

**STUDENTS' PERSPECTIVES TOWARDS PUBLIC SPEAKING CLASS ON
THEIR SELF-CONFIDENCE**

THESIS



By:

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**ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF TEACHERS TRAINING AND EDUCATION
UNIVERSITY OF WIDYA GAMA MAHAKAM
SAMARINDA 2025**

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CLASS ON THEIR SELF-CONFIDENCE

THESIS

*Submitted in fulfilment of requirements for the Bachelor's degree
of English Language Education Department
Faculty of Teacher Training and Education
University of Widya Gama Mahakam*



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PAGE OF APPROVAL

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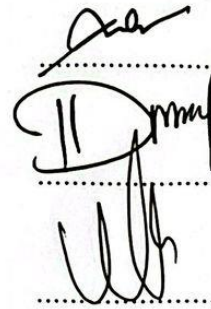
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CURRICULUM VITAE



Septiana kayang, who is familiarly called Septi, Cep or Cece by her family and friends, was born on September 16th, 2002, in Long Pua Village, Pujungan District, Malinau Regency, North Kalimantan. She is the last of five children of her beloved parents, Mr. Kayang Bilung S, Pd and Mrs. Bun Tise.

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Septiana Kayang
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ABSTRACT

Kayang, Septiana, 2025. Students' Perspectives Towards Public Speaking Class on Their Self-Confidence. Bachelor Thesis of Department of English Education, Faculty of Education, Widya Gama Mahakam University. This research was guided by Godefridus Bali Geroda, M.Pd as the first supervisor and Widi Syahtia Pane, M.Pd as the second supervisor.

This study explored students' perspectives on public speaking classes and focusing on second-semester students of the 2023 public speaking course at Widya Gama Mahakam University, Samarinda, East Kalimantan. Using a qualitative approach with a case study design, data were collected through semi-structured interviews from eight students and one lecturer, selected via purposive sampling. The findings revealed that before public speaking, students faced panic, fear of mispronunciation, and lack of confidence, worsened by criticism, large audiences, limited vocabulary, and poor preparation, though some improved over time. Insecurity, fear of mistakes, criticism, and peer judgment lowered confidence, especially with experienced lecturers, but peer support, practice, and constructive feedback helped them overcome it. Nervousness, fear of mispronunciation, and criticism reduced confidence, but over time, practice and feedback turned nervousness into a learning tool for improvement. Improvement strategies like mirror practice, breathing exercises, and mental techniques reduced nervousness and built confidence, with lecturers stressing continuous practice and real-life speaking. These findings aligned with previous research, reinforcing the importance of effective teaching strategies to boost students' confidence and communication abilities.

Keywords: Public speaking, self-confidence, students' perspectives

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CHAPTER I

INTRODUCTION

1.1 Background of Study

Speaking in front of an audience is an essential ability that promotes credibility, confidence, and efficient communication. It entails speaking to the audience rather than to them, fusing credibility (ethos), enthusiasm (pathos), and logical reasons (logos) (Baccarani & Bonfanti, 2015). One can influence, motivate, and effectively communicate ideas through effective public speaking, which creates opportunities and enhances interpersonal interactions in a variety of contexts. All things considered, having strong public speaking abilities gives one a competitive advantage in social and professional settings in addition to improving communication.

According to Kuntoro et al (2023) Public Speaking is the process of speaking in front of the public or audience to convey information, entertain and influence the audience. Public speaking is a skill that looks easy but in practice it is difficult. In the current competitive climate, public speaking is becoming a crucial talent that promotes both professional and personal growth. Especially for those who are studying, speaking and communicating both individually and in groups is currently a trend in the learning model (Lestari, 2021).

Confidence is essential for public speaking because it makes students more collected, articulate, and convincing. Socially, students who are comfortable speaking in front of an audience are better able to engage with others, form bonds

with others, and freely express their thoughts. These beneficial effects aid in their professional and personal development, preparing them for the workplace and other obstacles in life. Public speaking is a very important communication skill that everyone, especially students, should learn as they progress through their education and into their careers. Public speaking skills are a competency that students studying English as a Foreign Language must have to succeed in school, work and life (Prasetyo, 2023).

According to Gordano (2021) Self-confidence, an important affective factor, is generally assumed to have a significant role in successful learning. Self-confidence gives learners the motivation and energy to have a positive attitude towards their learning. It also creates a drive in them to develop their speaking ability in the target language, enjoy the learning process, and experience real communication. Moreover, once students gain confidence, it grows exponentially along with experiences of success and self-satisfaction.

Studies on public speaking instruction emphasize how crucial it is for curriculum development and student growth. Research indicates that students' perceptions of public speaking classes are generally favorable (Imran & Hantari, 2019; Mubaidilah et al., 2024). Understanding how students feel about public speaking classes is essential for adapting the curriculum and teaching methods to their needs and challenges. By understanding their experiences and challenges, teachers may design more appropriate resources, employ more effective tactics, and foster an environment that supports the development of speaking skills and

confidence. In addition to improving the quality of education, this ensures that students are prepared to use public speaking strategies in both their social and professional life.

Because there are various kinds of problems that are certainly faced by every student in their education, and one of them is in their communication. Public speaking is very important for students, by helping to be able to develop how to communicate well, of course there is such a thing as a public speaking class and what needs to be considered. Each student has a different perspective on this public speaking class, because the level of self-confidence of each student is certainly different. To find out what are the perspectives of students, therefore researchers are interested in taking the title “Students' perspectives towards public speaking class on their self-confidence”.

1.2 Research Question

Based on the background of the problem, the researcher question in this research as follows:

1. What are the students' perspectives towards public speaking class on their self-confidence?
2. What factor influence the students?

1.3 Research Objective

1. To find out how students' views on public speaking classes affect their self-confidence.

2. To identify the factors that influence students' confidence in public speaking classes.

1.4 Theoretical and Practical Significance

a. Theoretical Significance

The study's theoretical significance stems from its contribution to the understanding of the relationship between student confidence and public speaking instruction. It investigates the ways in which formal public speaking instruction fosters confidence, advancing the fields of communication, psychology, and education research. Through comprehending students' viewpoints, the research illuminates efficacious pedagogical approaches that mitigate fear and enhance confidence in public speaking. It also lays the groundwork for further research on the psychological and emotional effects of public speaking instruction as well as other aspects of personality and classroom dynamics that affect students' confidence.

b. Practical Significance

The study's practical value lies in its ability to offer educators and curriculum makers insightful information that will enhance the planning and execution of public speaking instruction. Teachers can modify their teaching strategies to lower anxiety and boost student performance by knowing about the experiences of their students and the elements that impact their self-

confidence. In addition, this research will provide practical recommendations for students who struggle with confidence in public speaking, by identifying tactics that are successfully used in public speaking classes. The findings of this study can also be used by organizations and decision-makers to foster a more encouraging atmosphere for students by offering extra materials, workshops, and helpful criticism to help them get over their fear of public speaking and boost their confidence.

1.5 Scopes and Limitations

This study aims to investigate students' viewpoints regarding public speaking courses and the ways in which their experiences impact their self-assurance. The goal is to determine how the curriculum, teaching strategies, and classroom atmosphere affect students' ability to grow or inhibit their confidence in public speaking. The focus is on students who have taken or are currently taking public speaking programs.

Nevertheless, there are certain limitations to this study, including the fact that participants were limited to a single university, that student self-reported data may be influenced by personal biases, and that personality traits and prior public speaking experience were not taken into consideration. Additionally, this study will make use of qualitative data, which might restrict a thorough quantitative examination of how public speaking instruction affects self-confidence.

1.6 Definition of Key Terms

1. **Case Study:** A case study research method focused on analyzing a phenomenon, individual, group, or situation within a real-life context to understand its various aspects.
2. **Students' Perspective:** University students' thoughts and perspectives regarding their experiences in public speaking courses and how they affected their confidence.
3. **Public Speaking Class:** A course designed to provide students the abilities they need to speak in front of an audience confidently and successfully.
4. **Self-Confidence:** The conviction that one can complete things well, especially when speaking in front of an audience.

CHAPTER II

REVIEW OF LITERATURE

2.1 Understanding Public Speaking

According to Mohan (2019) the act of presenting information to an audience in a planned, organized way is known as public speaking. It includes all kinds of communication intended to inform, convince, or amuse an audience in academic and educational settings, such as speeches, presentations, and debates. Students need to master this talent because it develops good communication skills, which are critical in both academic and professional situations (Fearless, 2024). Developing communication and presentation abilities requires public speaking.

Coursera (2024) explains it improves a student's capacity for confident and clear idea expression, which is essential for both academic performance and future employment prospects. Participating in public speaking enables students to develop their ability to rationally arrange and convey their ideas, so enhancing their general communication skills (Abella & Catamaran, 2019). Speaking in front of an audience forces students to consider their audience and craft their words accordingly, which promotes critical thinking. As students gain the ability to successfully communicate their thoughts and feelings through speech, this process encourages self-expression (Isnaini, 2023).

As they give speeches in front of groups, they improve their critical thinking abilities by learning how to react quickly to inquiries and challenges from the -

audience. Effective communication is facilitated by a number of essential components that are included in public speaking. Effective communication and clarity are essential, and audiences have been found to find narrative and body language to be very captivating (Sabri & Novita, 2020).

2.2 Self-Confidence in the Context of Public Speaking

When it comes to public speaking, confidence is the conviction that one can successfully and concisely communicate concepts or information to an audience. It requires mental preparedness, content knowledge, and the capacity to control anxiety in order to project confidence and persuasiveness. Practice is the only thing required for the growth of self-confidence in public speaking. The speakers can practice speaking; they can use their own words or specific examples from other people, but they have to be read aloud (Nadiyah et al., 2019).

Numerous studies have examined the idea of self-confidence, concentrating on its theoretical underpinnings, historical background, and connection to mental health (Zhao et al., 2020). Confidence in one's unique conduct, skill, and worth is the practical definition of the entire idea of self-confidence. The idea of self-confidence encompasses uncertainty brought on by shifting circumstances and surroundings. According to Ishikawa (2020) The concept's characteristics include ambiguity, self-assurance, and confidence in one's actions. Anxiety in a circumstance where one perceives others' expectations regarding one's capacity to accomplish a goal is the concept's antecedent. The concept's outcomes include

the capacity to test one's problem-solving and improvement skills as well as the perception of good changes in thinking and development.

Studies show a strong correlation between public speaking skills and self-confidence. Better public speaking performance is correlated with more self-confidence, whereas worse performance is correlated with lower confidence (Aqso et al., 2023). While students' self-confidence in public speaking is frequently sufficient, common problems include prolonged pauses, speaking with vibration, and not making eye contact. Negative thinking, a lack of drive, practice, vocabulary, skill, and preparation are some of the factors that affect public speaking confidence (Nadiyah et al., 2019).

2.3 Role of Public Speaking in Self-Confidence

Public speaking plays a crucial role in building and enhancing self-confidence, as it empowers individuals to express their thoughts and ideas effectively in front of an audience. According to Ibrahim & Shahabani (2020), public speaking serves not only as a tool for communication but also as a platform for personal growth and self-assurance. Through structured training, participants gradually overcome initial fears and anxieties, develop a positive mindset toward speaking, and recognize the value of consistent practice in mastering this skill. These elements improved confidence levels, a shift in attitudes toward public speaking, and an understanding of the need for practice highlight the transformative impact of public speaking on an individual's

confidence and overall self-esteem. This section will explore how public speaking contributes to confidence building, supported by insights from Ibrahim & Shahabani (2020).

2.3.1 Improved Confidence Levels

Before attending public speaking classes, many individuals often experience fear, self-doubt, and nervousness when facing an audience. The thought of speaking in front of others can trigger anxiety, causing physical symptoms such as a shaky voice, sweating, or a racing heartbeat. These initial perceptions are often rooted in a lack of experience, fear of judgment, or a belief that public speaking is an innate talent rather than a skill that can be developed. Research, however, indicates that there are a number of ways to get over this phobia. Anxiety can be decreased by exercise, preparedness, and virtual environment exposure (Burns, 1991; Raja, 2017).

After completing public speaking classes, participants typically experience a significant boost in self-confidence. Through structured training, consistent practice, and constructive feedback, they learn to control their anxiety, organize their thoughts clearly, and present their ideas effectively. This growth is not just limited to public speaking but extends to other areas of life, such as academic presentations, workplace meetings, and social interactions, fostering a sense of self-assurance and courage. To

combat this, it has been discovered that include public speaking exercises in language courses helps students become more comfortable speaking English as a second language (Ibrahim & Shahabani, 2020).

2.3.2 Shift in Attitudes Toward Public Speaking

According to Imron & Hantari (2019) attitudes toward public speaking in several educational environments have been the subject of recent studies. Despite the nervousness caused by a lack of practice and vocabulary, research indicates that students typically have good perceptions of public speaking lessons. For many, public speaking is initially associated with fear and anxiety. The fear of making mistakes, forgetting lines, or being judged negatively can overshadow their ability to focus on delivering their message. These negative emotions often create mental barriers that prevent individuals from fully engaging in public speaking opportunities.

Through training and exposure, individuals begin to view public speaking as an opportunity rather than a threat. They start to understand that mistakes are a natural part of growth and that audiences are generally supportive. This positive reframing transforms their perspective, allowing them to approach public speaking with excitement and a sense of purpose rather than fear. Concerns about performance quality and the appearance of anxiety symptoms are common among those who suffer from public speaking anxiety (Hope et al., 2019).

2.3.3 Recognition of the Need for Practice

Public speaking, like any other skill, improves with consistent practice. Participants learn that regular practice helps them build familiarity with their material, enhance their delivery, and reduce nervousness. Understanding this principle encourages them to dedicate time to refine their speaking abilities continually. The acknowledgment of good teaching approaches and the requirement for practical experience in education are challenging concerns. Current evaluation methods for good teaching sometimes fail to reflect the subtle "struggle for recognition" inherent in classroom encounters (Brady, 2019).

Repeated practice may greatly enhance public speaking abilities, according to research. According to Goberman et al., (2011) practice improves fluency since speakers who began practicing earlier performed with reduced disfluency. Repeated practice allows individuals to overcome common public speaking challenges, such as stage fright, poor articulation, or lack of engagement with the audience. By rehearsing regularly, they develop muscle memory for effective gestures, vocal modulation, and confident body language, ultimately becoming more polished and composed speakers.

2.4 Self-Confidence in Education

Self-confidence is a crucial part of learning. It not only improves academic performance but also makes students more motivated, actively participate, resilient, motivated, effectively communicate, and have a positive attitude toward learning. Teachers and schools should strive to cultivate self-confidence in their students because it is essential for their personal success and growth. Self-confidence is vital to education because it affects students' social relationships, motivation, and academic achievement (Utami et al., 2022).

According to Al-Lawati & Al Farsi (2021) Educational programs aimed at promoting self-confidence have had mixed outcomes, with one study revealing low levels of self confidence among trainee instructors in an educational qualification diploma program. A person with low self-confidence may feel insecure about their skills, attractiveness, or value. Numerous things, including unfavourable prior experiences, harsh environmental criticism, or social pressure to live up to unrealistic expectations, might contribute to this.

2.5 Challenges Faced by English Education Students in Public Speaking

According to Trisanti & Wariyati (2023), Studies reveal that students studying English have considerable difficulties when it comes to public speaking. One of the main contributing factors is anxiety, which makes pupils uneasy when speaking spontaneously, fearful of making errors, and lack of confidence. Students studying English typically encounter a variety of difficulties when it

comes to public speaking, including nervousness and fear of speaking in front of an audience.

Their inability to successfully communicate the topic is hampered by their frequent feelings of inexperience and lack of preparation. This is made worse by low language skills, which impairs speaking fluency. It also takes a lot of practice to control audience interactions and use powerful presentation strategies. Students practice with classmates, prepare themselves in advance, and consult the coordinator for advice on how to overcome these obstacles (Jannah et al., 2020).

Ningrum & Listyani (2022) explain, the causes of lack of confidence are fear of making mistakes, lack of formal speaking skills, public speaking anxiety, and the influence of personal experiences. Lack of confidence is considered the most dangerous barrier to effective communication. Usually, learners with low self-confidence avoid being called on by instructors, as they are not confident and feel uncomfortable.

Shyness significantly impacts public speaking performance and self-perception among students. Shy individuals experience higher vocal symptoms, negative self-assessment during public speaking, and altered daily communication patterns (Dos Santos et al., 2020). It is important to consider shyness as an affective factor in educational settings, especially in language learning and public speaking context.

2.6 Review of Previous Research

Indraswati et al., (2020) examines the influence of self-confidence and communication skills on public speaking abilities among Elementary School Teacher Education students at the University of Mataram. Using a quantitative approach with ex post facto design, the research surveyed 131 students from the 2019 cohort. The findings reveal significant positive effects of both self-confidence and communication skills on public speaking ability, both individually and in combination. Self-confidence alone accounted for 29.2% of the variance in public speaking ability, while communication skills explained 53.7%. Together, these two factors contributed to 54.7% of the variance in public speaking skills. The study highlights the importance of these competencies for future teachers, as effective communication and public speaking are crucial for engaging students and creating interactive learning environments. However, initial observations indicated that many students struggled with public speaking due to lack of confidence and communication skills. The research underscores the need for teacher education programs to focus on developing these essential abilities to prepare students for their future roles as educators.

Gurler (2015) investigates the relationship between self-confidence and speaking skill achievement among preparatory students in English Language Teaching (ELT) and English Language and Literature (ELL) departments. The research, conducted with 77 participants, employed a correlational research

model using a self-confidence questionnaire and speaking grades. Results revealed a statistically significant positive correlation between self-confidence and speaking achievement at the .01 level, suggesting that higher self-confidence levels are associated with better speaking performance. The study also found significant differences in speaking achievements based on department, with ELT students outperforming ELL students. Interestingly, self-confidence levels showed significant differences regarding gender but not department. These findings support previous research on the importance of self-confidence in language learning and performance. The study concludes by suggesting that fostering moderate levels of self-confidence could help overcome speaking problems in language learning contexts.

Wahyuningsi & Nimah (2023) This study explores the role of YouTube in developing students' self-confidence in English public speaking at an Indonesian Islamic university. Using a qualitative method and semi-structured interviews with six English Education Department students, the research reveals that YouTube plays a crucial role in enhancing students' confidence and learning experience. The findings indicate that students have positive responses towards using YouTube as a medium for developing their public speaking skills, as it allows them to access various references, tips, examples, and strategies. YouTube's visual and auditory features enable students to learn more effectively, increasing their interest and motivation. The study highlights that proper preparation, including mental readiness, creating engaging content, and

practicing, is essential for successful public speaking. Additionally, the research emphasizes the importance of integrating technology and social media in the teaching and learning process, especially in the context of English Language Teaching. The study concludes by suggesting that educational institutions should promote the development of English public speaking skills and integrate media and technology to enhance students' learning success.

Nurmalasari et al., (2023) investigates the impact of self-confidence on students' public speaking abilities among Business English Communication students at Makassar State University. Using a quantitative approach with questionnaires, the research found a significant positive influence of self-confidence on public speaking skills. The study revealed that students who believe in their abilities and competencies tend to perform better in public speaking situations. Factors contributing to lack of confidence include doubts about one's skills, limited vocabulary, and general insecurity. To cope with nervousness, many students reported fighting shyness and making eye contact with the audience. The research concludes that self-confidence plays a crucial role in enhancing students' public speaking abilities, with findings consistent with previous studies showing positive correlations between confidence and public speaking performance. The study emphasizes the importance of building self-confidence to improve public speaking skills among students.

Previous studies have extensively examined the relationship between self-confidence and public speaking abilities across various educational contexts.

Indraswati et al. (2020) highlighted the significant positive effects of self-confidence and communication skills on public speaking performance among Elementary School Teacher Education students, emphasizing the role of these competencies in creating engaging learning environments. Similarly, Gurler (2015) revealed a strong correlation between self-confidence and speaking achievement among English Language Teaching (ELT) and English Language and Literature (ELL) students, noting differences in performance based on academic departments and gender. Wahyuningsi & Nimah (2023) explored the role of YouTube in boosting students' self-confidence in public speaking, showing how digital tools can enhance preparation, mental readiness, and speaking performance. Furthermore, Nurmalasari et al. (2023) underscored the importance of self-confidence in public speaking among Business English Communication students, identifying insecurity and limited vocabulary as common barriers.

In many educational contexts, students realise that confidence is a key factor in improving their public speaking. In addition, communication skills, use of technology such as YouTube, and factors such as gender and major also affect their performance. Students felt that with the right support, whether in the form of communication training, confidence building or technology integration, they could be more prepared and effective in public speaking.

However, while these studies offer valuable insights, there remains a gap in understanding students' perspectives on public speaking classes and their

influence on self-confidence, particularly in the context of first-year English Education students enrolled in a public speaking course. This gap is further pronounced in the qualitative exploration of students' lived experiences and perceptions within a case study design. Therefore, this study aims to address this gap by investigating the perspectives of 2023 Class English Education students at Widya Gama Mahakam Samarinda on how their public speaking class impacts their self-confidence, utilizing Ibrahim & Shahabani's (2020) theoretical framework and employing a qualitative approach with semi-structured interviews. This research seeks to provide a deeper understanding of the challenges, perceptions, and growth students experience in developing self-confidence through public speaking activities.

BAB III

RESEARCH METHODOLOGY

3.1 Research Design

This study used a qualitative approach because it aimed to understand students' perspectives in depth regarding their experiences in public speaking classes and their impact on self-confidence. A qualitative approach was obtained by researchers to explore students' experiences, views, and emotions in more detail, thus providing a more comprehensive understanding of the problem at hand. According to Creswell (2018), the qualitative research approach was a means for exploring and understanding the meaning individuals or groups ascribed to a social or human problem. He also stated that qualitative research designs included narrative research, phenomenology, grounded theory, ethnography, and case studies.

This research used a case study design, in which second-semester students of the class of 2023 who attended the public speaking class were the main case. Data were collected through in-depth interviews and questionnaires designed to explore students' experiences and perceptions of the impact of the class on their self-confidence. A case study was a comprehensive research approach that looked at a particular entity, such as a person, group, or organization, with the goal of extrapolating results to a larger setting (Heale & Twycross, 2017; Gerring, 2004).

The case study was chosen because it aimed for researchers to gain an in-depth and contextualized understanding of students' experiences. With interviews and questionnaires, the research was able to explore specific factors that influenced students' confidence in a public speaking classroom setting.

3.2 Research Setting

This research was conducted at Widya Gama Mahakam University, Samarinda, East Kalimantan, precisely in the public speaking class for the class of 2023 students. This location was chosen because it provided direct access to students' skills and those who were experiencing initial challenges in improving their confidence.

3.3 Research Subject

According to McRae et al. (2011), subjects were people whose interests could be jeopardized by study interventions, such as direct intervention, engagement with researchers, alteration of the study environment, or use of identifiable private information. In qualitative research, the research subject typically referred to the individuals, groups, organizations, or communities that were studied to understand their experiences, behaviors, or social phenomena (Creswell, 2018). According to Young & Casey (2019), a small qualitative sample of 6-10 interviews could adequately identify codes and themes, although more interviews added nuance.

The subjects of this study were 8 students who were members of the 2023 public speaking class and 1 lecturer who taught the public speaking class. The sampling technique used was purposive sampling, where students were selected who had actively participated in public speaking classes and were willing to share their experiences and perceptions of the impact of this class on self-confidence.

This research used a purposive sampling technique. This technique was chosen because the researcher wanted to obtain in-depth data from participants who had direct experience with the Public Speaking course. The participants chosen were students of the English Education Study Programme at Widya Gama Mahakam University, Samarinda, who had taken the Public Speaking course in semester 2. The criteria for selecting participants in this study included:

1. Enrollment and Active Participation

Participants had to be enrolled in the 2023 public speaking class and actively engaged in class activities such as presentations, discussions, and speeches.

2. Willingness to Share Experiences

Students had to be open to sharing their perspectives through interviews on how the class impacted their self-confidence.

3. Perceived Impact on Self-Confidence

Participants should have experienced a change (positive or negative) in their self-confidence due to the public speaking class.

4. Availability for Research

Students had to be accessible for data collection within the research timeline.

With these criteria, the researcher selected 8 students who were considered capable of providing relevant and in-depth information regarding their perspectives on the public speaking class and its influence on their self-confidence. This technique helped the researcher explore the experiences, challenges, and strategies used by students in dealing with public speaking anxiety.

3.4 Research Instrument

Research instruments in qualitative research represented the researcher himself as the tool used to collect and analyze data, ensuring its validity and reliability (Sukmawati et al., 2023). In this study, the researcher utilized an interview guide, a recording device, and stationery as essential tools for conducting and documenting the interviews. Semi-structured interviews were conducted to explore the lecturer's perceptions. An interview guide with open-ended questions was used to facilitate the discussions, allowing flexibility for respondents to express their views freely. The following interview questions were adapted from Wijaya (2024):

1. Before Public Speaking
 - a. How do you feel when taking public speaking?

2. Insecurity
 - a. What is the thing that bothers you when presenting English in the public speaking class?
 - b. How do you think your classmates will react if you make a mistake in the public speaking class?
 - c. Do you think English is difficult language to learn?
3. Nervous
 - a. Do you know why you feel so anxious in your public speaking class?
 - b. Do assessors influence your mood in attending public speaking class?
4. Improvement
 - a. What is your strategy to reduce your public speaking anxiety?

3.5 Data Collection Techniques

Data collection techniques were the ways or methods used in data collection in the form of recording events, things, information, or characteristics of some or all elements of students. This data collection aimed to obtain the information needed to achieve research objectives. In this study, researchers used data collection techniques in the form of:

1. Interview

According to Rosalita (2015), interviews were one of the most commonly used methods of collecting data in social research. This method was used when the subject of the study (respondent) and the researcher were directly face-to-face

in the process of obtaining information for primary data purposes. Interviews were used to obtain information related to facts, beliefs, feelings, desires, and other aspects needed to fulfill research objectives.

In this research, the type of interview used was semi-structured. The subjects of this interview method were students who had attended public speaking classes. The researcher conducted the data collection technique using semi-structured interviews, as follows:

1. The researcher used create a semi-structured interview guide with important questions intended to delve into the perspectives, experiences, and difficulties that students have in public speaking courses.
2. Students who have taken public speaking courses in 2023 were be chosen by the researcher to participate as responders.
3. While following a pre-planned interview guide, the researcher conduct adaptable and modify follow-up questions in response to the respondents' responses. Examining their early thoughts on public speaking, class experiences, difficulties they had, and how the class affected their confidence are the main goals of the interview.
4. With consent from the respondent, every interview would be recording to guarantee accuracy and make data processing easier. To help with comprehension throughout the analysis process, the researcher were additionally take notes on important areas during the interview.

5. Following the completion of each interview, the researcher were listen to the recordings and examine the interview notes to find recurring themes, trends, and viewpoints on how public speaking classes affect students' self-confidence.

Table 3.1 Indicators of Interview Questions

No	Indicators	Questions	Answer
1.	Before Public Speaking	<ol style="list-style-type: none"> 1. What do you usually feel before attending a public speaking class? 2. Do you feel confident or hesitant when you have to speak in public? Why? 	
2.	Insecurity	<ol style="list-style-type: none"> 1. What factors do you think are the most disturbing when you have to speak in English in a public speaking class? 2. Have you ever felt insecure while doing public speaking? 3. What do you think your classmates' reactions will be if you make a mistake while speaking in public? 4. Are you afraid of criticism or comments from your classmates? 5. Do you think English is a difficult language to learn? Which part of learning English 	

		do you find the most challenging?	
3.	Nervous	<ol style="list-style-type: none"> 1. What is the main reason that makes you feel anxious when attending a public speaking class? 2. Do factors like the audience, the English language, or external assessments affect your anxiety level? 3. How do assessors or lecturers influence your mood or confidence level in public speaking? 	
4.	Improvement	<ol style="list-style-type: none"> 1. What strategies do you use to reduce anxiety when speaking in public? (What effective strategies do you use in public speaking?) 2. Do practice, material preparation, or support from friends help you feel calmer? 3. How do you feel after attending a public speaking class? 	

2. Data Analysis Techniques

Qualitative data analysis was a complex and ongoing process, involving the transcription of data, the identification of codes and categories, and the emergence of themes (Paul, 2018). Despite the diversity of qualitative methods, there was a basic core to data analysis, which included steps such as identification and

categorization (Kanter, 2019). The choice of analysis technique was guided by the research question and the study's philosophical assumptions (Fade & Swift, 2011). Practical aspects of data analysis, according to Mezmir (2020), included:

a. Data reduction

Data reduction involved the process of simplifying and organizing the collected interview data to focus on the most relevant information. After transcribing the interviews, the researcher reviewed the transcripts to identify key themes and important statements that fit the research objectives. This included categorizing responses related to students' views on public speaking classes and their self-confidence. By summarizing and condensing the data, the researcher was able to analyze and conclude the most important insights conveyed by the students.

In this step, the researcher used coding to analyze students' perspectives from the interview results. Coding was the process of naming or labeling the data, categories, and properties (Saldana, 2016). To categorize using specific codes, each student was labeled from S1 to S8.

- **S1** = Student 1
- **S2** = Student 2
- **S3** = Student 3
- **S4** = Student 4
- **S5** = Student 5

- **S6** = Student 6
- **S7** = Student 7
- **S8** = Student 8

b. Data display

Data display referred to an organized and compressed collection of information that allowed for inference and action-taking. It involved creating visual formats such as charts, graphs, matrices, and networks to present data in a way that made it easier to understand and interpret (Mezmir, 2020). In this study, the researcher created tables, graphs, or thematic maps to visually represent the themes and patterns identified from the interviews. For example, a table categorized responses by theme and included direct quotes from students that exemplified each view. This visual representation allowed the researcher to see the relationships between different themes and highlighted commonalities in students' perceptions of public speaking classes, making it easier to communicate the findings.

Table 3.2 Data display

No	Indicator	Quotations	Explanation
1.	Before Public Speaking		
2.	Insecurity		
3.	Nervous		
4.	Improvement		

c. Interpretation

Interpretation involved understanding the data displayed by analyzing the meaning and implications of the findings. In this study, the researcher reflected on the themes and patterns identified, considering how they related to the research question of students' perspectives on public speaking classes and their self-confidence. Interpretation included examining the significance of each view, exploring the underlying reasons for these perspectives, and considering their impact on self-confidence. By relating the findings to existing literature and theory, the researcher provided a comprehensive understanding of the students' experiences.

3. Triangulation

Triangulation in qualitative research referred to the use of multiple methods or data sources to develop a comprehensive understanding of phenomena (Carter et al., 2014). This approach was particularly beneficial in complex research settings, such as public service interpreting, where it provided a more nuanced understanding of the phenomena under study (Solano, 2020). According to Carter et al. (2014), there were four types of triangulation, which were:

a. Method Triangulation

Method triangulation involved using multiple methods to study a single problem or phenomenon. This approach aimed to provide a more comprehensive understanding by combining different research methods,

such as qualitative and quantitative techniques. By employing various methods, researchers could cross-verify the results, thereby enhancing the validity and reliability of the findings. This type of triangulation helped to address the limitations inherent in using a single method, offering a more nuanced and complete picture of the research subject.

b. Investigator Triangulation

Investigator triangulation, as explained by Carter et al. (2014), involved the use of multiple researchers in the study to avoid bias and provide a more diverse perspective. By incorporating different investigators, the research benefited from varied viewpoints and expertise, which led to a more balanced and comprehensive analysis. This type of triangulation helped to mitigate the influence of individual researcher biases, as the involvement of multiple investigators allowed for cross-checking and validation of findings. The collaborative effort enhanced the credibility and reliability of the research outcomes.

c. Theory Triangulation

Theory triangulation involves using multiple theories or hypotheses to interpret the data. This approach allows researchers to examine the data from different theoretical perspectives, which can lead to a more comprehensive and nuanced understanding of the phenomena under study. By applying various theoretical frameworks, researchers can uncover different dimensions of the data, which might be overlooked if only a single theory

were used. This type of triangulation helps to validate the findings by demonstrating that they hold true across different theoretical lenses (Carter et al., 2014).

d. Data Source Triangulation

Data source triangulation involved using different data sources to gather information, which helped provide a more comprehensive understanding of the research subject. By collecting data from multiple sources, researchers could cross-verify the information, thereby enhancing the validity and reliability of the findings. Noble & Heale (2019) explained that this approach allowed for the comparison and contrast of data obtained from various contexts, times, or participants, which could reveal consistent patterns or discrepancies that might not have been evident when relying on a single data source.

The researcher conducted data source triangulation by conducting interviews with students as the main data source and validating their responses through interviews with lecturers. Interviews with students provided in-depth insights into their perspectives on how public speaking classes affected their confidence. To support and verify the data, the researcher also interviewed lecturers who taught public speaking classes. Lecturers provided their observations and views on students' development, challenges, and behavior during the class. By comparing data from these two sources, the researcher aimed to identify similarities and differences to gain

a more in-depth and accurate understanding of the topic. This approach helped ensure the validity and credibility of the findings by involving multiple perspectives.

CHAPTER IV

FINDINGS AND DISCUSSIONS

4.1 Research Finding

This chapter presents the findings of the research conducted on students' perspectives of public speaking classes on their self-confidence. The data obtained from the interviews are discussed in relation to the research questions and relevant theories. The following table is a frequency table that shows the findings in this research.

Table 4.1 Table Frequency

Level	Student Codes	Description	Before Public Speaking	Insecurity	Nervous	Improvement
High	S1, S2, S3, S4	Strong fear of criticism, judgment, and low self-worth	Panic, fear of mistakes, mispronunciation, large audience	Strong fear, low self-worth	High	Minimal improvement
Medium	S5, S7, S8	Nervous, but criticism and support aid improvement	Nervousness, a slight improvement over time	Nervous	Moderate	Support aids improvement
Low	S6	Insecurity is minimal, and confidence due to peer support	Hesitation, but generally manageable with more confidence	Minimal insecurity	Low	Confident, peer support aids improvement

The frequency table above illustrates students' levels of anxiety and insecurity before public speaking, categorized into high, medium, and low levels.

At the high level (4 students), they exhibit intense anxiety such as panic, fear of making mistakes, and low self-worth, with minimal improvement. Students at the medium level (3 students) experience noticeable nervousness but show progress due to constructive criticism and support. Meanwhile, at the low level (1 student), anxiety and insecurity are minimal, as the student demonstrates strong self-confidence supported by a positive social environment.

4.1.1 Before Public Speaking

In the stage before public speaking, many students experience various emotional challenges such as panic, nervousness, fear of making mistakes, and fear of mispronunciation and criticism from the audience. Based on the findings, these fears are often triggered by a lack of confidence and experience in public speaking. This sub-chapter outlines how these feelings arise and affect students' readiness before public speaking, as well as an overview of the initial barriers that need to be overcome to improve their speaking skills.

Table 4.1.1 Students' Feelings Before Public Speaking

No	Indicators	Question	Explanation
1.	Before Public Speaking	<i>"I feel panicked and afraid of making mistakes Never, because I am afraid of mispronunciation"- S1</i>	Students often feel panicked and afraid of making mistakes, especially due to concerns about mispronunciation.
		<i>"I feel nervous Never, because I was afraid of mispronunciation and afraid</i>	Students often feel nervous because they fear mispronunciation and

	<i>of being criticized”-S2</i>	criticism.
	<i>“Panic and nervousness Never, for fear of being wrong”-S3</i>	Students experience panic and nervousness due to the fear of making mistakes.
	<i>“Nervous when told to come forward, afraid of mispronouncing things when speaking. Yes, I felt hesitant, because there were many people in front of me”-S4</i>	Students feel nervous when asked to come forward and fear mispronunciation while speaking, leading to hesitation, especially in front of a large audience.
	<i>“At first, I felt that I couldn’t do public speaking, but after a while, thank God I could do it Yes, I was a bit hesitant, sometimes I talked a little confused and also liked to talk suddenly, because I was a little embarrassed when I came forward.”-S5</i>	At first, students felt unable to do public speaking, but over time, they gradually improved. However, they still experienced hesitation, occasional confusion, and spontaneous speech due to nervousness when speaking in front of an audience.
	<i>“Nervous and like afraid of being wrong. Never, because I just lack confidence”-S6</i>	Students feel nervous and fear making mistakes, primarily due to a lack of confidence.
	<i>“I feel nervous because I have to speak in front of people. Never, because I have to speak in front of people”-S7</i>	Students feel nervous when speaking in front of others due to a lack of confidence.
	<i>“More like fear and nervousness. Yes, hesitation, because I lack confidence when speaking in front of many people.”-S8</i>	Students often experience fear and nervousness, leading to hesitation due to a lack of confidence when speaking in front of a large audience.

The findings from the interview indicate that all students (S1-S8) experience significant challenges before public speaking, mainly due to panic, nervousness, and fear of making mistakes. A common concern among students is mispronunciation, which leads to hesitation and self-doubt. Many students (S1, S2, S3, S4) reported feeling afraid of speaking incorrectly and being criticized, making them reluctant to participate. Additionally, nervousness is heightened when they are required to speak in front of a large audience, as seen in S4 and S8, who expressed hesitation due to a lack of confidence.

Despite these challenges, some students (S5, S6, S7) acknowledged gradual improvement over time, though they still struggled with confidence issues. S5 mentioned initial difficulties but gained some ability to speak publicly through practice, while S6 and S7 highlighted their lack of confidence as a major barrier. Overall, the responses suggest that fear of judgment, lack of confidence, and anxiety are key challenges students face before public speaking, making it a stressful experience for many.

The lecturer's interview validates the students' challenges before public speaking, emphasizing that difficulties arise regardless of their academic level. In the early semesters, students generally lack experience, making them more tense. However, even those in higher semesters can still experience nervousness. The lecturer also highlights that public speaking in English is more challenging due to limited vocabulary, which affects fluency. In contrast, in Bahasa Indonesia, while students may have a good vocabulary, structuring sentences effectively remains a

struggle. The lecturer stresses that inadequate preparation and lack of guidance further contribute to students' difficulties, reinforcing the students' concerns about fear, nervousness, and lack of confidence before public speaking.

4.1.2 Insecurity

This sub-chapter discusses the students' feelings of insecurity, which stem from fear of criticism, making mistakes, and negative judgment from others, affecting their confidence in public speaking and overall English learning process.

Table 4.1.2 Insecurity in Public Speaking

No	Indicators	Quetions	Explanation
2.	Insecurity	<i>“I'm afraid of being criticized, and afraid of being laughed at. I've been insecure. I don't care and keep talking. Yes, I have because I'm afraid of mispronunciation. Yes, it's difficult, in the listening section”-S1</i>	Students feel afraid of being criticized and laughed at and experience a lack of confidence; nevertheless, they continue to speak due to concerns about mispronunciation, which is particularly challenging in the listening section.
		<i>“Lack of confidence, Often insecure Disrupts self-confidence. Fear, because it is wrong and afraid of being laughed at. Some are difficult in grammar and most challenging in public speaking”-S2</i>	The students' lack of confidence and frequent insecurity hinder their self-assurance, leading to a fear of making mistakes and being laughed at, with key challenges in grammar and public speaking.
		<i>“Mind, because in front of a lecturer who is already a pro so automatically in the mind it is still wrong even</i>	The presence of a highly experienced lecturer often leads to self-doubt, making students feel insecure

		<p><i>though you have tried Never, because we already know the lecturer is more capable than us so we feel insecure, I don't care. Yes, it's up to you because everyone is different and just surrender if criticized. Difficult in grammar and listening and the most challenging is public speaking which can ”-S3</i></p>	<p>despite their efforts, while challenges in grammar, listening, and especially public speaking further hinder their confidence.</p>
		<p><i>“Fear of being misrepresented. Yes, I have felt insecure, Just don't care, just surrender how to be criticized. Actually I am afraid of being criticized but people have the right to judge me, so just surrender, It's really hard, the most challenging is public speaking”-S4</i></p>	<p>Students' fear of misrepresentation and criticism leads to insecurity; however, some choose to accept it, with public speaking as the greatest challenge.</p>
		<p><i>“Definitely the voice, sometimes my voice is small when I'm nervous, so I'm like talking it's shaky too so that's one of the main factors. I was insecure, because I felt not good because I didn't make up, so I lacked confidence there. They were very supportive after the beginning they were silent and they also just followed the flow and then diverted it like giving</i></p>	<p>Students' nervousness affects voice stability, leading to insecurity, especially due to appearance and speaking style; however, peer support can help build confidence, making criticism a learning opportunity despite challenges in grammar and self-assurance.</p>

	<p><i>aplos so I don't think it made me down but instead made me confident. At first I was afraid of being criticized by my friends but it turned out to be just a thought, I was afraid of being criticized maybe because of my voice and my way of speaking, it turns out that they criticized me for learning again. Honestly, it's a bit difficult, because there will definitely be grammar and for skills a little confidence”-S5</i></p>	
	<p><i>“Feeling no confidence in yourself. Never but no confidence ever. No, because they don't do anything they just say “it's okay min it's already good”. Not afraid and don't make down just make lessons so you know where the lack is. Just be confident, because to be able to speak English and learn English in my opinion that's enough.”-S6</i></p>	<p>Students stated that a lack of confidence is common, but support from others helps turn criticism into a learning opportunity, emphasizing that confidence is the key to mastering English.</p>
	<p><i>“The most disturbing thing is if suddenly during public speaking I forget what to say. Ever, because if for example my friends are good so I feel insecure myself. Yes, it can influence, for example if I forget what</i></p>	<p>Students find forgetting their words in public speaking a challenge, but positive support boosts confidence and highlights the need for continuous practice.</p>

		<p><i>to say then they are like “it's okay” it can be an encouragement. Not afraid of being criticized. Not really because I still lack a lot so I need to practice a lot more”-S7</i></p>	
		<p><i>“It's people's views on me that make me scared and anxious too. Definitely insecure, because I'm afraid of being wrong and afraid to see people's reactions like ‘I'm such a freak, right’, Getting down. If while being critic for building I'm not afraid and the criticism also helps me to be more confident again. Difficult in public speaking because I sometimes forget to remember the material to be delivered”-S8</i></p>	<p>Students feel that fear of judgment causes anxiety and insecurity, but constructive criticism boosts confidence, while public speaking remains challenging due to difficulty in recalling material.</p>

The interview findings indicate that lack of confidence and fear of criticism are the main challenges students face in public speaking. Many students (S1, S2, S3, S4) are afraid of being criticized or laughed at, especially when they make mistakes in pronunciation or grammar. The presence of more experienced lecturers further increases their insecurity, as they feel their abilities are far below the expected standard (S3). Additionally, some students (S5) experience voice trembling or speaking too softly when nervous, which further reduces their

confidence. The fear of being judged by others also leads to anxiety (S8), making them uncomfortable when speaking in public.

However, some students manage to overcome their insecurity with support from friends and their surrounding environment (S5,S6,S7), (*“They were very supportive after the beginning they were silent and they also just followed the flow and then diverted it like giving aplos so I don't think it made me down but instead made me confident”-S5, “No, because they don't do anything they just say “it's okay min it's already good”-S6 and “Yes, it can influence, for example if I forget what to say then they are like it's okay it can be an encouragement”-S7.*) They realize that constructive criticism can help boost confidence and serve as an opportunity for improvement. Some students (S7, S8) also mention that forgetting their material during public speaking is a major challenge, but encouragement from peers motivates them to keep practicing.

The interview with the lecturer validates the findings that lack of confidence and fear of criticism are the main challenges students face in public speaking. The lecturer emphasized that the fear of making mistakes is often the primary trigger, which then develops into embarrassment and ultimately a lack of confidence. The environment and audience also play a crucial role; if the classroom atmosphere is not supportive, students become even more reluctant to speak due to fear of being mocked or bullied. This fear intensifies when speaking in front of lecturers or more experienced individuals, aligning with the students' concerns mentioned in the previous findings.

While vocabulary limitations in English can be a challenge, the lecturer asserted that the main factor affecting public speaking difficulties is the students' own willingness and confidence. The lecturer also noted that although students often feel anxious at first, this fear typically decreases as the semester progresses and as they gain more opportunities to speak in public. Additionally, the biggest challenge is not understanding the theory of public speaking but applying it when presenting in front of an audience, which is consistent with students' experiences of feeling insecure and afraid of making mistakes in public.

4.1.3 Nervous

This sub-chapter discusses the nervousness experienced by students when engaging in public speaking, particularly due to fear of mispronunciation, criticism, and the pressure of lecturer evaluation, which both hinder and motivate their learning process.

Table 4.1.3 Nervousness in Public Speaking

No	Indicators	Questions	Explanation
3.	Nervous	<i>“Fear of being wrong in pronunciation. The influence is really. Yes, the positive influence where I can learn from mistakes and the negative influence is that I am afraid of being criticized by the lecturer, afraid of being asked back and afraid of not being able to answer”-S1</i>	Fear of mispronunciation significantly impacts students. It promotes learning from mistakes but also causes anxiety about criticism, follow-up questions, and inability to respond.

		<p><i>“Fear of being criticized by the lecturer and feeling insecure first. It's really disturbing, and my reaction is that I don't care about talking. Yes, it affects, and makes me less confident.”-S2</i></p>	<p>Students feel that the fear of lecturer criticism and lack of confidence hinder communication, leading to indifference in speaking and decreased self-confidence.</p>
		<p><i>“Fear of being told off and fear of being laughed at. Sometimes the influence is sometimes not, it just depends. Very influential, in the positive part we can learn from mistakes and the negative part is more like I will be afraid again because the lecturer has reprimanded me.”-S3</i></p>	<p>Fear of reprimand and ridicule affects students variably, fostering learning from mistakes but also reinforcing anxiety after criticism from lecturers.</p>
		<p><i>“The lecturer usually scares me when I ask back. Very influential, because I'm afraid I'll be told that my pronunciation is wrong and I'm afraid to be criticized. Very influential, because I can see where my mistakes are that I have to correct”-S4</i></p>	<p>Fear of lecturers hinders students due to concerns about mispronunciation and criticism but also helps them identify and correct mistakes.</p>
		<p><i>“The main reason is that I'm really afraid that if I get nervous all of a sudden and make my mind scattered so that it's like all gone, for example memorizing text suddenly it's all gone, because sometimes I'm afraid of being seen too and sometimes it's just normal. It seems to affect me a little bit. Yes, it affects me</i></p>	<p>Fear of sudden nervousness and loss of focus affects students, both as a barrier and as motivation to learn and improve.</p>

		<i>in a positive way and makes me learn more and improve myself.”-S5</i>	
		<i>“Have been anxious due to lack of confidence. Influence for the early days. Yes, influence, so like public speaking is not that scary”-S6</i>	Students' lack of confidence initially causes anxiety but, over time, has a positive impact in reducing the fear of public speaking.
		<i>“Because if I am before public speaking, it's like I'm desperate. Yes, it affects and immediately goes down. Affects so positively”-S7</i>	Before public speaking, students feel desperate, which affects their confidence negatively but also has a positive impact.
		<i>“I am an anti-social person and like to get tangled up when speaking in front of people. I don't care about it because of course in class it is taking marks so I want to be wrong and right it is natural. Yes, it is influenced by the lecturer because the assessment is positive for me”-S8</i>	Students' anti-social tendencies and difficulty speaking in public are not obstacles, as classroom assessments encourage learning with a positive influence from lecturers.

The findings indicate that nervousness in public speaking is primarily caused by the fear of mispronunciation, criticism, and reprimand from lecturers (S1, S2, S3, S4). Many students feel anxious about making mistakes, which affects their confidence and willingness to speak. Some (S5) also experience sudden

nervousness that disrupts their thoughts, making it difficult to recall memorized material. This fear can sometimes lead to avoidance or indifference toward public speaking (S2, S3). However, despite these challenges, nervousness also has a positive impact, as it helps students identify their mistakes and encourages self-improvement (S4, S5).

Over time, some students manage to cope with their nervousness and view it as part of the learning process (S6, S7, S8). Although initial anxiety is common, students gradually adapt and become more comfortable with public speaking. Some even see classroom assessments as motivation rather than a burden, using feedback from lecturers as an opportunity for growth (S8). While nervousness remains a challenge, it can be reduced through experience, practice, and a shift in perspective from fear to learning.

The interview with the lecturer confirms that nervousness in public speaking is influenced by multiple factors, including fear of making mistakes, the lecturer's presence, and the audience's reactions. The lecturer acknowledged that some students feel incapable even before attempting to speak, and the aura of the lecturer can contribute to their anxiety. Additionally, a lack of practice further exacerbates their nervousness. While external factors play a significant role in students' fears, the lecturer emphasized the importance of motivation in overcoming these challenges.

Encouraging students not to fear making mistakes, using familiar vocabulary, and practicing frequently are key strategies to help them improve.

The lecturer also highlighted that feedback should always be constructive, ensuring students feel safe and comfortable. Creating a supportive environment, including guiding the audience to be respectful, helps students gain confidence. Negative feedback should be avoided in public settings, as it can discourage students rather than help them grow.

4.1.4 Improvement

This sub-chapter discusses various improvement strategies employed by students to boost their confidence and reduce anxiety before public speaking, such as practicing in front of a mirror, walking while thinking, praying, and applying relaxation techniques, all of which positively impact their calmness, focus, and preparedness.

Table 4.1.4 Students' Strategies for Public Speaking Improvement

No	Indicators	Quetions	Explanation
4.	Improvement	<i>I go for a walk while thinking. Talking in front of the mirror is the same as talking to myself. I'm happy, calm, peaceful and more confident, and the minus is that I don't like to be criticized.”-S1</i>	Students walking while thinking and speaking in front of a mirror enhance their calmness, happiness, and confidence, but they have a dislike for criticism.
		<i>“Moving and walking while talking. Talking in front of an empty table/chair (likening) Relieved and satisfied”-S2</i>	Students moving and walking while speaking, as well as speaking in front of an empty table or chair, provide them with a

			sense of relief and satisfaction.
		<i>“Breathe and focus. There are exercises, such as talking in front of a mirror; there are also dialogues by yourself. More relaxed, relieved and sleep well”-S3</i>	Breathing and focusing, along with practicing speaking in front of a mirror or having self-dialogues, help students enhance relaxation, relief, and sleep quality.
		<i>“I think there are no humans or think they are all statues and shake my hands. Usually in front of the mirror memorize the material and talk to myself. Relieved, and no burden”- S4</i>	Perceiving the audience as inanimate objects and practicing memorization and self-dialogue in front of a mirror help students feel relieved and reduce their burden.
		<i>“Definitely try to remember the material again, and there is a reaction like holding your own hand. Practice is really necessary before far away like 4 days or 3 days memorized because there is a long text, so we are already steady and my practice is to talk in front of the mirror and continue to speak many times until I remember. Honestly, when I finished, I was really relieved because I was pretty sure in the public speaking and the results were also pretty good even though it was not 100% but at least it was in</i>	Reviewing the material, practicing in front of a mirror, and memorizing days in advance help students feel more prepared, confident, and achieve decent results in public speaking.

	<i>the 80%.”-S5</i>	
	<i>“For me, usually when I'm really anxious. I don't look at the text anymore, so I just stay quiet and try to relax first. I also prepare in front of the mirror too. What was previously not confident slowly became like oh it turns out it's not that scary, and more confident to speak in front of people.”-S6</i>	When anxious, students stop looking at the text, try to relax, and practice in front of a mirror, increasing their confidence and reducing the fear of public speaking.
	<i>“I usually breathe and pray. There is no exercise, I usually talk to myself. I feel more confident and less anxious.”-S7</i>	Breathing, praying, and self-talk help students boost confidence and reduce anxiety.
	<i>“I just try to focus. Learn to understand the material and practice like talking to myself. I feel relieved the burden of the mind is more relaxed”-S8</i>	Focusing, understanding the material, and practicing self-talk help students feel more relieved and relaxed.

Students use various strategies to improve their public speaking skills, primarily by practicing in front of a mirror, walking while thinking, and doing breathing and relaxation exercises (S1, S2, S3, S4). These methods help them feel calmer, more confident, and reduce mental burden when speaking. Some students also try to imagine the audience as inanimate objects or statues to lessen their nervousness (S4). Additionally, regular practice before the presentation day, such as memorizing the material several days in advance, helps them feel more prepared and self-assured during public speaking (S5).

Beyond technical practice, some students rely on mental and emotional approaches to enhance their speaking skills. They try to stay relaxed, pray, and shift their focus from relying on text to understanding the material better (S6, S7, S8). Practicing self-talk and deepening their understanding of the content also helps them feel more at ease and reduces anxiety. By applying these strategies, students experience improvements in their speaking abilities, making public speaking feel easier and less intimidating than before.

The interview with the lecturer confirms that the primary strategies for improving students' public speaking skills are continuous motivation and consistent practice. The lecturer emphasized that public speaking is not a skill that can be mastered instantly but requires gradual training, starting from small steps to more complex levels. One of the biggest challenges is overcoming shyness, and students are encouraged to keep stepping forward and speaking in public to become more accustomed and confident.

This process is compared to learning how to ride a bicycle mistakes and failures are part of the learning journey. After attending public speaking classes, the most significant improvement observed is students' increased willingness to speak, even if there are still issues with sentence structure, pronunciation, or fluency. This confidence is considered a major achievement because, without it, students cannot develop their speaking abilities. The lecturer also highlighted that public speaking should not be practiced only in the classroom but also in various

real-life situations to help students become more comfortable speaking in front of an audience.

4.2 Discussion

The findings of this research align with previous studies, particularly in demonstrating the crucial role of self-confidence in public speaking. Before engaging in public speaking, students often experience heightened levels of anxiety, fear, and hesitation, mainly due to the fear of mispronunciation and criticism. This is consistent with the findings of Gürler et al. (2015), who identified self-confidence as a significant factor in speaking skills achievement. Similarly, Indraswati et al. (2020) emphasized that students' self-confidence significantly influences their ability to speak in public. The present study also found that students feel panicked, hesitant, and afraid before public speaking, further supporting the argument that low self-confidence negatively affects speaking performance.

Insecurity is another major factor affecting students' public speaking abilities. Many students in this study expressed concerns about their peers and lecturers judging them, which mirrors the findings of Wahyuningsih and Ni'mah (2023), who reported that students often struggle with self-confidence in public speaking. However, their study also highlighted that exposure to public speaking platforms, such as YouTube, can alleviate these insecurities by providing students with more opportunities to practice. The present study found that

students feel insecure due to their perceived inadequacies, such as weak grammar, lack of fluency, and low confidence, which disrupts their ability to speak effectively. These findings support the argument that insecurity serves as a barrier to public speaking and suggest that increasing exposure and positive reinforcement may help mitigate these concerns.

The impact of nervousness on students' public speaking ability is significant, as it contributes to hesitation, mental blocks, and performance anxiety. Many participants in this study reported feeling nervous due to fears of mispronunciation, forgetting their speech, or receiving criticism from lecturers. This aligns with the study by Tahir and Korompot, which found a significant relationship between self-confidence and public speaking ability. Furthermore, the findings support Gürler et al. (2015), who noted that fear and anxiety can hinder speaking performance, making it difficult for students to express themselves fluently. Despite these challenges, some students in this study mentioned that nervousness also had a positive impact, as it pushed them to learn from their mistakes and improve their skills over time. This suggests that while nervousness is initially a barrier, it can also serve as a motivator for improvement when managed effectively.

Improvement in public speaking ability was evident in students who adopted various strategies to boost their confidence. Many participants reported practicing in front of mirrors, engaging in self-dialogues, and using breathing exercises to calm their nerves before speaking. These findings align with those of

Wahyuningsih and Ni'mah (2023), who emphasized the role of technology and practice in building self-confidence. Additionally, the study by Indraswati et al. (2020) found that both self-confidence and communication ability significantly contribute to public speaking skills, supporting the notion that improvement comes with consistent practice. Students in this study acknowledged that while initial fears and insecurities were present, regular practice helped them gain confidence and reduce anxiety. This underscores the importance of exposure, preparation, and positive reinforcement in overcoming public speaking anxiety and enhancing self-confidence in language learning contexts.

BAB V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Public speaking is an important skill that helps build confidence, improve communication, and make a speaker more convincing. Despite Its importance in academic and professional settings, many students struggle with public speaking due to anxiety, insecurity, and nervousness. These challenges are particularly significant for English as a Foreign Language (EFL) students, as their ability to communicate effectively in English directly impacts their academic and professional success. Research highlights that while public speaking courses are beneficial in fostering confidence, students' perspectives on these classes vary based on their individual experiences and confidence levels. This study explores how public speaking courses influence students' self-confidence and the factors affecting their confidence.

A major challenge students face before public speaking is the overwhelming anxiety and self-doubt that hinder their performance. Many students experience fear of judgment from their peers and lecturers, leading to hesitation and difficulty concentrating on their speech content. Physical symptoms such as sweating, trembling, and increased heart rate further reinforce their nervousness,

making it challenging to deliver a speech effectively. This fear is often rooted in concerns about making mistakes, mispronouncing words, or being unable to clearly express their thoughts. Additionally, the pressure to perform well in front of experienced lecturers and confident classmates adds another layer of stress, making students doubt their abilities. These feelings of apprehension create a psychological barrier that prevents students from speaking with clarity and confidence.

Insecurity is another critical factor affecting students' public speaking performance, often stemming from a lack of fluency, limited vocabulary, or fear of being perceived as incompetent. Many students compare themselves to more eloquent peers, leading to self-doubt and reluctance to speak in front of an audience. Additionally, those with little prior experience in public speaking may feel unprepared and inadequate, further intensifying their fear of failure. Nervousness exacerbates these challenges, as students experience physical symptoms such as shaking, stuttering, and mental blocks that disrupt their speech delivery. Some students avoid eye contact or speak too quickly in an attempt to rush through their presentations, ultimately hindering their ability to communicate effectively. The fear of making mistakes and the pressure to meet audience expectations make it even harder for students to maintain composure and articulate their thoughts with confidence.

Despite these challenges, students often experience gradual improvement in their public speaking abilities through consistent practice and exposure.

Participating in classroom presentations, discussions, and structured speech exercises helps build confidence and reduce anxiety. Encouragement from lecturers and peers also plays a crucial role in fostering self-assurance, as positive feedback reassures students that their efforts are valued. Many students adopt coping strategies such as practicing in front of a mirror, recording themselves, or using relaxation techniques like deep breathing to manage their nervousness. Over time, these experiences contribute to increased comfort and confidence in public speaking. In conclusion, while insecurity and nervousness are significant obstacles, continuous practice, support systems, and effective learning strategies enable students to overcome their fears and develop the confidence needed for successful public speaking.

In conclusion, public speaking is a crucial skill that fosters confidence and effective communication, yet many students struggle with anxiety, insecurity, and nervousness before addressing an audience. Fear of judgment, lack of experience, and self-doubt create significant barriers that hinder their ability to speak with clarity and conviction. However, with continuous practice, exposure, and support from peers and educators, students can gradually overcome these challenges and build self-confidence. Public speaking courses play a vital role in this process by providing structured opportunities for students to refine their skills and manage their fears. Ultimately, developing strong public speaking abilities not only enhances academic and professional success but also empowers

students to express their ideas with confidence and engage effectively in various communication settings.

5.2 Suggestions

These suggestions are intended to help students build confidence in public speaking, guide educators in creating more supportive and effective teaching methods, and provide future researchers with insights to further explore the relationship between public speaking education and self-confidence development.

1. For Students:

Students should actively engage in public speaking opportunities to build confidence and overcome nervousness. Practicing regularly, seeking constructive feedback, and adopting techniques such as deep breathing and structured preparation can significantly reduce anxiety. Additionally, students should view mistakes as a natural part of the learning process rather than a failure, helping them develop resilience and self-assurance. Participating in discussions, debates, and presentations can also enhance their ability to communicate clearly and persuasively.

2. For Educators:

Educators play a crucial role in fostering students' confidence in public speaking by creating a supportive and encouraging learning environment. Implementing interactive and student-centered teaching methods, such as group discussions, role-playing, and peer evaluations, can help students

gradually build their confidence. Providing positive reinforcement, constructive criticism, and practical strategies for managing anxiety conduct also contribute to students' growth. Additionally, incorporating real-life public speaking scenarios and diverse speaking activities can help students develop essential communication skills in various contexts.

3. For Future Researchers:

Future researchers can explore the long-term impact of public speaking training on students' confidence and career readiness, using both qualitative and quantitative approaches. Investigating factors such as personality traits, cultural influences, and technological tools in public speaking education could provide deeper insights into effective teaching strategies. Additionally, expanding research beyond university settings to include different age groups and professional environments would offer a broader understanding of how public speaking skills develop over time.

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APENDIX

Appendix 1. Students' Interview Sheets

The following interviews questions are adapted from Wijaya (2024) :

1. What do you usually feel before attending a public speaking class?
2. Do you feel confident or hesitant when it comes to public speaking? why?
3. What factors do you find most distracting when you have to speak in English in public speaking class?
4. Do you ever feel insecure when doing public speaking?
5. How do you think your friends react if you make mistakes when speaking in public?
6. Do you feel afraid of criticism or comments from your friends?
7. Do you think English is difficult to learn? why?
8. What about learning English do you find most challenging?
9. What is the main reason that makes you feel anxious during public speaking class?
10. Do factors such as audience, speaking English, or (external) assessment affect your anxiety level?
11. How does the lecturer's assessment affect your mood/confidence level?
12. What strategies do you use to reduce anxiety when speaking in public?
13. Do practice, preparation of materials, or support from friends help you feel calmer?
14. How do you feel after attending public speaking classes?

Pertanyaan untuk mahasiswa

1. Apa yang biasanya anda rasakan sebelum mengikuti kelas public speaking?
2. Apakah anda merasa percaya diri atau ragu-ragu ketika harus berbicara didepan umum? mengapa?
3. Faktor apa yang menurut anda paling mengganggu saat anda harus berbicara dalam bahasa inggris dikelas public speaking?
4. Apakah anda pernah merasakan insecure saat melakukan public speaking?
5. Bagaimana menurut anda reaksi teman-teman anda jika anda melakukan kesalahan saat berbicara didepan umum?
6. Apakah anda merasa takut akan kritik atau komentar dari teman-teman anda?
7. Menurut anda apakah bahasa inggris sulit untuk dipelajari? mengapa?
8. Bagaimana dari pembelajaran bahasa inggris yang menurut anda paling menantang?
9. Apa alasan utama yang membuat anda merasa cemas saat mengikuti kelas public speaking?
10. Apa faktor seperti audiens, berbahasa inggris, atau penilaian (External) mempengaruhi tingkat kecemasan anda?
11. Bagaimana penilaian dosen mempengaruhi suasana hati/tingkat kepercayaan diri anda?
12. Strategi apa yang anda gunakan untuk mengurangi rasa cemas saat berbicara didepan umum?

13. Apakah latihan, persiapan materi, atau dukungan dari teman membantu anda merasa lebih tenang?
14. Apa yang anda rasakan setelah mengikuti kelas public speaking?

Appendix 2. Lecture Interview Sheets

1. Do you feel any particular challenges when teaching students in public speaking classes? Why?
2. In your opinion, what are the main factors that make students feel insecure when speaking in public?
3. What is the biggest obstacle that students often face when speaking in English in public speaking classes?
4. Based on your experience, how often do students feel insecure when doing public speaking?
5. Do you think English is one of the factors that make students struggle in public speaking?
6. Do many students find English difficult to learn? Why?
7. Which part of learning English do you think is the most challenging for students in the context of public speaking?
8. According to your observations during teaching, what are the main reasons students feel anxious during public speaking classes?
9. Are students, English, or external assessment factors more dominant in influencing students' anxiety levels?

10. How does the assessment you give as a lecturer affect students' confidence in public speaking class?
11. What is your strategy in giving feedback to keep students motivated?
12. What do you think is the most effective strategy to help students overcome anxiety in public speaking?
13. What changes do you usually see in students after attending public speaking classes?

Pertanyaan Untuk Dosen Public Speaking

1. Apakah Anda merasakan tantangan tertentu ketika mengajar siswa di kelas berbicara di depan umum? Mengapa?
2. Menurut Anda, apa faktor utama yang membuat siswa merasa tidak percaya diri saat berbicara di depan umum?
3. Apa kendala terbesar yang sering dihadapi siswa ketika berbicara dalam bahasa Inggris di kelas public speaking?
4. Berdasarkan pengalaman Anda, seberapa sering siswa merasa tidak percaya diri ketika berbicara di depan umum?
5. Menurut Anda, apakah bahasa Inggris merupakan salah satu faktor yang membuat siswa kesulitan dalam berbicara di depan umum?
6. Apakah banyak siswa yang merasa bahasa Inggris sulit untuk dipelajari? Mengapa?

7. Menurut Anda, bagian mana dari pembelajaran bahasa Inggris yang paling menantang bagi siswa dalam konteks berbicara di depan umum?
8. Menurut pengamatan Anda selama mengajar, apa alasan utama siswa merasa cemas selama kelas berbicara di depan umum?
9. Apakah faktor siswa, bahasa Inggris, atau faktor penilaian eksternal yang lebih dominan dalam mempengaruhi tingkat kecemasan siswa?
10. Bagaimana penilaian yang Anda berikan sebagai dosen mempengaruhi kepercayaan diri mahasiswa dalam kelas public speaking?
11. Bagaimana strategi Anda dalam memberikan umpan balik agar mahasiswa tetap termotivasi?
12. Menurut Anda, strategi apa yang paling efektif untuk membantu mahasiswa mengatasi kecemasan dalam berbicara di depan umum?
13. Perubahan apa yang biasanya Anda lihat pada siswa setelah mengikuti kelas berbicara di depan umum?

Appendix 2. Data Table

Students' Interview Data

1. Before Public Speaking

No	Indicators	Questions	Explanation
1.	Before Public Speaking	<i>"I feel panicked and afraid of making mistakes Never, because I am afraid of mispronunciation"- S1</i>	Students often feel panicked and afraid of making mistakes, especially due to concerns about mispronunciation.
		<i>"I feel nervous Never, because I was afraid of mispronunciation and afraid of being criticized"-S2</i>	Students often feel nervous because they fear mispronunciation and criticism.
		<i>"Panic and nervousness Never, for fear of being wrong"-S3</i>	Students experience panic and nervousness due to the fear of making mistakes.
		<i>"Nervous when told to come forward, afraid of mispronouncing things when speaking. Yes, I felt hesitant, because there were many people in front of me"-S4</i>	Students feel nervous when asked to come forward and fear mispronunciation while speaking, leading to hesitation, especially in front of a large audience.
		<i>"At first, I felt that I couldn't do public speaking, but after a while, thank God I could do it Yes, I was a bit hesitant, sometimes I talked a little confused and also liked to talk suddenly, because I was a little embarrassed when I came forward."-S5</i>	At first, students felt unable to do public speaking, but over time, they gradually improved. However, they still experienced hesitation, occasional confusion, and spontaneous speech due to nervousness when speaking in front of an audience.
		<i>"Nervous and like afraid of being wrong. Never, because I just lack confidence"-S6</i>	Students feel nervous and fear making mistakes, primarily due to a lack of

			confidence.
		<i>"I feel nervous because I have to speak in front of people. Never, because I have to speak in front of people"-S7</i>	Students feel nervous when speaking in front of others due to a lack of confidence.
		<i>"More like fear and nervousness. Yes, hesitation, because I lack confidence when speaking in front of many people."-S8</i>	Students often experience fear and nervousness, leading to hesitation due to a lack of confidence when speaking in front of a large audience.

2. Insecurity

No	Indicators	Questions	Explanation
2.	Insecurity	<i>"I'm afraid of being criticized, and afraid of being laughed at. I've been insecure. I don't care and keep talking. Yes, I have because I'm afraid of mispronunciation. Yes, it's difficult, in the listening section"-S1</i>	Students feel afraid of being criticized and laughed at and experience a lack of confidence; nevertheless, they continue to speak due to concerns about mispronunciation, which is particularly challenging in the listening section.
		<i>"Lack of confidence, Often insecure Disrupts self-confidence. Fear, because it is wrong and afraid of being laughed at. Some are difficult in grammar and most challenging in public speaking"-S2</i>	The students' lack of confidence and frequent insecurity hinder their self-assurance, leading to a fear of making mistakes and being laughed at, with key challenges in grammar and public speaking.
		<i>"Mind, because in front of a lecturer who is already a pro so automatically in the</i>	The presence of a highly experienced lecturer often leads to self-doubt, making

	<p><i>mind it is still wrong even though you have tried Never, because we already know the lecturer is more capable than us so we feel insecure, I don't care. Yes, it's up to you because everyone is different and just surrender if criticized. Difficult in grammar and listening and the most challenging is public speaking which can”-S3</i></p>	<p>students feel insecure despite their efforts, while challenges in grammar, listening, and especially public speaking further hinder their confidence.</p>
	<p><i>“Fear of being misrepresented. Yes, I have felt insecure, Just don't care, just surrender how to be criticized. Actually I am afraid of being criticized but people have the right to judge me, so just surrender; It's really hard, the most challenging is public speaking”-S4</i></p>	<p>Students' fear of misrepresentation and criticism leads to insecurity; however, some choose to accept it, with public speaking as the greatest challenge.</p>
	<p><i>“Definitely the voice, sometimes my voice is small when I'm nervous, so I'm like talking it's shaky too so that's one of the main factors. I was insecure, because I felt not good because I didn't make up, so I lacked confidence there. They were very supportive after the beginning they were silent and they also just followed the flow and</i></p>	<p>Students' nervousness affects voice stability, leading to insecurity, especially due to appearance and speaking style; however, peer support can help build confidence, making criticism a learning opportunity despite challenges in grammar and self-assurance.</p>

	<p><i>then diverted it like giving aplos so I don't think it made me down but instead made me confident. At first I was afraid of being criticized by my friends but it turned out to be just a thought, I was afraid of being criticized maybe because of my voice and my way of speaking, it turns out that they criticized me for learning again. Honestly, it's a bit difficult, because there will definitely be grammar and for skills a little confidence”-S5</i></p>	
	<p><i>“Feeling no confidence in yourself. Never but no confidence ever. No, because they don't do anything they just say “it's okay min it's already good”. Not afraid and don't make down just make lessons so you know where the lack is. Just be confident, because to be able to speak English and learn English in my opinion that's enough.”-S6</i></p>	<p>Students stated that a lack of confidence is common, but support from others helps turn criticism into a learning opportunity, emphasizing that confidence is the key to mastering English.</p>
	<p><i>“The most disturbing thing is if suddenly during public speaking I forget what to say. Ever, because if for example my friends are good so I feel insecure myself. Yes, it can influence,</i></p>	<p>Students find forgetting their words in public speaking a challenge, but positive support boosts confidence and highlights the need for continuous</p>

		<i>for example if I forget what to say then they are like “it's okay” it can be an encouragement. Not afraid of being criticized. Not really because I still lack a lot so I need to practice a lot more”-S7</i>	practice.
		<i>“It's people's views on me that make me scared and anxious too. Definitely insecure, because I'm afraid of being wrong and afraid to see people's reactions like ‘I'm such a freak, right’, Getting down. If while being critic for building I'm not afraid and the criticism also helps me to be more confident again. Difficult in public speaking because I sometimes forget to remember the material to be delivered”-S8</i>	Students feel that fear of judgment causes anxiety and insecurity, but constructive criticism boosts confidence, while public speaking remains challenging due to difficulty in recalling material.

3. Nervous

No	Indicators	Quetions	Explanation
3.	Nervous	<i>“Fear of being wrong in pronunciation. The influence is really. Yes, the positive influence is that I can learn from mistakes, and the negative influence is that I am afraid of being criticised by the lecturer, afraid of being asked back and afraid of not</i>	Fear of mispronunciation significantly impacts students. It promotes learning from mistakes, but also causes anxiety about criticism, follow-up

	<i>being able to answer”-S1</i>	questions, and inability to respond.
	<i>“Fear of being criticized by the lecturer and feeling insecure first. It's really disturbing, and my reaction is that I don't care about talking. Yes, it affects, and makes me less confident.”-S2</i>	Students feel that the fear of lecturer criticism and lack of confidence hinder communication, leading to indifference in speaking and decreased self-confidence.
	<i>“Fear of being told off and fear of being laughed at. Sometimes the influence is sometimes not, it just depends. Very influential, in the positive part we can learn from mistakes and the negative part is more like I will be afraid again because the lecturer has reprimanded me.”-S3</i>	Fear of reprimand and ridicule affects students variably, fostering learning from mistakes but also reinforcing anxiety after criticism from lecturers.
	<i>“The lecturer usually scares me when I ask back. Very influential, because I'm afraid I'll be told that my pronunciation is wrong and I'm afraid to be criticized. Very influential, because I can see where my mistakes are that I have to correct”-S4</i>	Fear of lecturers hinders students due to concerns about mispronunciation and criticism but also helps them identify and correct mistakes.
	<i>“The main reason is that I'm really afraid that if I get nervous all of a sudden and make my mind scattered so that it's like all gone, for example memorizing text suddenly it's all gone, because sometimes I'm afraid of being seen too and sometimes</i>	Fear of sudden nervousness and loss of focus affects students, both as a barrier and as motivation to learn and improve.

		<p><i>it's just normal. It seems to affect me a little bit. Yes, it affects me in a positive way and makes me learn more and improve myself.”-S5</i></p>	
		<p><i>“Have been anxious due to lack of confidence. Influence for the early days. Yes, influence, so like public speaking is not that scary”-S6</i></p>	<p>Students' lack of confidence initially causes anxiety but, over time, has a positive impact in reducing the fear of public speaking.</p>
		<p><i>“Because if I am before public speaking, it's like I'm desperate. Yes, it affects and immediately goes down. Affects so positively”-S7</i></p>	<p>Before public speaking, students feel desperate, which affects their confidence negatively but also has a positive impact.</p>
		<p><i>“I am an anti-social person and like to get tangled up when speaking in front of people. I don't care about it because of course in class it is taking marks so I want to be wrong and right it is natural. Yes, it is influenced by the lecturer because the assessment is positive for me”-S8</i></p>	<p>Students' anti-social tendencies and difficulty speaking in public are not obstacles, as classroom assessments encourage learning with a positive influence from lecturers.</p>

4. Improvement

No	Indicators	Questions	Explanation
4.	Improvement	<i>I go for a walk while thinking. Talking in front of the mirror is the same as talking to myself. I'm happy, calm, peaceful and more confident, and the minus is that I don't like to be criticized.”-S1</i>	Students walking while thinking and speaking in front of a mirror enhance their calmness, happiness, and confidence, but they have a dislike for criticism.
		<i>“Moving and walking while talking. Talking in front of an empty table/chair (likening) Relieved and satisfied”-S2</i>	Students moving and walking while speaking, as well as speaking in front of an empty table or chair, provide them with a sense of relief and satisfaction.
		<i>“Breathe and focus. There are exercises, such as talking in front of a mirror; there are also dialogues by yourself. More relaxed, relieved and sleep well”-S3</i>	Breathing and focusing, along with practicing speaking in front of a mirror or having self-dialogues, help students enhance relaxation, relief, and sleep quality.
		<i>“I think there are no humans or think they are all statues and shake my hands. Usually in front of the mirror memorize the material and talk to myself. Relieved, and no burden”-S4</i>	Perceiving the audience as inanimate objects and practicing memorization and self-dialogue in front of a mirror help students feel relieved and reduce their burden.
		<i>“Definitely try to remember the material again, and</i>	Reviewing the material, practicing in front of a

		<p><i>there is a reaction like holding your own hand. Practice is really necessary before far away like 4 days or 3 days memorized because there is a long text, so we are already steady and my practice is to talk in front of the mirror and continue to speak many times until I remember. Honestly, when I finished, I was really relieved because I was pretty sure in the public speaking and the results were also pretty good even though it was not 100% but at least it was in the 80%.”-S5</i></p>	<p>mirror, and memorizing days in advance help students feel more prepared, confident, and achieve decent results in public speaking.</p>
		<p><i>“For me, usually when I'm really anxious. I don't look at the text anymore, so I just stay quiet and try to relax first. I also prepare in front of the mirror too. What was previously not confident slowly became like oh it turns out it's not that scary, and more confident to speak in front of people.”-S6</i></p>	<p>When anxious, students stop looking at the text, try to relax, and practice in front of a mirror, increasing their confidence and reducing the fear of public speaking.</p>
		<p><i>“I usually breathe and pray. There is no exercise, I usually talk to myself. I feel more confident and less anxious.”-S7</i></p>	<p>Breathing, praying, and self-talk help students boost confidence and reduce anxiety.</p>
		<p><i>“I just try to focus. Learn to understand the material and practice like talking to myself. I feel relieved the</i></p>	<p>Focusing, understanding the material, and practicing self-talk help students</p>

	<i>burden of the mind is more relaxed</i> "-S8	feel more relieved and relaxed.
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5. Table Frequently

Level	Student Codes	Description	Before Public Speaking	Insecurity	Nervous	Improvement
High	S1, S2, S3, S4	Strong fear of criticism, judgment, and low self-worth	Panic, fear of mistakes, mispronunciation, large audience	Strong fear, low self-worth	High	Minimal improvement
Medium	S5, S7, S8	Nervous, but criticism and support aid improvement	Nervousness, a slight improvement over time	Nervous	Moderate	Support aids improvement
Low	S6	Insecurity is minimal, and confidence due to peer support	Hesitation, but generally manageable with more confidence	Minimal insecurity	Low	Confident, peer support aids improvement

Appendix 3. Documentations

Students' and Lecture Interview





LEMBAR REVISI SKRIPSI
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 NPM : 2088203016
 PROGRAM STUDI : BAHASA INGGRIS
 JUDUL SKRIPSI : STUDENTS' PERSPECTIVES TOWARDS PUBLIC
 SPEAKING ON THEIR SELF-CONFIDENCE

No	Nama Dosen dan Jabatan	Catatan Revisi	Tanda Tangan
1	Pembimbing I Godefridus Bali Geroda, M.Pd	- Title - Abstrac - Case study (descriptive)	
2	Pembimbing II Widi Syahria Pane, M.Pd		
3	Penguji I Dr. Arbain, M.Pd	Correct table frequency	

Widi Syahria Pane, M.Pd
 NIK: 2019.092.264

NB: Lembar revisi tidak boleh menggunakan tulisan tangan kecuali tanda tangan Dosen Pembimbing dan Penguji.



LEMBAR REVISI SEMINAR PROPOSAL
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 NPM : 2088203016
 PROGRAM STUDI : Pendidikan Bahasa Inggris
 JUDUL SKRIPSI : Case Study : Students' Perspectives Towards Public Speaking Class on Their Self-Confidence

No	Nama Dosen dan Jabatan	Catatan Revisi	Tanda Tangan
1	Pembimbing I Godefridus Bali Geroda, M.Pd	<ul style="list-style-type: none"> - No need to interview psychology lecturers, just public speaking lecturers and students of class 2023. - Add more examples of purposive sampling. 	
2	Pembimbing II Widi Syahtia Pane, M.Pd	<ul style="list-style-type: none"> - Find a clear theory for the interview guideline. - Correcting writing errors 	
3	Penguji I Dr. Arbain, M.Pd	<ul style="list-style-type: none"> - Add research question about factors. - Include how many subjects (students & lecturers). - Explain the results of the previous study research in the form of its subject perspective. 	



NB: Lembar revisi tidak boleh menggunakan tulisan tangan kecuali tanda tangan Dosen Pembimbing dan Penguji.

THESIS

**CASE STUDY: STUDENTS' PERSPECTIVES TOWARDS PUBLIC
SPEAKING CLASS ON THEIR SELF-CONFIDENCE**

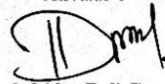
Written and Submitted by

SEPTIANA KAYANG

Has been approved on thesis

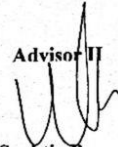
Examination Committee:

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THESIS PROPOSAL

**CASE STUDY : STUDENTS' PERSPECTIVES TOWARDS PUBLIC
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Written and Submitted by

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Has been approved on the thesis proposal

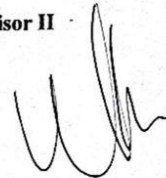
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