree	2
5	SA	Strongly Agree	1

Sugiyono (2012)

After each student's score already calculated, the researcher was categorized the range of the percentage to describe the students self confidence levels in speaking based on the four indicators according to Lauster (1978), that have been determined, based on the following criteria:

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Table III.3
Percentage Category of Student Self-confidence Level

Criteria %	Percentage Level
81-100	Very High
61-80	High
41-60	Medium
21-40	Low
0-20	Very low

Adopted from Winata (2020)

2. Interview

According to Arikunto (2014), an interview involves direct questioning and answering to acquire data or information. Interview used to collect data on students feel when they do speaking in the class and what the factors contribute the level of self confidence. As described by Creswell (2012), with 6 questions and interview time for each participant 15-20 minutes, their answers were recorded. The researcher interviewed 5 persons to represent each class in the second semester, starting from class A to class E one person in each class.

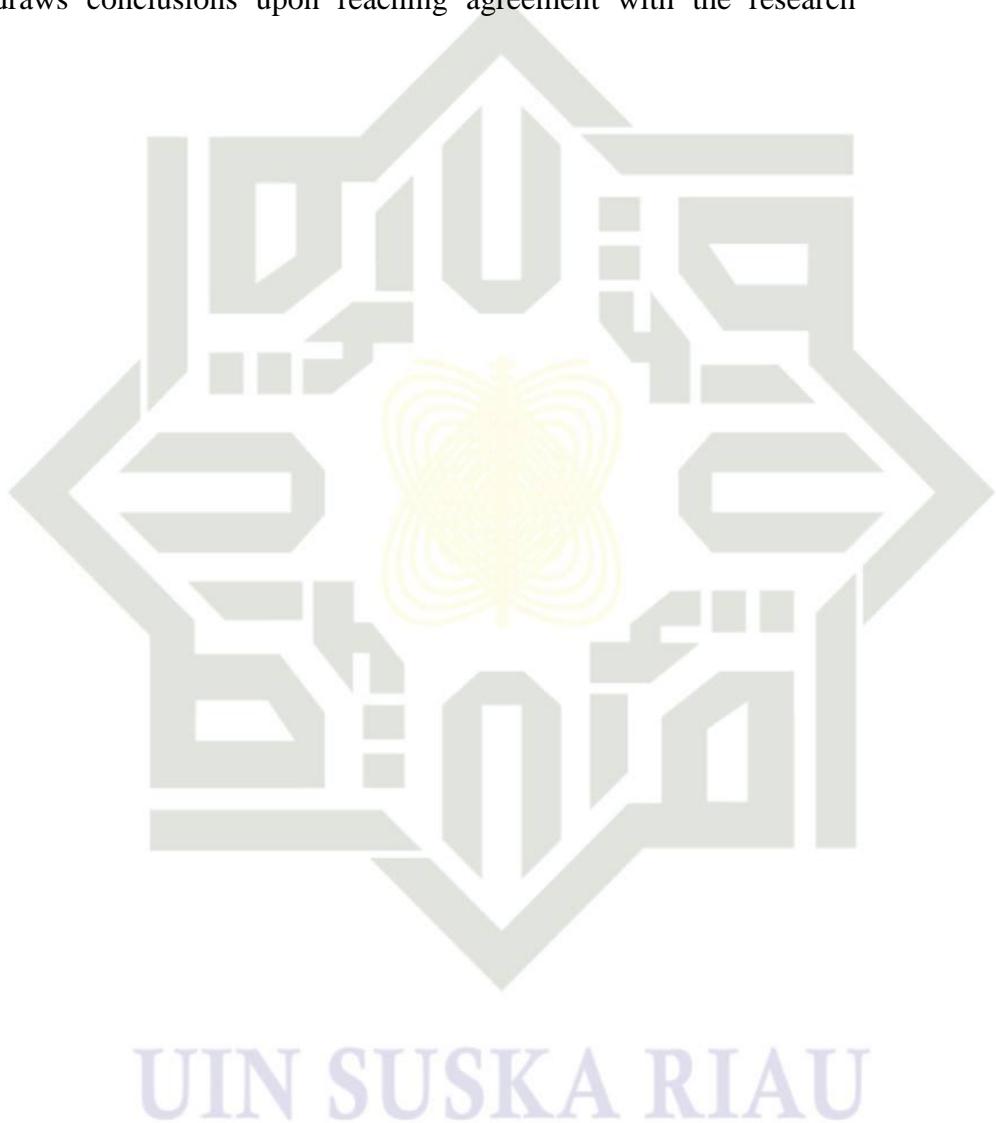
F. Technique of Data Analysis

Data analysis involves analyzing the collected data to draw conclusions. In this research, the researcher followed the model proposed by Miles and Huberman (1994), which comprises three main steps : data reduction, data display, and conclusion drawing or verification.

1. Data reduction involves summarizing, selecting, and focusing on essential elements while eliminating unnecessary details. This process aims to streamline the data for easier analysis.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research finding through questionnaire to determine the level of the student's self confidence in speaking, it can be concluded that student's self confidence level was categorized into medium level with the percentage was 44,4 %. The researcher also found that the dominant indicators of students' confidence in speaking are internal and external factors, internal factors are their basic abilities in understanding grammar, mastery of vocabulary, mastery of material and their daily use of English, external are motivation or mentors who are very helpful in supporting their enthusiasm to continue learning which contributes to self-confidence when speaking in class. Internal and external indicators are the indicators that have the greatest influence on students' level of confidence in speaking.

B. Suggestion

Based on the result of student's self confidence level in speaking, the researcher would like to give suggestion especially for teacher, students and future researchers, As follows :

1. For the students

Students have several speaking problems, mostly and especially due to a low level of self confidence in speaking. Based on the most common causes of students' psychological speaking problems, students must overcome the factors that influence their problems and improve their

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speaking skills by developing their mastery of English. To develop speaking skills, students should be aware of and try hard to understand grammar, mastery of vocabulary, mastery of material, their daily use of English and having some positive support or role models is very helpful in supporting their enthusiasm to continue learning so that it contributes to their feeling of confidence when speaking in class.

2. For the lecturer

Teachers should be aware of students' psychological speaking problems, and help students overcome any factors that cause problems by motivating them to build self confidence and make speaking classes comfortable to improve their speaking skills.

3. Other Researcher

The researcher suggests that future researchers better understand other factors that influence students' self-confidence levels because this is important for providing solutions to improving students' speaking skills. Researchers must focus on how to improve a person's self-confidence.

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Appendix I

Research Instrument

UIN SUSKA RIAU



QUESTIONNAIRE GUIDE

Petunjuk Umum

1. Survey ini dilakukan untuk memperoleh data mengenai faktor yang mempengaruhi selfconfidence in speaking, 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 self confidence in 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 :

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	Statement	SD (1)	D (2)	N (3)	A (4)	SA (5)
1	I feel comfortable speaking English in front of the class. <i>(Saya merasa nyaman berbicara bahasa Inggris di depan kelas)</i>					
2	I am able to remain calm in the face of difficulties when asked to speak in public. <i>(Saya yakin saya bisa bersikap tenang saat menghadapi kesulitan ketika diminta untuk berbicara di depan umum)</i>					
3	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 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>					
5	I believe I can speak in public <i>(Saya yakin bisa berbicara di depan public)</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	I am brave when chosen to perform in public <i>(Saya berani ketika dipilih untuk tampil di depan umum)</i>					
8	I dare to express my opinion <i>(Saya berani mengungkapkan pendapat saya)</i>					
9	when the lecturer asks questions I dare to answer without being asked <i>(ketika dosen memberikan pertanyaan saya berani menjawab tanpa diminta)</i>					
10	Im confident in my speaking skills.So i am not afraid when speaking in front of the public <i>(saya percaya tehadap kemampuan berbicara saya,sehingga saya tidak takut untuk berbicara di depan umum)</i>					
11	I am confident about my English speaking abilities					

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Hak Cipta milik UIN Suska Riau	<p>(saya yakin dengan kemampuan berbicara bahasa Inggris saya)</p>				
	<p>I am often feel experience anxiety when speaking English (Saya sering mengalami kecemasan saat berbicara bahasa Inggris)</p>				
	<p>I am often speaking English in communication (Saya sering berkomunikasi dalam bahasa Inggris)</p>				
	<p>I want to speaking less because I feel shy while speaking English (Saya ingin berbicara lebih sedikit karena saya merasa malu saat berbicara bahasa Inggris)</p>				
	<p>When the lecturer asked a question, I volunteered to answer without being asked. (Ketika dosen mengajukan pertanyaan, saya mengajukan diri untuk menjawab tanpa diminta)</p>				
	<p>I do not have a lot of vocabulary to speak English . (Saya tidak punya banyak kosakata untuk berbicara Bahasa Inggris)</p>				
	<p>I am lazy to memorize new vocabulary and rarely use it. (Saya malas menghafal kosakata baru dan jarang menggunakannya)</p>				
	<p>I feel capable when I have to deliver material in front of many people.(Saya merasa mampu ketika harus menyampaikan materi di depan banyak orang.)</p>				
	<p>I will spontaneously ask questions when I don't understand the material. (Saya akan bertanya secara spontan ketika saya tidak mengerti materinya).</p>				
State Islamic University of Sultan Syarif Kasim Riau	<p>I involve myself actively when discussing with the group. (Saya melibatkan diri secara aktif ketika berdiskusi dengan kelompok).</p>				

Adapted from Lauster (2008) in Delvira Andini, & Enjelyn Susanti (2013)

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No	Category	Indicator	Questions
1.	The reason of the factors that contribute to students' confidence level in speaking class at Department of English Education UIN Suska Riau.	Self perception Past experiences	<p>Do you think speaking class complicated subject ? how do you feel when you perform in speaking class, can you give the positive and negative sides that can be taken?</p> <p>(Apakah menurut Anda mata pelajaran berbicara di kelas itu rumit? bagaimana perasaanmu saat tampil di kelas speaking, apa sisi positif dan negative yang bisa diambil?)</p>
2.		Personality traits	<p>Which the factors makes you hard to public speaking in the classroom?</p> <p>(Apa saja faktor yang membuat Anda sulit berbicara di kelas?)</p>
3.		Self concept	<p>Do you think it is important to understand the materials and have a lot the vocabulary for speaking?</p> <p>(Menurut Anda, apakah penting untuk memahami materi dan memiliki banyak kosakata untuk berbicara?)</p>
4.		Body Language and style	<p>How does using appropriate body language and style impact your confidence levels in public speaking? Do you should speak loudly and clearly?</p> <p>(apakah penggunaan bahasa tubuh dan gaya yang tepat dapat memengaruhi tingkat kepercayaan diri Anda dalam berbicara di depan umum? Apakah Anda harus berbicara dengan keras dan jelas?)</p>
5.		Social support & role models	<p>Do you need positive support and good mentors to improve your speaking skills in class to be more confident?</p> <p>(Apakah Anda memerlukan dukungan positif dan mentor yang baik untuk meningkatkan kemampuan berbicara Anda di kelas agar lebih percaya diri?)</p>

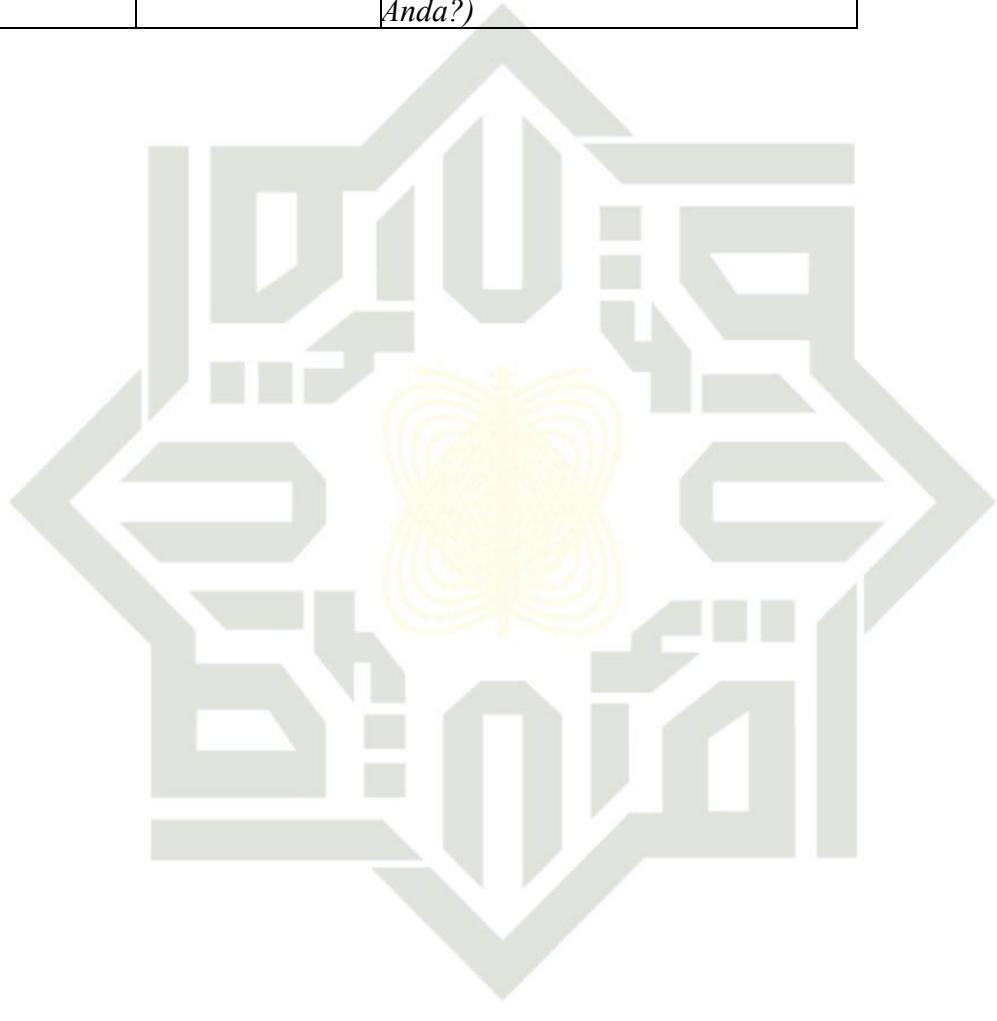
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6.	Feedback expectations	As a learner, do you think the standars and expectations set by lecturer will influence you speaking process ? <i>(Sebagai pembelajar, apakah menurut Anda standar dan ekspektasi yang ditetapkan dosen akan memengaruhi proses berbicara Anda?)</i>
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UIN SUSKA RIAU



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Appendix II

Transcript of Interview

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Interview results

1. Self perception & Past experiences : Do you think speaking class complicated subject ? how do you feel when you perform in speaking class, can you give the positive and negative sides that can be taken?

Answers :

Student 1 : “ menurut suci, pelajaran speking itu tidak susah, tetapi lebih susah untuk mengumpulkan rasa percaya dirinya kak, suci tidak bisa menyampaikan apa yang ingin suci sampaikan belibet gitu kak, misalnya kadang di suruh dosen untuk perkenalan diri saja suci sudah merasakan gemetar dan tangan merasa dingin kak, jadi menurut suci sulit mengontrol diri untuk lebih percaya dirinya kak. Kalau sisi positifnya ya suci bisa semangat dan terus belajar untuk bisa lebih percaya diri untuk berbicara di kelas kak, kalau sisi negatifnya ya itu kak susah percaya diri”.

““According to Suci, studying specing is not difficult, but it is more difficult to gather your self-confidence, Sis. Suci can't convey what Suci wants to say in a complicated way, Sis. For example, sometimes when the lecturer asks you to just introduce yourself, Suci already feels trembling and her hands feel cold, Sis, so according to Suci, it's difficult to control yourself to be more confident, Sis. "If it's a positive side, then you can be enthusiastic and keep learning to be more confident in speaking in class, sis. If it's a negative side, sis, it's hard to be confident."

Student 2 : “ menurut nilam pelajaran speking itu adalah sebuah tantangan kak, tidak terlalu rumit dan tidak terlalu mudah, karena kemampuan terkait menguasai materi dan kekurangan kosa kata akan mempengaruhi kemampuan bicaranya kak, sisi positif yang bisa saya ambil saya merasa tetantang dan bersemangat untuk berbicara di depan umum kak dan merupakan proses bagi saya dalam meningkatkan kemampuan berbicara saya dan saya bisa mendapatkan beberapa kosa kata baru, proununciation, dan grammar yang lebih baik, nah di lain sisi ada sisi negatifnya kak kadang saya merasa kurang percaya diri, saya merasa takut dalam menggunakan beberapa kata, tetapi saya masih bisa mengatasinya kak”.

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"According to Nilam, the Speaking lesson is a challenge, sis, it's not too complicated and not too easy, because the skills related to mastering the material and lack of vocabulary will affect your speaking ability, sis. The positive side that I can take is that I feel challenged and enthusiastic about speaking in public, sis, and it's a process for me in improving my speaking skills and I can get some new vocabulary, pronunciation and better grammar, well, on the other hand, there is a negative side, sis. Sometimes I feel less confident, I feel afraid in using some said, but I can still handle it, sis."

Student 3 : "menurut fadel pelajaran berbicara di kelas itu tidak susah, karena seru dan bagus banget untuk melatih kita untuk berbicara Bahasa Inggris, karena itu saya merasa pelajaran ini sangat penting".

"According to Fadel, speaking lessons in class are not difficult, because they are fun and really good for training us to speak English, that's why I feel this lesson is very important."

Student 4 : "menurut nisa tidak terlalu sulit, karena semuanya tergantung latihan kita dalam sehari hari untuk berbicara Bahasa Inggris, perasaan saya ketika berbicara di depan kelas masih gugup tetapi itu hal wajar karena dengan hal itu nisa bisa meningkatkan skill, nilai positif yang bisa nisa ambil yaitu nisa bisa meningkatkan rasa percaya diri dan sisi negatifnya nisa sulit untuk mengontrol rasa cemas atau takut salah"

"According to Nisa, it's not too difficult, because it all depends on our daily practice in speaking English. I still feel nervous when speaking in front of the class, but that's normal because with this Nisa can improve skills, the positive value that Nisa can take is that Nisa can increase self-confidence and the negative side is that Nisa finds it difficult to control feelings of anxiety or fear of being wrong."

Student 5 : "menurut rifal mata pelajaran berbicara itu tidak sulit kak, karena pelajaran ini sangat seru dan penting untuk melatih kita dalam berbicara kedepannya, dampak positif yang saya dapat yaitu kita bisa mengatur diri kita untuk berbicara lebih leluasa, tidak terbatas, dan agar tidak gugup di hadapan orang banyak ketika berbicara"

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"According to Rifal, the subject of speaking is not difficult, sis, because this lesson is very exciting and important to train us in speaking in the future, the positive impact that I got is that we can organize ourselves to speak more freely, not stutter, and so that we don't get nervous in front of a lot of people when speaking."

Based on several answers from students, they are said that speaking are not too complicated or difficult, but more about the ability to speak and control oneself when speaking in class. They think that this lesson has a positive impact on their speaking skills, while the negative side is that it is difficult for them to control their self-confidence, which will make them afraid and lazy to try speaking in class.

2. Personality traits : Which the factors makes you hard to public speaking in the classroom?

Student 1 : "suci sulit kak untuk menyampaikan apa yang ingin suci sampaikan kak, apalagi menggunakan Bahasa inggris kan kak, terkadang waktu udah mau di sampaikan langsung hilang dari pikiran atau ngeblank gitu kak, susah nyusun kata katanya , memang harus liat konsep gitu kak, kalau tidak ya susah kak badan dah gemetar, inilah yang membuat suci sulit kak untuk berbicara tu kak".

"suci, it's difficult, Sis, to convey what you want to convey, Sis, especially when you use English, right? Sometimes when you want to say it, it immediately disappears from your mind or goes blank, Sis, it's hard to organize the words, you really have to look at the concept, Sis, if not, it's difficult, Sis, your body is shaking, this is what makes it so difficult for you to speak, Sis."

Student 2 : " menurut saya, ada beberapa faktor kak, yang pertama kurangnya teman untuk di ajak berkomunikasi berbahasa inggris, yang kedua kurangnya interaksi menggunakan Bahasa inggris sehari hari, karena kebiasaan menggunakan Bahasa Indonesia membuat saya kesulitan mentranslate kan Bahasa Indonesia ke Bahasa inggris secara cepat, ketiga kurangnya menguasai kosa kata membuat rasa malas untuk berbicara Bahasa inggris, yang keempat

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kurangnya keahlian dalam grammar membuat rasa malu dan tidak percaya diri untuk menggunakan Bahasa Inggris saat berbicara".

"In my opinion, there are several factors, sis, the first is the lack of friends to communicate with in English, the second is the lack of interaction using English every day, because the habit of using Indonesian makes it difficult for me to translate Indonesian into English quickly, the third is the lack of mastery of vocabulary makes me feel lazy about speaking English, the fourth is the lack of expertise in grammar makes me feel embarrassed and not confident in using English when speaking."

Student 3 : "menurut saya ada 2 faktor kak, yang pertama kurangnya menguasai vocabulary dan grammar, dan yang kedua kurangnya teman untuk di ajak berkomunikasi menggunakan Bahasa Inggris".

"In my opinion there are 2 factors, sis, the first is a lack of mastery of vocabulary and grammar, and the second is a lack of friends to communicate with using English."

Student 4 : " menurut nisa faktor sulit berbicara yaitu kurangnya rasa percaya diri, kosa kata yang minim, tidak paham materi dan takut di nilai"

"According to Nisa, the factors that make it difficult to speak are lack of self-confidence, minimal vocabulary, not understanding the material and fear of being assessed."

Student 5 : "ada beberapa faktor menurut rifal yang pertama kurangnya menguasai vocabulary and grammar, yang kedua kurangnya teman yang mau di ajak berbicara Bahasa Inggris, yang ketiga kurangnya rasa percaya diri untuk mengajak berbicara Bahasa Inggris kepada orang lain".

"There are several factors according to Rifal, the first is a lack of mastery of vocabulary and grammar, the second is a lack of friends who want to speak English, and the third is a lack of self-confidence to speak English to other people."

Based on several answers regarding the factors that contribute their level of self confidence in speaking, there are several factors, the first is a lack of mastery of the material, the second is a lack of vocabulary and

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understanding of grammar, the third is a fear of making mistakes in pronunciation and getting a bad assessment, the fourth is a lack of environment or friends who can be spoken to using English on a daily basis.

3. Self concept : Do you think it is important to understand the materials and have a lot the vocabulary for speaking?

Student 1: “ kalau menurut suci penting banget kak, karena jika kita mau berbicara di depan banyak orang pasti kita harus menguasai banyak kosa kata karena kalau ga banyak nguasai banyak kosa kata , apa coba yang mau kita sampaikan ? pasti Cuma bisa diam aja kan kak Cuma banyak aa aa sama lah kayak suci ini kak hehe, jadi menurut suci sih penting untuk memahami materi dan menguasai kosa kata untuk bicara kak “.

“In my opinion, it's very important, sis, because if we want to speak in front of lots of people, we definitely have to master a lot of vocabulary, because if we don't master a lot of vocabulary, what are we trying to say? Of course you can just keep quiet, bro. There are just a lot of things like this, sis, hehe, so according to Suci, it's important to understand the material and master the vocabulary to speak, sis.”

Student 2 : “ menurut saya sangat penting, karena ketika kita ingin berbicara kita harus memiliki ide, harus memiliki referensi untuk menyampaikan apa yang ingin di sampaikan, untuk menyampaikan pendapat kita kepada orang lain terkait topik yang akan kita bahas, jika kita tidak memiliki ide dan tidak memahami materi tentu tidak sejalan dengan apa yang di bicarakan, dan audience merasa bosan atau merasa di bohongi, karena data atau informasi yang kita sampaikan tidak valid, dan kemampuan kita dalam kosa kata akan memudahkan kita dalam menyampaikan dan memahami apa yang orang lain katakan, agar tidak terjadi misunderstanding”.

“In my opinion, it is very important, because when we want to speak we have to have ideas, we have to have references to convey what we want to say, to convey our opinions to other people regarding the topic we are going to discuss, if we don't have ideas and don't understand the material it will certainly not be in line with what is being talked about, and the audience will

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feel bored or feel lied to, because the data or information we convey is not valid, and our ability in vocabulary will make it easier for us to convey and understand what other people say, so that misunderstandings don't occur".

Student 3 : "menurut saya sangat penting, karena yang pertama ketika kita banyak menguasai kosa kata maka kita mudah dalam berbicara, dan yang kedua kita juga harus memahami materi supaya kita lebih baik dalam berbicara, akan tetapi yang terpenting yaitu memiliki banyak kosa kata".

"In my opinion, it is very important, because firstly, when we master a lot of vocabulary, it will be easy for us to speak, and secondly, we also have to understand the material so that we can speak better, but the most important thing is to have a lot of vocabulary."

Student 4 : "menurut saya sangat penting, agar lancer dan ide tersampaikan dengan jelas"

"In my opinion it is very important, so that it runs smoothly and ideas are conveyed clearly"

Student 5 : "menurut rifal, menguasai kosa kata dalam berbicara itu sangat penting karena akan membuat kita lancer dalam berbicara dalam menyampaikan sesuatu dan yang kedua yaitu memahami materi sangat penting agar kita tidak gugup ketika kita melakukan pembicaraan".

"According to Rifal, mastering vocabulary in speaking is very important because it will make us speak fluently in conveying something and secondly, understanding the material is very important so that we don't get nervous when we talk."

Based on the five students, they think that mastery of material and vocabulary is very important in speaking, because according to them it really helps them when speaking so that they are not confused and are more confident and don't get nervous when we talk. When they have prepared themselves well when they want to appear.

4. Self Efficacy : How does using appropriate body language and style impact your confidence levels in public speaking? Do you should speak loudly and clearly?

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Student 1 : "nah kalau ini menurut suci lumayan membantu sih kak kalau gerakan tubuh ni, lumayan mempengaruhi tingkat kepercayaan diri kak, mengurangi rasa gemetar kak, dan suci ngerasa lebih nyaman gitu kak, kadang jadi buat lebih pede gitu kak".

"Well, according to Suci, this body movement is quite helpful, sis. It really affects your self-confidence level, reduces the feeling of trembling, Sis, and it feels more comfortable, Sis, sometimes it makes you more confident, Sis."

Student 2 : " tentu akan meningkatkan kepercayaan diri kita dalam berbicara, dan dapat membuat audience tetap fokus dan tertarik dengan materi yang kita sampaikan, dan adanya gerakan tubuh tentunya kita tidak akan terlalu serius dan nervous, gugup bisa di alihkan dari gerakan tubuh kita, misal kita berpindah tempat, atau menggunakan gerakan tangan dan ketika kita berbicara sebaiknya memang kita menggunakan suara yang keras dan jelas supaya bisa di dengar dan di pahami dengan baik oleh audience, sehingga mereka tidak merasa bosan dan tertarik dengan apa yang kita bicarakan".

"Of course it will increase our confidence in speaking, and can keep the audience focused and interested in the material we are conveying, and with body movements of course we won't be too serious and nervous, nervousness can be diverted from our body movements, for example we move places, or use hand movements and when we speak we should use a loud and clear voice so that the audience can hear and understand well, so that they don't feel bored and are interested in what we are talking about."

Student 3 : " tentunya sangat penting kak, dan Bahasa tubuh juga penting karena akan lebih tampak menarik dan membuat kita lebih terlihat percaya diri".

"Of course it is very important, Sis, and body language is also important because it will look more attractive and make us look more confident."

Student 4 : "ya, sangat berpengaruh dan juga Bahasa tubuh yang baik dan suara keras dan jelas dapat meningkatkan kepercayaan diri"

"Yes, it is very influential and also good body language and a loud and clear voice can increase self-confidence"

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Student 5 : "menurut saya penggunaan Bahasa tubuh mempengaruhi tingkat kepercayaan diri kita dan itu juga bisa membuat kita lebih leluasa pada saat berbicara di depan orang banyak".

"In my opinion, the use of body language affects our level of self-confidence and it can also make us more flexible when speaking in front of many people."

Based on the students' answers above, they agree that body language and clear and strong vocalization are very important and have an influence on their speaking skills. They will enjoy it more and attract the attention of the audience when delivering the material they are presenting.

5. Social support & role models : Do you need positive support and good mentors to improve your speaking skills in class to be more confident?

Student 1 : " pasti tu kak, suci butuh dukungan dan mentor kak untuk melatih kemampuan bicara suci, kayak suci aja ikut kursus sama mr khairunnas dari situ kami belajar untuk percaya diri dalam menyampaikan, bagaimana speaking dilakukan. Nah kalau dukungan tu sangat mempengaruhi kak, kalau misal teman teman ceng cengin gitu kak malah jadi ga enak kak langsung ciut tapi kalau misal di dukung kayak teman teman kasih semangat positif lah kak nah tu baru kayak percaya diri gitu kak, jadi semangat untuk menyampaikan, tapi kalau di ejek atau di ketawain tu langsung down gitu kak langsung ga tau mau sampaikan apa gitu kak".

"Of course, Sis, Suci needs support and a mentor, Sis, to practice your speaking skills, it's like Suci just took a course with Mr. Khairunnas, from there we learned to be confident in conveying, how speaking is done. Well, if your support really affects you, if for example your friends are being mean like that, you'll feel uncomfortable, you'll immediately shrink, but if you're being supported like a friend, you'll give positive enthusiasm, then you'll be like you're confident, you'll be enthusiastic about conveying it, but if you're ridiculed or laughed at, you'll immediately feel down, then you don't know what to say, sis".

Student 2 : " tentu, saya sangat memerlukan dukungan ataupun mentor, yang bisa membantu saya untuk meningkatkan kemampuan berbicara saya dan

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saya lebih percaya diri untuk berbicara, dan akan berdampak positif untuk saya, contohnya saya bisa menambah kosa kata Bahasa, meningkatkan rasa percaya diri, dan adanya orang yang bisa di ajak untuk berkomunikasi dengan Bahasa inggris, tentunya akan membuang rasa gugup, rasa malas dan rasa takut dalam Bahasa inggris, karena sudah sering menggunakan Bahasa inggris dengan mentoring yang baik, dan adanya koreksi yang di berikan”.

"Of course, I really need support or a mentor, who can help me to improve my speaking skills and make me more confident in speaking, and will have a positive impact on me, for example I can increase my language vocabulary, increase my self-confidence, and having people with whom I can communicate in English, of course will get rid of nervousness, laziness and fear in English, because I often use English with good mentoring, and corrections are given."

Student 3 : “ sangat di perlukan, agar lebih semangat dan percaya diri dalam berbicara”.

"It is very necessary to be more enthusiastic and confident in speaking"

Student 4 : “menurut nisa perlu, karena membantu membangun rasa kepercayaan diri dan memberi arahan”

"In Nisa's opinion it is necessary, because it helps build self-confidence and provides direction"

Student 5 : “sangat betul, dengan adanya dukungan yang positif, dan mentor yang baik dapat meningkatkan kepercayaan diri kita dalam berbicara”.

"Very true, positive support and a good mentor can increase our confidence in speaking."

Based on the answers above, they strongly agree that positive support and the presence of a good mentor greatly influence their speaking ability, so that they feel more confident in speaking in class.

6. Feedback and expectations : As a learner, do you think the standars and expectations set by lecturer will influence you speaking process ?

Student 1: “ kalau menurut suci bakalan mempengaruhi si kak, karena kita juga mikir dosen bilang kalian harus bisa berbicara dengan percaya diri, terus

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nanti teman teman yang lain pasti bisa gitu kak karena ada tuntutan, tapi kalau misal ga ada tuntutan kayak misal dosen terserah kalian lah, itu pasti kami bakal santai, malas dan merasa tidak penting aja gitu kak, beda kalau misal ada tuntutan dari dosen kak, kami pasti mau gak mau harus bisa dan tergerak untuk bisa speak up di depan kelas”.

"If you think it's sacred, it will influence you, because we also think that the lecturer says you have to be able to speak confidently, then later your other friends will definitely be able to do that, sis, because there are demands, but if for example there are no demands, like for example, if the lecturer is up to you, we will definitely be relaxed, lazy and feel like it's not important, sis. It's different if, for example, there are demands from the lecturer, we definitely want to or not, we have to be able and be moved to be able to speak up in front of the class”.

Student 2 : “ tentu, standar dan expectation yang di tetapkan dosen pasti menjadi pengaruh dalam proses berbicara saya , jika ekspektasinya tinggi tentu saya akan termotivasi untuk meningkatkan, kemampuan berbicara saya agar lebih baik dan sesuai dengan apa yang di harapkan oleh dosen, namun di sisi lain jika ekspektasi yang di berikan terlalu tinggi dan tidak realistik, ini akan menjadi tekanan bagi saya dan teman teman, dan akan membuat kami semakin takut untuk melakukan kesalahan dan ini akan menjadi faktor yang menghambat kelancaran berbicara, tetapi jika dosen memberikan ekspektasi yang jelas, realistik dan merangkul serta membangun saya merasa bisa menjadi lebih baik dan memiliki rasa percaya diri yang baik dalam berbicara di dalam kelas”.

"Of course, the standards and expectations set by the lecturer will definitely be an influence on my speaking process. If the expectations are high, of course I will be motivated to improve my speaking ability so that it is better and in line with what the lecturer expects, but on the other hand, if the expectations given are too high and unrealistic, this will be pressure for me and my friends, and will make us more afraid of making mistakes and this will be a factor that hinders our speaking fluency, but if the lecturer gives clear, realistic and

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embracing and constructive expectations, I feel I can get better and have good self-confidence in speaking in class”.

Student 3 : “tentu kak, standar dan ekspektasi yang di tetapkan oleh dosen sangat mempengaruhi proses saya dalam berbicara, yaitu dengan keseimbangan antara ekspektasi yang menantang tetapi tetap mendukung, hal ini sangat penting dalam membangun keterampilan dalam berbicara”.

“Of course Sis, the standards and expectations set by the lecturer really influence my speaking process, namely striking a balance between challenging but still supportive expectations, this is very important in building speaking skills.”

Student 4 : “menurut saya sangat mempengaruhi proses berbicara mahasiswa karena dapat meningkatkan motivasi kepercayaan diri dan kualitas pembelajaran, ekspektasi jelas sangat mendorong mahasiswa untuk mempersiapkan diri lebih baik dan menerima umpan balik, sehingga mahasiswa bisa berkembang”.

“In my opinion, it really influences students' speaking process because it can increase motivation, self-confidence and the quality of learning, clear expectations really encourage students to prepare themselves better and accept feedback, so that students can develop.”

Student 5 : “standar dan ekspektasi yang di berikan dosen itu menegangkan dan menakutkan, tetapi dari hal itu kita bisa belajar dan membuat diri kita lebih percaya diri dan sangat penting dalam membangun kemampuan kita dalam berbicara”.

“The standards and expectations given by lecturers are stressful and scary, but from this we can learn and make ourselves more confident and it is very important in building our ability to speak.”

Based on the answers above, some students said that the standards and expectations given by the teacher greatly influence their speaking process if the standards given are still within reasonable limits and not too pressing and clear. So some students said that the standards and expectations are scary and stressful if they are beyond the word reasonable and exceed their own abilities.



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Appendix III

Thesis Guidance Letter

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LEMBAR DISPOSISI

INDEKS BERKAS
KODE : 002

HAL	: Pengajuan Pembimbing	
TANGGAL	: 20 Februari 2024	
ASAL	: Rina Agustina / 12110420761	
TANGGAL PENYELESAIAN:	SIFAT:	
- INFORMASI	DITERUSKAN KEPADA:	
<p>The Factors That Contribute To Students' Confidence Levels In Public Speaking Class : A Case Study At English Education Department Of Uin Suska Riau</p> <p>Posen Pembimbing : Kurnia Budiyati, M.Pd</p> <p>Kajur PBI 20/2/2024</p>	<p>1. Kajur PBI</p> <p>2.</p> <p>3.</p> <p>4.</p>	
*) 1. Kepada bawahan "Instruksi" atau "Informasi" 2. Kepada atasan "Informasi" coret "Instruksi"		



**KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA**

1. Jenis yang dibimbing :
 a. Seminar usul Penelitian :
 b. Penulisan Laporan Penelitian :
 2. Nama Pembimbing : **Kurnia Budiyanti, M.Pd.**
 a. Nomor Induk Pegawai (NIP) : **130117076**
 3. Nama Mahasiswa : **Rina Agustina**
 4. Nomor Induk Mahasiswa : **12109120761**
 5. Kegiatan : **Bimbingan Skripsi**

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	20 Desember 2024	Revisi instrument penelitian	Yogi	
2.	04 february 2025	Revisi bab 1	Yogi	
3.	03 Maret 2025	Revisi bab 1	Yogi	
4.	05 Maret 2025	Revisi bab 1 & 5	Yogi	
5.	21 April 2025	Revisi bab 1 & 5	Yogi	
6.	23 April 2025	Acc	Yogi	

Pekanbaru, 23 April 2025
Pembimbing.

Yogi
Kurnia Budiyanti, M.Pd.
NIP.

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Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Tele. (0761) 7077307 Fax. (0761) 21129

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b. Penulisan Laporan Penelitian :
2. Nama Pembimbing :
a. Nomor Induk Pegawai (NIP) : *Kurnia Budiyanti, M.Pd.*
3. Nama Mahasiswa : *Rina Agustina*
4. Nomor Induk Mahasiswa : *1210420761*
5. Kegiatan : *Bimbingan Proposal.*

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	1/maret 2024 Senin.	Judul	<i>Yudhi</i>	
2.	27 maret 2024 Rabu	Revisi Bab 1 – 3	<i>Yudhi</i>	
3.	30/April 2024 Selasa	Revisi 2 Bab 1 – 3	<i>Yudhi</i>	
4.	08/mei 2024 Rabu	Revisi 3 Bab 1 – 3	<i>Yudhi</i>	
5.	15/mei 2024 Rabu	Revisi 4 Bab 1 – 3	<i>Yudhi</i>	
6.	20/mei 2024 Senin.	ACC	<i>Yudhi</i>	

Pekanbaru, 20 Mei 2024
Pembimbing,

Yudhi
Kurnia Budiyanti, M.Pd
NIP. 13011 2076



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PENGESAHAN PERBAIKAN UJIAN PROPOSAL

Nama Mahasiswa : Rina Agustina
Nomor Induk Mahasiswa : 12110420761
Hari/Tanggal Ujian : Kamis/ 19 Desember 2024
Judul Proposal Ujian : THE FACTORS CONTRIBUTE TO STUDENTS' SELF
CONFIDENCE LEVELS IN SPEAKING CLASS AT
DEPARTMENT OF ENGLISH EDUCATION 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.	Dr. Faurina Anastasia, M. Hum	PENGUJI I		23/12/24
2.	Nurdiana, M. Pd	PENGUJI II		

Mengetahui

a.n. Dekan
Wakil Dekan I



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

Pekanbaru, 19 Desember 2024
Peserta Ujian Proposal

Rina Agustina
NIM. 12110420761



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LAMPIRAN BERITA ACARA UJIAN PROPOSAL

nama
nomor Induk Mahasiswa
hari/ Tanggal
Judul Proposal Penelitian

Rina Agustina
12110420761
Kamis / 19 Des 2024

O	URAIAN PERBAIKAN
1.	Suggestion → in speaking class only.
2.	Revise the describing of previous research.
3.	Add the research gaps.
4.	Revise the significant of research.
5.	Add the formulation of problem (how ...).
6.	Add also the references..
7.	Revise the subject and object of the research..
8.	Revise the number of participants.
9.	Revise the technique of taking sample.
10.	Add the technique of data collection (observation)

Pekanbaru, 19. Des. 2024
Pengaji I

Pengaji I
Dr. Fadurina Anasah, M.Hum.

Pengaji II
Dina
Murdiana, M.Pd

Note

Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing

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Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 PEKANBARU
Email : dpmpstsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPTSP/NON IZIN-RISET/71781
TENTANG



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-864/Un.04/F.II/PP.00.9/01/2025 Tanggal 17 Januari 2025, dengan ini memberikan rekomendasi kepada:

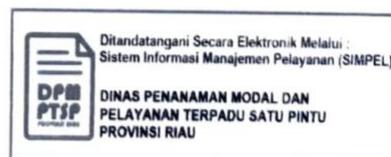
- | | | |
|----------------------|---|--|
| 1. Nama | : | RINA AGUSTINA |
| 2. NIM / KTP | : | 121104207610 |
| 3. Program Studi | : | PENDIDIKAN BAHASA INGGRIS |
| 4. Jenjang | : | S1 |
| 5. Alamat | : | PEKANBARU |
| 6. Judul Penelitian | : | THE FACTORS CONTRIBUTE TO STUDENTS SELF CONFIDENCE LEVELS IN SPEAKING CLASS AT DEPARTMENT OF ENGLISH EDUCATION&NBSP;UIN&NBSP;SUSKA&NBSP;RIAU |
| 7. Lokasi Penelitian | : | JURUSAN PENDIDIKAN BAHASA INGGRIS UIN SUSKA RIAU |

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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 : 22 Januari 2025



Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Rektor UIN Suska Riau di Pekanbaru
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Fax. 0761-561646 Web. www.uin-suska.info/tarbiyah, E-mail: tarbiyah-uinsuska@yahoo.com

SURAT KETERANGAN

Pekanbaru, 6 Desember 2024

Assalamu'alaikum Warahmatullahi Wabarakatuh

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	:	Rina Agustina
NIM	:	12110420761
Pendidikan	:	S1 Pendidikan Bahasa Inggris
Judul Penelitian	:	The Factors That Contribute To Students' Confidence Levels In Public Speaking Class 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. Faurina Anastasia, M.Hum
NIP. 198106112008012017



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Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id E-mail: eftak_uinsuska@yahoo.co.id

Jomor : B-864/Un.04/F.II/PP.00.9/01/2025
ifat : Biasa
amp. : 1 (Satu) Proposal
lal : **Mohon Izin Melakukan Riset**

Pekanbaru, 17 Januari 2025 M

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 memberitahukan kepada saudara bahwa :

Nama	:	Rina Agustina
NIM	:	12110420761
Semester/Tahun	:	VII (Tujuh)/ 2025
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : The Factors Contribute To Students' Self Confidence Levels In Speaking Class At Department Of English Education UIN Suska Riau

Lokasi Penelitian : Jurusan Pendidikan Bahasa Inggris UIN Suska Riau

Waktu Penelitian : 3 Bulan (17 Januari 2025 s.d 17 April 2025)

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

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



embusan :
Rektor UIN Suska Riau

arif Kasim Riau

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INSTRUMENT APPROVAL

This is to certify that the interview instrument regarding challenges in implementing the merdeka curriculum used in the research entitled "*THE FACTORS CONTRIBUTE TO STUDENTS' SELF CONFIDENCE LEVELS IN SPEAKING CLASS AT DEPARTMENT OF ENGLISH EDUCATION UIN SUSKA RIAU*" has been consulted and approved by the supervisor.

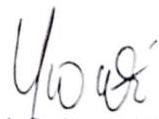
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Student,



Bina Agustina,
NIM. 12110420761

Supervisor,



Kurnia Budiyanti, M.Pd
NIR 130117076



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Pekanbaru, 04 Desember 2024

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 : Rina Agustina

NIM / HP : 12110420761 / 082283441689

Tempat / tanggal lahir : Simpang Kanan/ 22 Agustus 2003

Semester / Tahun : VII / 2024

Jurusan : Pendidikan Bahasa Inggris

Dengan ini saya mengajukan kepada bapak/ ibu permohonan perpanjangan SK pembimbing dengan judul **“The Factors that Contribute to students Confidence Levels in Public Speaking Class at English Education Department of UIN Suska Riau”**

Adapun pembimbing yang direkomendasikan oleh ketua jurusan adalah Kurnia Budiyanti, 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 SK pembimbing lama
5. Foto copy synopsis

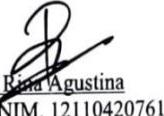
Dengan demikian surat permohonan ini saya sampaikan sekiranya bapak/ ibu dapat mempertimbangkan, atas perhatian saya ucapan terima kasih.

Wassalmua 'alaikum Wr. Wb

MENGETAHUI
Ketua Jurusan

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

Hormat Saya,


Rina Agustina
NIM. 12110420761



UIN SUSKA RIAU

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UIN SUSKA RIAU

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FACULTY OF EDUCATION AND TEACHER TRAINING
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Fax. (0761) 561647 Web. www.fak.umsuka.ac.id E-mail. etak.umsuka@yahoo.co.id

Nomor : Un 04/F.II/4/PP/00.9.24683.2024
Sifat : Biasa
Lamp : -
Hal : *Pembimbing Skripsi (Perpanjangan)*

Pekanbaru, 10 Desember 2024

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

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu'alaikum warhamatullahi wabarakatuh

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

Nama : Rina Agustina
Nim : 12110420761
Jurusan : Pendidikan Bahasa Inggris
Judul : The Factors That Contribute To Students Confidence Levels In Public
Speaking Class At English Education Department Of Uin Suska Riau
Waktu : 3 Bulan Terhitung Dari Tanggal Keluarnya Surat Bimbingan Ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan
Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan
Saudara dihaturkan terima kasih.

W a s s a l a m
an Dekan
Wakil Dekan I
M. Arif Kasih, M.Ag
NIP. 19721017 199703 1 004

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Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

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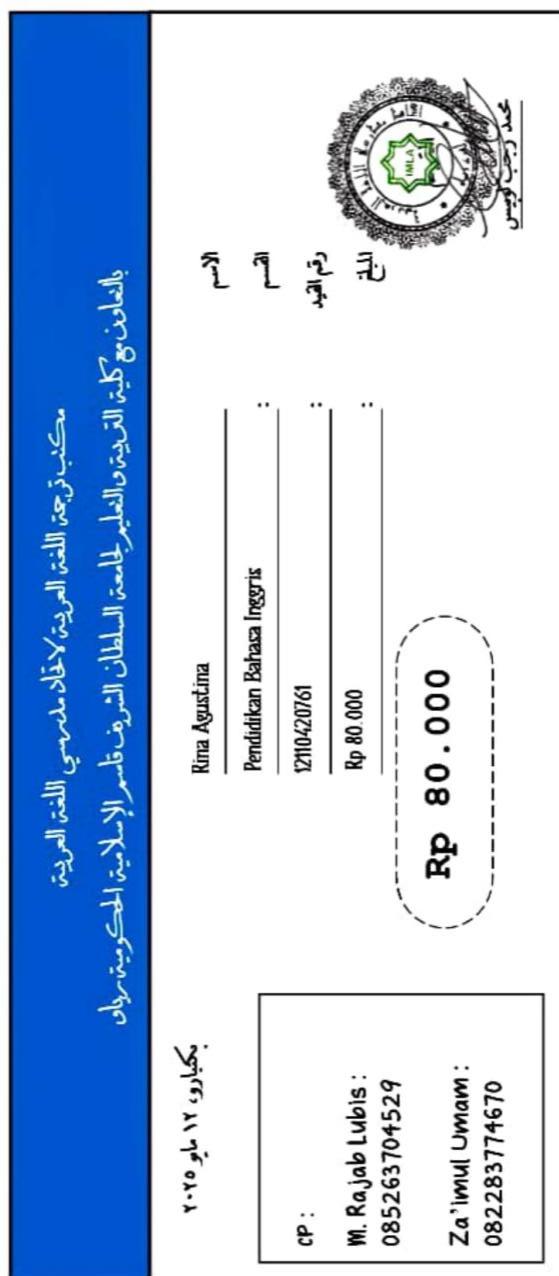
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Appendix IV Documentation

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Students second smester 2025



Nilam, 18 february 2025 (C class)



Suci, 18 february 2025 (E class)



Fadel, 18 february 2025 (D class)



Rifal, 18 february 2025 (A class)

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Nisa, 19 February 2025(B class)

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CURRICULUM VITAE

Rina Agustina is the Second child of Mr. Rahmad and Mrs. Jumiati. She was born on Simpang Kanan, August 22nd, 2003. In 2015, she graduated from SDN 001 Simpang Kanan. She also finished her studies at MTs Al-Falah Simpang Kanan in 2018, and MAs Al- Falah Simpang Kanan 2021.

In 2021, 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 2024, she was doing KKN (Kuliah Kerja Nyata) Program at Sungai Nibung Village in Siak Kecil District, Bengkalis Islands. Then, on September until November 2024, she was doing Pre-Service Teacher Practice (PPL) program at SMAN 10 Pekanbaru. To fulfill requirements for undergraduate Degree in English Education, she conducted the research on 27 January 2024 – 23 April 2025 by thesis entitled “Factors Contributing To Students’ Self Confidence In Speaking at Department Of English Education UIN SUSKA Riau”.

UIN SUSKA RIAU