The Self-Confidence in Public Speaking of the English Department Students of Sriwijaya State Polytechnic

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Abstract: This research was conducted to find out the self-confidence in public speaking sixth-semester students in English Department of Sriwijaya State Polytechnic. This research used a quantitative method. A readymade questionnaire was used in collecting the data. The population was sixth-semester students at English Department of Sriwijaya State Polytechnic in 2018. By using purposive sampling, there were 50 participants who answered the questionnaires. The result showed the percentage of self-confidence in the sixth semester students' public speaking in English Department of Sriwijaya State Polytechnic. The findings revealed that the students had high confidence to speak in public. This was supported by the results of a questionnaire that revealed the percentage of self-confidence in public speaking for sixth semester students in English Department of Sriwijaya State Polytechnic reaching 80,18%.
Keywords: *Public speaking, self-confidence*

In general, communication has a role in determining the movement of life because almost all activities, whether individually, in groups, socially, culturally, politically, economically, religious, and relations between nations are carried out by communicating. Humans are invented to be a social creature. Every human being is accustomed to communicating to meet various needs and interests. Humans in everyday life communicate without using certain theories and methods, including being able to communicate very well so that all the messages they want to convey are easy to understand. Good communication skills can be a provision for personal and social careers. However, not everyone can communicate well naturally. Therefore, education and communication training is needed to improve a person's ability to communicate well.

Lunenburg (2010) states that "Communication is the process of transmitting information and common understanding from one person to another". Communications help people to interact with each other. In this globalization era, people must develop their communication skills to face a more advanced life. As humans keep developing, people need to have more ability to speak in front of many people. Especially at school or at work, people need to communicate with many people in formal way. People need to be able to speak to more than one people if they start to enter their job life.

The location of the importance of higher education with educational functions to meet the needs of students both theoretically and practically, so that students who have completed their studies can play a role in the midst of society, overcome all problems that occur as well as propose or provide appropriate, effective and efficient solutions. All of that is inseparable from communication, especially oral communication. Considering that

the community is a group, the communication that must be done is public speaking. Public speaking used to be known as rhetoric, but after the advancement of science and technology, this rhetoric changed to public speaking. This change is due to the increasing need for communication and importance so that it penetrates various aspects of life. Public Speaking must be owned by anyone to support or as a provision for success in the economic, social, political, and even cultural and educational fields. Students who are agents of change are expected to be able to play a role through public speaking skills.

Talking is a necessity for everyone, in public and making presentations and even daily activities as social beings require talking. Speaking in public cannot be underestimated as it can cause problems, not everyone has the ability to speak in public. It cannot be denied that the ability to speak in public or what is more commonly called public speaking is an ability that must be possessed by a student. Not everyone has the ability to speak in public. For the people who are not used to speaking in public, of course, there are many problems experienced. One of the problems is a lack of confidence, especially for common people that do not ever speak in public. Self-confidence is a must for the person who wants to get into public speaking well. Self-confidence is an attitude in skills and ability especially for the people who want to get into public speaking well. So, self-confidence is the most important thing needed. Being confident 0n some occasions to deliver a speech in public will make the speaker more credible, knowledgeable, and believable. Therefore, confidence is really an important thing in public speaking.

Based on the explanation above, the writer wants to find out how much the percentage of self-confidence in the sixth semester students' public speaking in English Department of Sriwijaya State Polytechnic. The writer conducted research and the title of the research was "The Self-Confidence in Public Speaking of the English Department Students of Sriwijaya State Polytechnic".

Based on the background information above, the problem formulation in this final report is to find out what is the level of self-confidence in public speaking.

Based on the background and problem formulation described, the writer focuses on how much the percentage of self-confidence in sixth semester students' public speaking in English Department of Sriwijaya State Polytechnic. The reason why the writers choose English Department is because this department have already learnt public speaking material and to know their public speaking level so it can be useful for the students' future career.

Based on the formulation of the problems that have been mentioned above, the purpose of the writing in this final report is to find out the level of self-confidence in public speaking.

Public Speaking

Astuti (2011) stated that public speaking is a technique to communicate a message or idea in front of people to make them understand the information or alter someone's view or opinion.

According to Zarefsky (2013), public speaking is a continuous communication process in which messages and signals circulate back and forth between speaker and listeners. In addition, Cangara (2010) says public speaking is a process of delivering a message by a speaker to a group of people.

Based on those statements above, the writer concluded that public speaking is two-way communication between speaker and listeners to deliver messages.

Elements of Public Speaking

There are several important elements of public speaking that cannot be separated from public speaking. Schreiber and Hartranft (2013, p.83) explained that the elements of public speaking are:

1. Speaker

In conversation, the speaker's role occurs in short spurts. In public speaking, you deliver a relatively long speech and are usually not interrupted. As the public speaker, you are the center of the transaction, you and your speech are the reason for the gathering.

2. Message

In both conversation and public speaking, your message has a purpose. For example, in conversation, you might want to tell a friend about what happened at a recent basketball game. In this case, your purpose is to inform. Or you might want to convince a coworker to switch vacation schedules with you. Here your purpose is to persuade. In public speaking, you also communicate with a purpose. Generally, in conversation, you do not give any real thought to how you are going to organize your message.

3. Channels

The channel is the medium that carries the message signals from sender to receiver. Both the auditory and the visual channels are significant in public speaking.

4. Noise

Noise is anything that distorts the message and prevents the listeners from receiving your message as you intended it to be received.

5. Audience

In conversation, the "audience" is often one listener or perhaps a few. The audience in public speaking is relatively "large," from groups of perhaps 10 or 12 to hundreds of thousands, even millions.

6. Context

Speakers and listeners operate in a physical, socio-psychological, temporal, and cultural context. The context influences you as the speaker, the audience, the speech, and the effects of the speech. The physical context is the actual place in which you give your speech (the room, hallway, park, or auditorium).

The cultural context refers to the beliefs, lifestyles, values, and behaviors that the speaker and the audience bring with them and that bear on the topic and purpose of the speech.

7. Delivery

In conversation you normally do not think of how you had delivered or presented your message, you do not concern yourself with how to stand or gesture or how to raise or lower your vocal volume.

8. Ethics

Because your speech will have an effect on your audience, you have an obligation to consider the moral implication of your message.

While according to Ghaz (2019) there are 7 elements in public speaking.

1. Speaker

The speech communication process starts with the speaker – the person who initiated the conversation or talk. The success of the talk will be based on the credibility, preparation, and knowledge of the speaker about the topic.

2. Message

The message refers to whatever the speaker is telling the audience about a certain topic. Speakers should deliver it in a clear way for it to reach the listeners in the same way the speaker is trying to convey it.

3. Channel

The channel refers to the thing that makes the communication or conversation possible. If you are talking over the phone, the phone is the channel in the process.

4. Listener

The listener is the receiver of the message on the other end of the line. In private conversations, probably just have 1, 2, or 3 listeners. In public speaking, the crowd and everyone who gets to hear the speaker's message is the listeners in the process.

5. Feedback

The feedback refers to the response of the listener or the receiver of the message based on the post. It may be verbal or non-verbal.

6. Interference

Interference is anything that affects the communication process. It may be internal or external. The former may include the relationship between the speaker and the listener while the latter may include what's going on around.

7. Situation

In the communication process, the situation refers to the time and place where the conversation happened. It is the physical setting of the event.

The Obstacles of Public Speaking

Schreiber and Hartranft (2013) state that the obstacle of public speaking is an intervention to one of an element of public speaking, thus the process of communication is not effective. It also makes the process of communication cannot run based on the expectation of the speaker and listeners.

There are some types of obstacles to public speaking. Cangara (2010) classified the obstacle of public speaking into 6 factors: (1) Tehnical factor, (2) Semantic Factor, (3) Psychology Factor, (4) Status Factor, (5) Framework of Thought Factor, and (6) Cultural Factor. While Dewi (2013) narrowed that the obstacle of public speaking is only the fear of the speaker to do public speaking.

Fear of Speaking

Tsiplakides (2009) stated that speaking anxiety is a person's reluctance to participate in conversations using a particular language. It is due to lack of motivation and low performance. Cohen and Norst (1999) found that students have expressed their fears and anxiety when they are put in situations where they have to perform before their peers and their teacher. These fears and anxiety are reflected not only through the use of such words as embarrassment, trauma, unnerving, frightening, resentment, frustration, and so on, but also through their physical responses.

Kayaoğlu and Sağlamel (2013) found several causes of language anxiety. They are (1) linguistic difficulty in the form of lack of vocabulary, lack of grammatical understanding and bad pronunciation; (2) cognitive challenges in the form of feelings of fear cannot communicate, fear of failing the test, the fear of making mistakes, shame to fail in front of others, low self-esteem; (3) lack of understanding of the original language; (4) teacher's role and competitiveness. The results showed that the speaking anxiety of respondents was more due to linguistic difficulty, especially the lack of vocabulary, less understanding of grammar, and bad pronunciation.

There are so many kinds of fear in speaking, especially speaking in public. One of the causes that the writers can conclude is a lack of confidence.

Self Confidence

Murray (2006) states that self-confidence is a firm belief. If a person is convinced of something, he/she is not worried about the outcome, he/she simply takes it for granted that it will go well. According to Ansari and Oskrochi (2004) self-confidence is related to selection, motivation, perseverance, vulnerability, and patterns of subjective expectations, ambition, and ambitious influence of one's self. Therefore, a person with high self-confidence is more likely to achieve positive and successful outcomes. Thus, self-confidence is a belief in something that will work well and succeed. A similar opinion is stated by Adalikwu (2012) that self-confidence is a belief that someone has it in his/her ability to succeed in a task, based on whether he/she is able to do that or not a task in the past. So, when students are confident about their abilities irrespective of their past experiences, they will succeed in their learning. Lawrence (2006) states that self-confidence is a set of beliefs about one's talents and abilities. Thus, students who are confident are successful in their learning because they believe in their abilities and never give up.

From those statements, the writers can conclude that self-confidence is a person's attitude in facing something without fear and feeling that the person can do it well.

METHOD

Method of Research

In conducting this research, the writers analyzed the topic with a quantitative methodology. The process of collecting and interpreting numerical data was known as quantitative research. It can be used to identify patterns and averages, make predictions,

test statistical correlation, and generalize results to bigger numbers (Bhandari, 2020). Quantitative research is associated with the quantification and analysis of variables in a way to formulate results. It involves the use of statistical tools to analyze numerical data in order to answer questions such as who, how much, what, where, when, how many, and how. It is also known as the process of accumulating data in numerical form to explain a problem or phenomenon (Apuke, 2017).

From those statements above writer can conclude that quantitative research is collecting data in the form of numbers for research something. This study aimed to know how much the percentage of self-confidence in public speaking of sixth-semester students of Sriwijaya State Polytechnic.

Place of Research

The place of the research was also known as the research setting. The physical, social, or experimental context in which research is done is referred to as the research setting. In a research paper, precisely defining the setting is critical because the results and their interpretation may be greatly influenced by it (Bhandari, 2020). In this research, the writer chose English Department of Sriwijaya State Polytechnic as a place of research so that the research could be more particular in order to know the percentage of self-confidence in public speaking.

Population and Sample

Population

The entire group about whom you want to make conclusions is referred to as a population. A population in research does not usually relate to humans. It can refer to a collection of items from anything you're studying, such as items, events, organizations, countries, species, organisms, and so on (Bhandari, 2020). According to Hughes (2014), the population is a geographic generalization in which an object/subject has a quality and a collection of characteristics that the researcher establishes in order to learn and come to a conclusion.

The population in this research were the sixth-semester students of English Departement at Sriwijaya State Polytechnic. The reason was they have learned about Public Speaking subject and it would be useful for their future job.

Sample

A sample is a subset of the population from which the researcher will collect data. The sample size is always smaller than the population's total size. It's essential to utilize a sample when the population is huge, geographically distributed, or difficult to contact (Bhandari, 2020). Martínez-Mesa, González-Chica, Duquia, Bonamigo, and Bastos (2016) in their research explain that a sample is a limited number of people taken from the target population. The target population, on the other hand, refers to the total group of participants whose features the research team is interested in. Following a technique known as statistical inference, researchers can draw inferences about the target population with a particular level of confidence based on results acquired from a sample (Martínez-Mesa, González-Chica, Duquia, Bonamigo, & Bastos, 2016).

In this research, the writers used a sampling technique using non-probability sampling. Non-probability sampling is a sampling technique that does not provide equal opportunities for each element or member of the population to be selected as a sample (Sugiyono, 2018). One technique in non-probability sampling is purposive sampling. Purposive sampling is a sampling technique with certain considerations (Sugiyono, 2018). The samples in this research were sixth-semester students of English Department in Sriwijaya State Polytechnic in accordance with the characteristics of the sample that has been determined.

The characteristics of the samples of this research are as follows:

a. 6th semester of English Department in Sriwijaya State Polytechnic

b. The student that in class from the year 2018

c. The student that has age around 20-21 years old

d. The students of morning and afternoon class

The Technique of Collecting Data

According to Aryal (2019), a questionnaire is a research instrument consisting of a list of questions and possible responses printed or typed in a particular order on a form used to obtain specific information from respondents. In general, questionnaires are sent to the individuals concerned via post or mail, with instructions to complete the questionnaire and return it. In this study, the researchers gave this questionnaire to students to freely express their opinions about this online learning (Aryal, 2019). In survey research, the questionnaire is the primary tool for gathering data. It is, in essence, a sequence of standardized questions, sometimes referred to as items which follow a

predetermined format in order to collect individual data on one or more specific themes. Questionnaires and interviews are sometimes mistaken. In fact, the questionnaire entails a certain type of interview a formal encounter in which the dialogue is guided by the instrument's phrasing and order of questions. The questionnaire is frequently administered in a systematic format, that is, to all survey respondents in the same way.

The questionnaire used closed questions and that had 20 questions based on the Khoriroh (2018). This questionnaire was ready-made that has got validation of her research before.

The Technique of Analyzing Data

The data from the questionnaire was processed into the following steps:

a. The writer created a list of ready-made questions which was made by Nahar Khoriroh in her research entitled "*Kepercayaan Diri dan Keterampilan Berkomunikasi terhadap Kemampuan Public Speaking Mahasiswa Pendidikan Administrasi Perkantoran Fakultas Ekonomi Universitas Negeri Yogyakarta*".

b. The writer used an online survey like Google Form, to ask the respondents to fill out 20 questions of self-confidence in speaking in public on the writer's questionnaires.

c. After analyzing the questionnaire data, the writer developed steps in knowing the level of self-confidence in their public speaking.

The data analysis technique in this research assisted by Likert Scale calculation for the assessment criteria in the questionnaires. The Likert Scale was used to measure attitudes, opinions, and perspectives of people or groups about social phenomena. Likert Scale had a gradation of answers from very positive to negative, which usually uses words (Sugiyono, 2013).

The respondent's scales used were:

- Strongly disagree (1)

- Disagree (2)

- Neutral (3)

- Agree (4)

- Strongly Agree (5)

The writers used the classification TCR (Respondent's Level of Achievement) by Sugiyono (2010) to determine the level of achievement of respondents.

$$TCR = \frac{Avarage\ Score\ x\ 100}{Maximum\ Score}$$

Information:

TCR: Tingkat Capaian Responden (Level of Respondents' Achievement)

Table 1. Classification of TCR (Level of Respondents' Achievement)

No.	Percentage of Achievement	Criteria
1	90% - 100%	Very Appropriate
2	80% - 89%	Appropriate
3	70% - 79%	Neutral
4	55% - 69%	Inappropriate
5	1% - 54%	Very Inappropriate

FINDINGS

This was the result of an online questionnaire of the 76 sixth semester students of English Department at Sriwijaya State Polytechnic including morning and afternoon class. The questionnaire had 20 questions about self-confidence in public speaking. These are the classification of respondents and the result of the questionnaires.
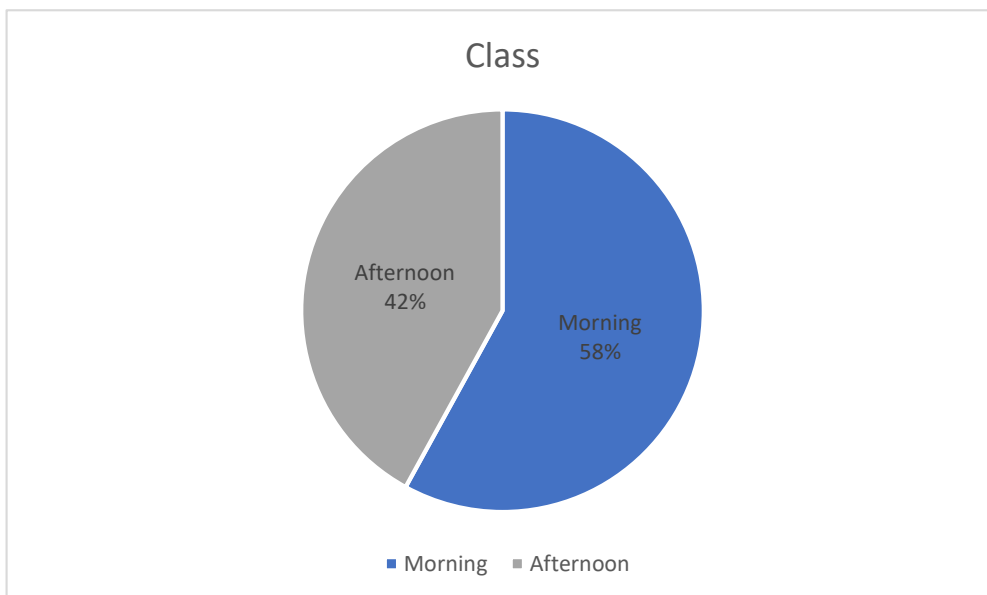

Figure 1: The Classification Respondent

From the chart 4.1 above, it shows that there were 50 respondents from the sixth-semester students of English Department at Sriwijaya State Polytechnic. With a percentage of 58% from morning class which was 29 students. While afternoon class had a percentage of 42% which was 21 students.

The Result of Questionnaires

The results of the assessment of 50 respondents to the 20 questions carried out to assess *Tingkat Capaian Respondent (TCR)* on the evaluation of indicators of self-confidence towards public speaking skills can be seen in the table 4.1 below:

Table 2. The Result of Questionnaires

No	Question	STS (1)	TS (2)	N (3)	S (4)	SS (5)	Score	N	Mean	TCR
1	Saya percaya diri ketika tampil di hadapan banyak orang.	0	2	11	19	18	203	50	4.06	81.2
2	Saya bersikap tenang ketika harus berbicara di depan umum.	0	2	18	13	17	195	50	3.9	78
3	Saya dapat mengendalikan diri dengan baik saat berbicara di depan umum.	0	2	15	14	19	200	50	4	80
4	Saya mampu menyesuaikan diri dan berkomunikasi di berbagai situasi terutama di depan umum.	0	2	14	15	19	201	50	4.02	80.4
5	Saya berani untuk melakukan presentasi individu di depan kelas.	0	1	11	19	19	206	50	4.12	82.4
6	Saya percaya akan kemampuan atau kompetensi public speaking diri sendiri.	1	3	17	16	13	187	50	3.74	74.8
7	Saya mampu mengatasi kegugupan dan demam panggung saat berbicara di depan umum.	1	2	13	18	16	196	50	3.92	78.4
8	Saya bersikap optimis dalam menghadapi segala hal termasuk dalam public speaking.	0	2	14	17	17	199	50	3.98	79.6
9	Adanya keahlian/keterampilan dalam public speaking membuat saya menjadi percaya diri.	0	2	13	16	19	202	50	4.04	80.8
10	Saya tidak merasa cemas ketika akan berbicara di hadapan banyak orang.	0	3	13	15	19	200	50	4	80
11	Saya dapat mengendalikan emosi ketika tampil berbicara.	0	1	13	19	17	202	50	4.04	80.8
12	Saya melakukan presentasi dengan baik dan lancar tanpa kendala.	0	1	15	15	19	202	50	4.04	80.8
13	Saya memiliki kemampuan untuk berbicara di depan umum, kelas, dan kelompok.	0	2	14	18	16	198	50	3.96	79.2
14	Ketika berbicara di depan umum saya menggunakan	0	1	14	17	18	202	50	4.04	80.8

	gerak tubuh sesuai dengan kebutuhan dan tidak berlebihan.								
15	Saya mampu berkonsentrasi dengan baik saat berbicara di depan umum.	0	3	11	17	19	202	50	4.04	80.8
16	Saya melakukan latihan public speaking sebelum tampil di depan umum.	0	3	9	18	20	205	50	4.1	82
17	Saya tidak mudah panik saat lupa dengan apa yang akan disampaikan di hadapan banyak orang.	1	2	13	14	20	200	50	4	80
18	Pesan yang saya sampaikan jelas dan mudah untuk dipahami.	0	1	12	19	18	204	50	4.08	81.6
19	Saya melibatkan audiens untuk memberikan respon dalam bentuk tanya jawab.	0	2	12	17	19	203	50	4.06	81.2
20	Presentasi yang saya lakukan berjalan dengan lancar sesuai harapan.	0	2	12	18	18	202	50	4.04	80.8
Total TCR										1603.6
Average TCR										80.18

According to the table above, the writers described some of the questions that related to self-confidence between students. Most of the students were confident enough to speak in public. It proved by statement number 1 which reached 81.2% from total of 50 respondents who answered the questionnaire.

Most of the students had the courage to do an individual presentation in front of the class. It was proved by statement number 5 which reached 82.4% from the total of 50 respondents. Most of them also did not feel anxiety when they spoke in front of many people and did not panic easily when they forgot about what they said in front of many people. It was proved by statement number 10 and statement number 17 which reached 80% from total 50 respondents.

Some of the students could manage to be calm and could overcome the nervousness and stage fright when speaking in public. It proved by statement number 2 which reached 78% and statement number 7 which reached 78.4% from the total 50 respondents who answered the questionnaire. According to the table 3.1 it means neutral. So, not most of them could manage and overcome it when speaking in public.

DISCUSSION

Based on the research conducted by the writer, there were 50 respondents who were taken from the English Department students as the samples in this research to convey

their perspectives on 20 statements and it showed the percentage of self-confidence in their public speaking.

The result showed that they had confidence when they performed in front of many people. It is related to the theory of Schunk (1990). He stated that individuals with greater self-confidence are generally more motivated to undertake the behavior in which they are confident. This arises from the belief that they are able to handle the full range of challenges that undertaking that behavior can manifest.

Besides that, they did not feel nervous when they spoke in front of public and did not panic easily when they forgot about what they said in front of many people. This is in line with the theory of Bandura (1990). He stated that a person with greater social self-confidence would be able to assess a social setting and understand their position within it. A person with greater social self-confidence tends to spend more time and mental resources understanding the wider implications of their actions and managing external factors that can influence their personal social success.

CONCLUSIONS AND SUGGESTIONS
Conclusions

In this research, the writer gave the questionnaire to sixth-semester students in English Department of Sriwijaya State Polytechnic as respondents and they mostly agreed about the statements on the questionnaires. The conclusion for this research is sixth-semester students in English Department in Sriwijaya State Polytechnic mostly have their self-confidence in public speaking. This is supported by the results of a questionnaire that revealed the percentage of self-confidence in sixth-semester students' public speaking in English Department of Sriwijaya State Polytechnic reached 80.18%. According to table 3.1 the number showed that the students got 'appropriate' level which means that they were confident enough in public speaking.

If the sixth-semester students in English Department of Sriwijaya State Polytechnic have confidence, their public speaking will be going well. Self-confidence helps someone to communicate well in front of many people because self-confidence is like a compliment. If they have high self-confidence, body languages, good grammar and diction will follow. When they feel nervousness, their public speaking probably will not be doing well. Because if they can overcome the nervousness or their anxiety, they can more concentrate and calm while speaking in public. Furthermore, self-confidence brings many benefits in many ways, especially in their public speaking skills.

Suggestions

Based on the research results and conclusions, the writer can provide suggestions for the student that students need to improve public speaking skills by always learning and training so that students can be able to speak in public with high confidence. Because if students are used to speaking in public, the body will automatically have confidence. Students can attend many seminars, workshops, be active in the class when having presentations or discussions, and also join organizations to improve their confidence and public speaking skills.

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