FACTORS AFFECTING STUDENTS' CONFIDENCE IN PUBLIC SEPAKING

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ABSTRACT

The researcher aimed to find out an internal and external factors that affected students' confidence in public speaking performance. The kind of this research was qualitative, this study is dealing with Miles and Huberman theory, the sample of this research was consist 5 members, the technique of collecting data used recording, note taking and questionnaires which was consit of 5 items and each item consisted of four options (very agree, agree, disagree, very disagree). The technique of data analysis used reduction, display, veryfiying the data for recording and note taking, meanwhile for questionnaires the researcher was used tabulation, computation and clarifiying the internal and external factors that affect students' confidence in public speaking performance.

Key Words: *students' confidence in public speaking performance.*

Abstrak

Peneliti bertujuan untuk menemukan faktor internal dan faktor eksternal yang mempengaruhi kepercayaan diri mahasiswa dalam public speaking. Jenis penelitian ini adalah penelitian kualitatif, penelitian ini menggunakan teori dari Miles dan Huberman, sampel dari penelitian ini berjumlah 5 anggota, tehnik pengumpulan data menggunakan rekaman, pengambilan catatan dan angket yang berjumlah 5 soal dan setiap soal memiliki 4 pilihan (sangat setuju, setuju, tidak setuju, sangat tidak setuju). Tehnik analisa data menggunakan pengurangi, penampilkan, verifikasi data untuk rekaman dan pengambilan catatan, sedangkan untuk angket peneliti menggunakan pengolahan, perhitungan dan menjelaskan faktor internal dan faktor eksternal yang mempeengaruhi kepercayaan diri mahasiswa dalam public speaking.

Kata Kunci: *Kepercayaan Diri dalam Public Speaking.*

INTRODUCTION

Public speaking requires the same skills used in ordinary conversation. Most people who communicate well in daily talk can learn to communicate just as well in public speaking. By the same token, training in public speaking can make you a more adept communicator in a variety of situations, such as conversations, classroom discussions, business meeting, and interviews. Despite their similarities public speaking and everyday conversation are not identical.

E2DC that enggage in English debate has creating many students with good achievement, such as Mr. Husnawadi who was the founding father of E2DC, he took his Master graduation in Australia, Mr. Endri Susanto former leader of E2DC who has the agency of Indonesia in some youth exchange programs when he was still active as student and now he has established his own foundation. Almost all of those achievements need good public speaking and also has good confidence to enroll those programs, and we cannot prevaricate that E2DC has also support them.

Because of those argumentations above, the researcher had conducted a study under the title "factor affecting students'

confidence in public speaking performance of E2DC's members at FPBS IKIP Mataram. Based on statement above, the purpose of this study was expected to find out the internal and external factors that can affect students' confidence in public speaking performance.

Review of Related Literature

Internal factor here means that the factor inside the students themselves plays an important role in learning English. According to Felix (1977) as cited in Leontiev & James (1981: 133) there are some characteristics of students, such as age, motivation, behavior, etc. External factor are the factors outside the students that influence them in learning. Felix (1977) as cited in Leontiev & James (1981: 190) stated that, "The number of students in the classroom would play a significant role."

Self- confidence is essentially an attitude which allows us to have a positive and realistic perception of ourselves and our abilities. According to Nowak (2004), public speaking means that the way one expresses or communicates his or her opinions to the general public. Factors Affecting Student's English learning achievement: study at the second grade students of SMA Islam Al-Ma'rif in academic year 2015/2016. The result of her study was found out two factors were found: internal and external factors, 4 high internal, 4 high external and 1 low internal, 1 low external factor. Data are to assist in drawing conclusions. While drawing conclusions logically follows reduction and display of data. Conclusions would be in the form of propositions, and once they have been drawn, they need to be verified.

RESEARCH METHOD

This was qualitative research that conducted with Miles and Huberman theory, it has three steps in collecting data; data reduction, data display and drawing and verifiying conclusion. The subjects of this research were E2DC members, and the objects of this research were internal and external factors that affected students' confidence in public speaking performance.

Where four students are coming from fourth semester and one student is coming from sixth semester.

In this stage, the researcher has prepared the questionnaires and then gives the questionnaires to all objects. The researcher tried to filter the data that the researcher needed, menaing that the researcher only take the data that the researcher thinks that was important. The researcher tried to show the data that the researcher got after the researcher finished to reduce the data. The researcher tried to drwan the conclusion of the study.

RESEARCH FINDING AND DISCUSSION

After collecting the data from the recording, note taking and questionnaires of five E2DC members on 17th July – 8st August 2017, then the researcher began to analyzing the data by theory applied from Miles and Huberman 1994 in chapter III to find out are internal and external factors can affect students' confidence in public speaking performance.

The researcher applied the qualitative method to analyze the data. The activities that the researcher conducted was reduction, displayed and then verifying and conclusion the data, and analyzing what are internal and external factors that affect students' confidence in public speaking performance. As what the researcher has elaborated in chapter III about the instrument of the research and the technique of data analysis. The researcher used the note taking as the instrument and found that:

Table 4.1
Note Taking Explanations

No	Subject	Performance Explanation
1	Rahmatullah	See other things while explaining, use some gestures (hands, body)
2	Yusran Hadi	use some gestures (hands, body), see his note when he forgot, see other things while explaining.
3	Zainul	use some gestures

	Islam	(hands, body), see other things while explaining., using word 'aaa' when thinking.
4	Jami'at	use some gestures (hands, body), see other things while explaining., using word 'aaa' when thinking.
5	Juliansyah Ade Putra	use some gestures (hands, body), see other things while explaining.

Here the researcher found that there were 3 internal factors consits of (Felix (1977) as cited in Leontiev & James (1981: 133)): The speaker used some their gestures while spoke (this factor deals with behaviour). When the speaker confused, relized or not the speaker has thinked while said 'aaa' (this factor deals with behaviour). How long their practice speaking could influence their speaking performance (this factor deals with motivation). And here researcher found 2 external factors consist of (Surya, (1979)): The speaker avoid to see the listener or audiences (this factor deals with social). Place could influence their speaking performance (this factor deals with non-social).

Questionnaires Tabulation

The researcher used the questionnaires as the instrument of the research which was consist of 5 items, 3 items are about internal factors that affecting students confidence in public speaking performance and 2 others about the external factors that affecting students confidence in public speaking performance. Each point has 4 options (very agree, agree, disagree, and very disagree), and each option has the value. To tabulate the values of options, the researcher categorized the values into 4 levels as suharsimi (2006: 241-243) stated in her book: (a) Very agree (the first grade) values 4; (b) Agree (the second grade) values 3; (c) Disagree (the third grade) values 2; (d) Very Disagree (the last grade) values 1.

The first item: shows the factors affecting students in public speaking performance deals with the speaker that avoid to see audience or listener. The value of this item is $(1x4) + (4x3) + (0x2) + (0x1) = 4+12+0+0= 16$. The final value of this item is $16:5= 3,2$. The second item: shows the factors affectng students in public speaking performance deals with the gesture of speaker while speaking. The value of this item is $(5x4) + (0x3) + (0x2) + (0x1)= 20+0+0+0= 20$. The final value of this item is $20:5= 4$. The third item: shows the factors affectng students in public speaking performance deals with the way speaker thinking their ideas when they forget it. The value of this item is $(2x4) + (3x3) + (0x2) + (0x1)= 8+9+0+0= 17$. The final value of this item is $17:5= 3,4$. The fourth item: shows the factors affectng students in public speaking performance deals with the place of speaker performance. The value of this item is $(3x4) + (1x3) + (1x2) + (0x1)= 12+3+2+0= 17$. The final value of this item is $17:5= 3,4$. The fifth item: shows the factors affectng students in public speaking performance deals with how long the speaker practice speaking. The value of this item is $(5x4) + (0x3) + (0x2) + (0x1)= 20+0+0+0= 20$. The final value of this item is $20:5= 4$.

Based on the computation of the data, the researcher has categorized the values into two levels as follows: (1) 1 to 3,00 is classified as Low (L); (2) 3,00 to 4,00 is classified as High (H) (Purwanto, 2010: 103).

The students used some gestures to help them to offered their ideas (this factors belong to internal factors deals with behaviour). The students said 'aaa' while thinked and got their ideas back (this factors belong to internal factors deals with behaviour). The students agreed that if they practice more they had good confidence when speaking (this factors belong to internal factors deals with motivation). The students tried to not focus on seeing the audience or listener when they speaking performence (this factors belong to external factors deals with social). The students argeed that place could influence their confidence (this factors

belong to external factors deals with non-social).

The researcher could stated that internal and external facorts could affected students' confidence in public speaking performance of E2DC member at FPBS IKIP Mataram because of some factors such as: behaviour, motivation, social and non-social factors, and all of those factros classified as high level it means that those factors were really important on affecting students' confidence in public speaking performance.

CONCLUSION AND SUGGESTION

The researcher found that there were two factors internal and external factors, the internal factors consist of 2 behaviours and 1 motivation, while external factors consist of 1 social and 1 non-social factors which all factors classified as high level (H). The result of this study could help the lecture to know what factors that affecting students' confidence in publc speaking performance, So the lecture know how to build up the students' confidence. The result of this study could help students to know what factors that affect students' confidence in public speaking, and this research could be refference for next researcher.

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