THE CONFIDENCE LEVEL OF APPLIED FOREIGN LANGUAGES STUDENTS IN ENGLISH PUBLIC SPEAKING

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ABSTRACT

This study aims to determine: (1) the confidence level of Diponegoro University Applied Foreign Languages English Students Class of 2019 – 2020 with public speaking in English; (2) the reason for the insecurity of Diponegoro University Applied Foreign Language English Students Class of 2019 – 2020 with public speaking in English; (3) solutions to the lack of confidence for English students of Diponegoro University Applied Foreign Languages Class of 2019 – 2020 with public speaking in English. This research uses a quantitative approach with an exploratory type. Determination of research subjects using simple random sampling techniques. The sample in this study was 54 students of applied foreign language class 2019-2020 specializing in English at Diponegoro University. The instrument used is a questionnaire. The questionnaire used in this study is closed and answered directly by the respondent. The measuring instrument that will be used in this study is to use a modified Likert scale with four alternative answers, namely strongly agree (SS), agree (S), disagree (TS), and strongly disagree (STS). The results showed that the highest number of 54 respondents Students of Applied Foreign Languages at Diponegoro University is Lack of Preparation with average 3.18, while reason chosen with the lowest number of respondents is A Feeling of Incapacity with average 2. The solutions for three highest reasons. There are lack of preparation, the solution is break down the practice into smaller, more doable parts in order to reduce stress and increase performance, the practice should be done in small, manageable pieces. Then stage fright, rather than focusing on the audience, concentrate on the topic. People are more interested in new knowledge than in how it is delivered. They may be unaware of the students' anxiousness. And the last is inferiority or low self-esteem, appreciate what the students achieved. Give pat at the back following the speech or presentation.

Keywords*: Public Speaking; Self-Confidence; Applied Foreign Language Students.*

INTRODUCTION

Verbal communication is one of the essential parts of every language (Gozalova et al., 2016). Speaking in front of an audience requires not only language skills but also self-assurance (Raja, 2017). It cannot be an exception for Language learners (Zboun & Farrah, 2021). Learning a speech as part of a study does not ensure students' confidence in speaking English publicly (Hallemans, 2021). One's confidence in speaking in front of a group is influenced by some factors; fear of failure, stress, trauma, and other psychological factors (Muljanto, 2014).

Self-confidence is an essential aspect of the human mind since it enables individuals to reach their most significant potential (Kotova et al., 2021). Numerous issues will arise in persons who lack self-confidence (Wulandari et al., 2021), both in their personal lives and in society. Self-assured individuals are easy to socialize with; when challenged by older, more intelligent, or more substantial, they are often shy. Confident people comprehend and believe in their circumstances (Sudarmo, 2021), allowing them to accept their current condition as is (Kompa et al., 2021).

Many students still struggle with public speaking in their academic careers (Young & Wiley, 2021). One cause is students' lack of confidence. In Indonesia, there has been little research on student confidence when speaking English in public (Juwito et al., 2022). It is notably true with Diponegoro University's new Applied Foreign Language Study Program (Uswatunnisa et al., 2021). In particular, students who have chosen English majors as their primary focus for the next four years are concerned (Khasawneh, 2022), about the amount of confidence that Applied Foreign Language students have in speaking English in public (Sugiyati & Indriani, 2021). They are uneasy when asked to respond to questions by lecturers (Verlie et al., 2021). According to some theories, performing behaviors that are both physically and mentally risky are related to one's self-confidence. People lack confidence if they are frightened to speak or appear in public (Gruber & Kaplan-Rakowski, 2022) or are ashamed to express themselves in conversations or meetings with others. A person's lack of confidence may cause them to feel nervous in front of large groups of people (Kheryadi & Hilmiyati, 2021). A student must be self-assured to succeed in life. Confidence is essential because it inspires people to respond successfully to challenges and opportunities (Grover, 2021).

Through a questionnaire, students will express their reasons for feeling nervous about speaking English. The options include fear of lecturers, fear of grammatical errors, laziness, reluctance, inability to answer questions from lecturers, stage fright, feeling inferior to their friends' abilities while speaking in public, nervousness when speaking in front of a large group of people (trauma). The questionnaire should reveal why the students are uncomfortable speaking English in public.

Yogyakarta State University conducted another study to assess how influential self-confidence is to public speaking skills. The study shows there is a positive impact of significant self-confidence on public speaking skills, with 83,8% influence. Until this paper is made, there is no comparative research has been done. We are interested to identify a similar matter in the scope of the Applied Foreign Language Program at Diponegoro University. Thus, the goal of this study was to determine and measure the confidence of Diponegoro University Applied Foreign Language students speaking English in front of others. Using this research, we intend to provide solutions to the issue of students' confidence in public speaking in English. This research will also act as a reference for future research in the area.

The purpose of this research is to: 1) To study the confidence level of Diponegoro University Applied Foreign Languages English Students Class of 2019 – 2020 with public speaking in English, 2) To find out the reason for the insecurity of Diponegoro University Applied Foreign Languages English Students Class of 2019 – 2020 with public speaking in English, 3) To provide solutions to the lack of confidence for English students of Diponegoro University Applied Foreign Languages Class of 2019 – 2020 with public speaking in English. The benefits that can be drawn from this research are: 1) This research will assess the level of confidence in speaking English for English students of Applied Foreign Languages at Diponegoro University Class of 2019 – 2020 with public speaking situations, 2) Insights reached in this study will serve as a starting point for future research in this area, 3) The data on confidence levels obtained from this study can present a fresh vision and perspective. Specifically, the confidence level of Diponegoro University Applied Foreign Languages English Students Class of 2019 – 2020 is quite variable. It could be a source of information for future learning.

METHOD

Previously, there is a related study titled The Effect of Confidence and Communication Skills on Public Speaking Ability of Office Administration Education Study Program Students at the Faculty of Economics, Yogyakarta State University. It used a quantitative approach to assess student confidence in public speaking using a Likert Scale. We adapt this research strategy and use it as a guide for writing Chapters 3 and 4. Our research intends to identify, assess, and learn more about the level of self-confidence of Diponegoro University Applied Foreign Language students in the 2019-2020 class of English majors who are not confident in public speaking English. This research took four months to complete, beginning with the formulation of the problem and ending with the writing of the final chapter, namely the conclusion.

The study takes a quantitative approach and is exploratory. Exploratory research is a type of research that seeks to discover something new and unknown to the general public to study it more fully. It is typically concerned with present or current occurrences. The objective is to assemble non-establish preliminary theories to use in the future study. Because this research was conducted using written and limited data sources, the truth must be examined more closely. Selection of individuals for research using a basic random sampling technique.

The sample for this study was 54 students enrolled in Diponegoro University's applied foreign language class 2019-2020 with a concentration in English. The adoption of these two batches was motivated by many factors. The Department of Applied Foreign Languages at Diponegoro University was established in 2019 and had just three batches to date. We do not employ the 2021 batch as respondents because they have not picked a concentration aligned with their interests. Major concentration occurs in the third semester, while the class of 2021 is still in the first semester.

A. Variables in the Research

The study's dependent variable is self-confidence. Peter (2002) defines self-confidence as an attitude or belief in one's abilities such that one is not overly anxious in his actions, feels free to do things his way and is accountable for his actions, is polite in his interactions with others, has an achievement drive, and can recognize their strengths and weaknesses. It signifies that someone with self-confidence exhibits selflessness (tolerance), is self-sufficient, and optimistic (p. 4).

There is also public speaking. In its simplest form, public speaking is the act of speaking to a group of people with the intent of informing, influencing (persuading), and amusing the audience. Many individuals use the term "presentation" to refer to public speaking. As with other types of communication, public speaking consists of several fundamental components that correspond to Laswell's communication model, namely the communicator (speaker), message (presentation content), communicant (listener/audience), medium, and effect (presentation impact). Public speaking serves a variety of goals, from presenting information to encouraging others or simply telling anecdotes. Whatever the objective, an influential speaker can impact the audience's thoughts and feelings. Today, public speaking is necessary for various contexts, including leadership, motivation, religion, education, business, customer service, and mass communication, such as speaking on television or to radio listeners.

Language is a mode of communication that occurs spontaneously, in writing, or through signs based on a system of symbols. The term "language" refers to both words used by a group and the rules for modifying or combining those words. English is the primary language of communication in the United Kingdom, the United States of America, Canada, Australia, New Zealand, and South Africa, and other countries. English is widely understood and used as the official

language of many Commonwealth countries and is spoken in more countries and by more people than any other language saves Chinese.

The final variable is students studying Applied Foreign Languages. According to the Applied Foreign Language Study Program's official website, the program is a study under the auspices of Diponegoro University's Faculty of Vocational School to produce Applied Bachelors with superior competence in the fields of English and Japanese, as well as diverse expertise in hospitality, tourism, translation, and business communication. The Applied Foreign Language Study Program offers two concentrations: English and Japanese concentration, yet researchers are interested in the level of English public speaking confidence of Applied Foreign Language English Students Class of 20192020.

B. Techniques and Instruments for Data Collection

Researchers use a questionnaire through online questionnaire platform, Google Form. The questionnaire in this study is closed questionnaire and answered directly by the respondent. Because the questionnaire currently includes optional responses, respondents will select just those options. Constructed using variables' indicators, the questionnaire is closed in that each statement is accompanied by alternative responses that the respondent may select based on his or her circumstances. The tool of measurement in this study is Likert scale. The Likert scale was changed to include four more responses: strongly agree (SA), agree (A), disagree (D), and strongly disagree (SD). The use of four alternative responses is to avoid respondents' proclivity for providing answer choices in the middle category, resulting in the inability to gather definitive information. Researchers are advised to use a Likert scale with an even number of choices (Sukardi, 2003). Alternative answers are assigned a weighted value to calculate the respondents' scores and convert qualitative data to quantitative data for statistical analysis. Alternative answers are assigned a weighted value to calculate the respondents' scores and convert qualitative data to quantitative data for statistical analysis. Table 1C shows the weighting of the assessment for each potential response.

Table 1. Alternative Answers Score Guidance

Alternative Answers	Score
Strongly Disagree	1
Disagree	2
Agree	3
Strongly Agree	4

C. Statement List

This study utilizes questionnaire to collect data from the media and targets 54 persons as responders. The Likert scale was changed to include four more responses: strongly agree (SA), agree (A), disagree (D), and strongly disagree (SD). We provide ten statements and asked them to select one of four Likert scale options that suitable to their circumstances. The following is a summary of the statements we posed to the respondents:

1. I lack confidence when expressing my thoughts in class for fear of the assessment by the professor.

2. I am fearful of mispronunciation and grammatical faults when providing presentation material.
3. I am too lazy to respond to the lecturer's inquiries in English.
4. Due to a lack of confidence, I am cautious about responding to the lecturer's queries.
5. When I speak in public, I experience stage fright.
6. I lack confidence when speaking in public because my abilities are inferior to those of my Applied Foreign Language classmates.
7. I lack confidence when speaking in public due to my lack of experience.
8. Without preparation, I lack confidence when speaking in public.
9. When I speak in public, I feel insecure.
10. When I speak English, the other person is unable to comprehend what I am saying.

RESULTS AND DISCUSSIONS
A. Indicators Affecting the Confidence Level of Diponegoro University Applied Foreign Language Students in English Public Speaking
   1. Fear of The Assessment by The Professor

No	Description	Frequency	Percentage
1	Strongly Disagree	4	7%
2	Disagree	18	33%
3	Agree	28	52%
4	Strongly Agree	4	7%
	Total	**54**	**100%**
	Average	**2.59**	**Agree**

Interpretation:

According to the table above, the highest respondents' response is Agree with 52%. The lowest respondent response is Strongly Disagree and Strongly Agree, with 7%. Thus, it can be concluded that they Agree with the statement Fear of Lecturer Assessment.


FEAR OF THE ASSESSMENT BY THE LECTURERS

■ 1 Strongly Disagree ■ 2 Disagree ■ 3 Agree ■ 4 Strongly Agree
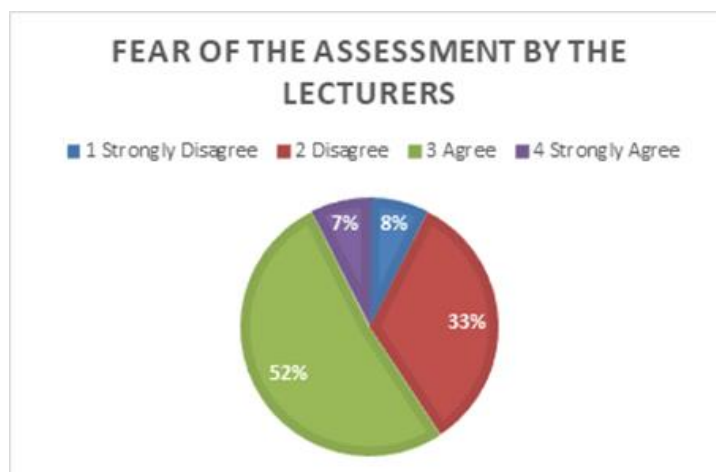
2. Fear of Mispronunciation and Grammatical Errors

No	Description	Frequency	Percentage
1	Strongly Disagree	7	13%
2	Disagree	22	41%
3	Agree	24	44%
4	Strongly Agree	1	2%
Total		**54**	**100%**
Average		**2.35**	**Disagree**

Interpretation:

According to the table above, the highest respondents' response is Agree with 44%. The lowest respondent response is Strongly Agree with 2%. Thus, it can be concluded that they Disagree with the statement Fear of Mispronunciation and Grammatical Errors.
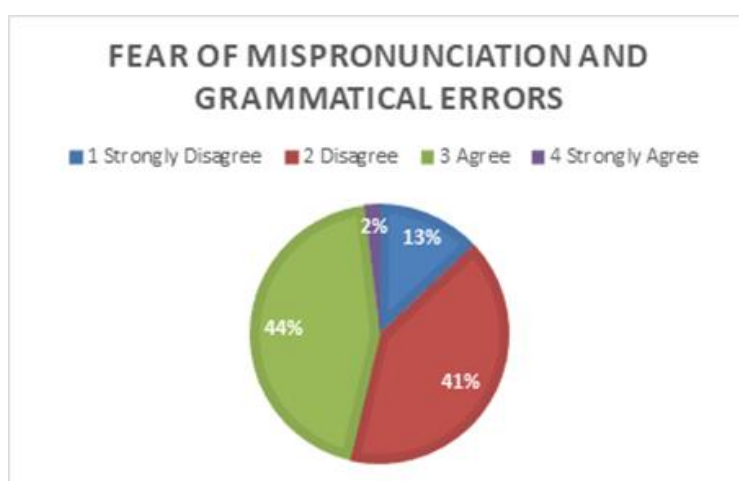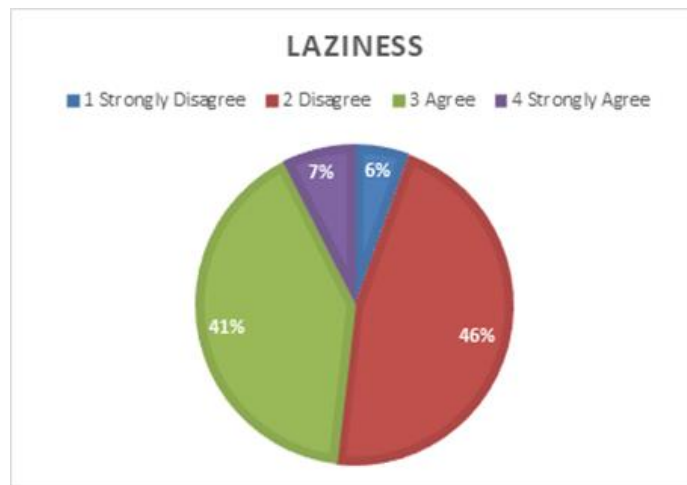

3. Lazines

No	Description	Frequency	Percentage
1	Strongly Disagree	3	6%
2	Disagree	25	46%
3	Agree	22	41%
4	Strongly Agree	4	7%
Total		**54**	**100%**
Average		**2.5**	**Disagree**

Interpretation:

According to the table above, the highest respondents' response is Disagree with 46%. The lowest respondent response is Strongly Disagree with 6%. Thus, it can be concluded that they Disagree with the Laziness statement.
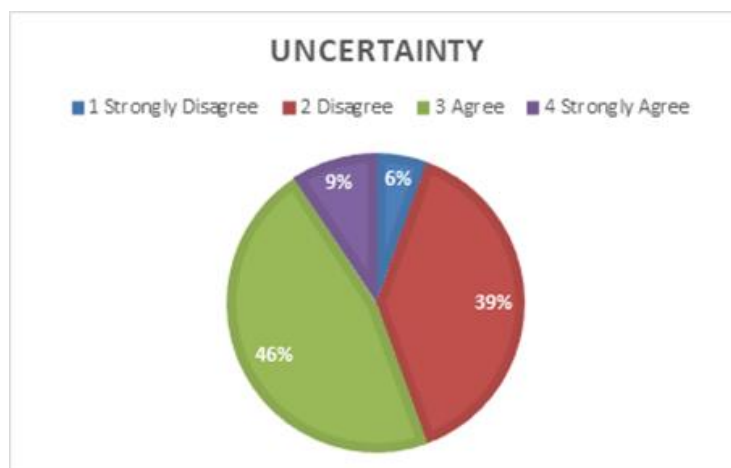
4. Uncertainty

No	Description	Frequency	Percentage
1	Strongly Disagree	3	6%
2	Disagree	21	39%
3	Agree	25	46%
4	Strongly Agree	5	9%
	Total	**54**	**100%**
	Average	**2.59**	**Agree**

Interpretation:

According to the table above, the highest respondents' response is Agree with 46%. The lowest respondent response is Strongly Disagree with 9%. Thus, it can be concluded that they Agree with the Uncertainty statement.
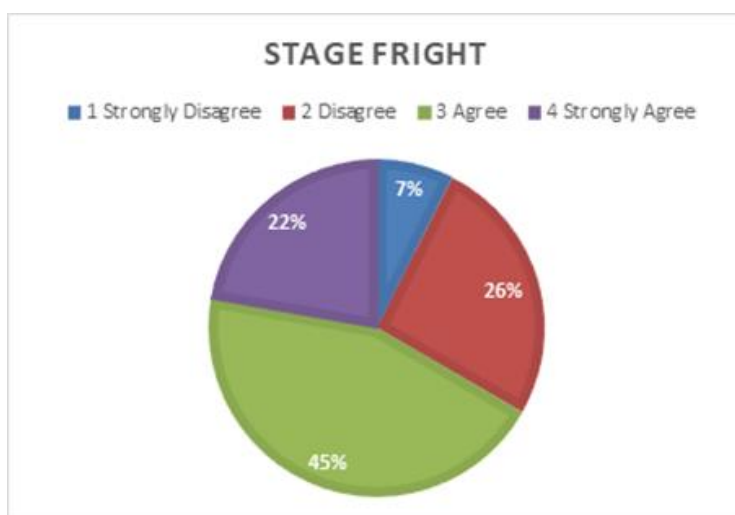
5. Stage Fright

No	Description	Frequency	Percentage
1	Strongly Disagree	4	7%
2	Disagree	14	26%
3	Agree	24	44%
4	Strongly Agree	12	22%
	Total	**54**	**100%**
	Average	**2.81**	**Agree**

Interpretation:

According to the table above, the highest respondents' response is Agree with 44%. The lowest respondent response is Strongly Disagree with 7%. Thus, it can be concluded that they Agree with the Stage Fright statement.


6. Inferiority or Low Self-Esteem

No	Description	Frequency	Percentage
1	Strongly Disagree	5	9%
2	Disagree	15	28%
3	Agree	22	41%
4	Strongly Agree	12	22%
	Total	**54**	**100%**
	Average	**2.76**	**Agree**

Interpretation:

According to the table above, the highest respondents' response is Agree with 41%. The lowest respondent response is Strongly Disagree with 9%. Thus, it can be concluded that they Agree with the Inferiority or Low Self-Esteem statement.
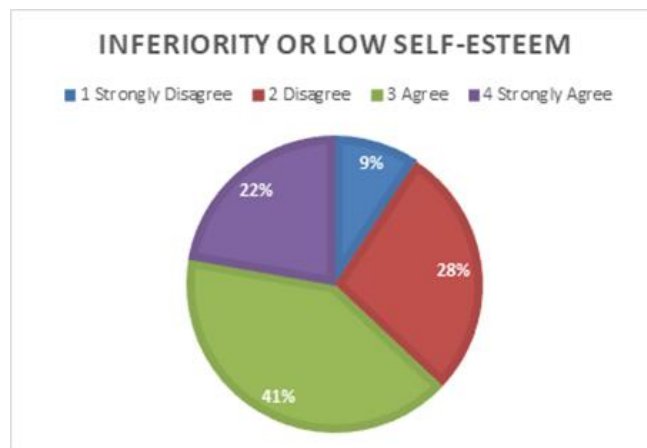
7. Lack of Experience

No	Description	Frequency	Percentage
1	Strongly Disagree	7	13%
2	Disagree	19	35%
3	Agree	21	39%
4	Strongly Agree	7	13%
	Total	**54**	**100%**
	Average	**2.52**	**Agree**

Interpretation:

According to the table above, the highest respondents' response is Agree with 39%. The lowest respondent response is Strongly Disagree and Strongly Agree with 13%. Thus, it can be concluded that they Agree with the Lack of Experience statement. Strongly Agree is seven respondents or 13%.
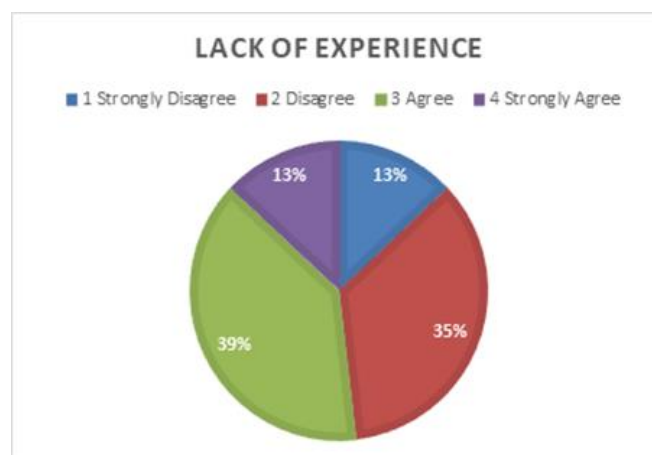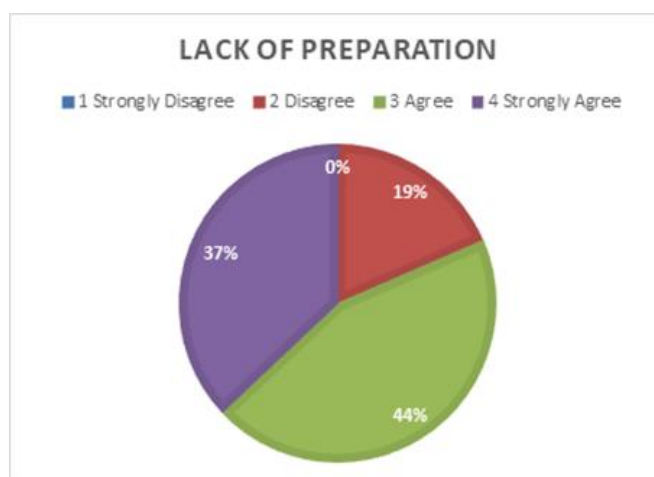
8. Lack of Preparation

No	Description	Frequency	Percentage
1	Strongly Disagree	0	0%
2	Disagree	10	19%
3	Agree	24	44%
4	Strongly Agree	20	37%
	Total	**54**	**100%**
	Average	**3.18**	**Agree**

Interpretation:

According to the table above, the highest respondents' response is Agree with 44%. The lowest respondent response is Strongly Disagree with 0%. Thus, it can be concluded that they Agree with the Lack of Preparation statement.
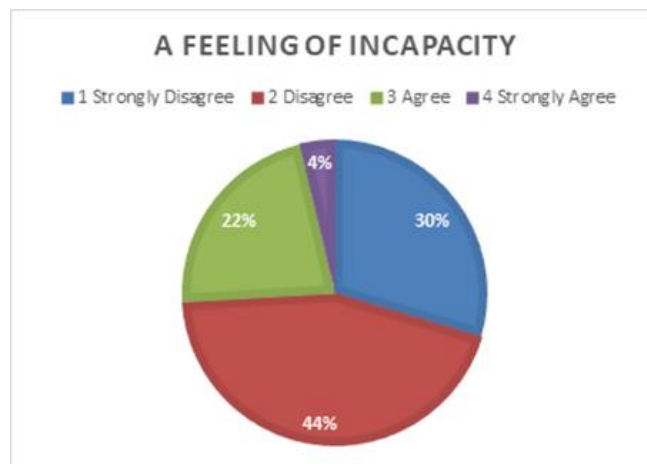

9. A Feeling of Incapacity

No	Description	Frequency	Percentage
1	Strongly Disagree	16	30%
2	Disagree	24	44%
3	Agree	12	22%
4	Strongly Agree	2	4%
	Total	**54**	**100%**
	Average	**2**	**Disagree**

Interpretation:

According to the table above, the highest respondents' response is Disagree with 44%. The lowest respondent response is Strongly Agree with 4%. Thus, it can be concluded that they Disagree with the A Feeling of Incapacity statement.

10. Incomprehension of Audience

No	Description	Frequency	Percentage
1	Strongly Disagree	13	24%
2	Disagree	28	52%
3	Agree	11	20%
4	Strongly Agree	2	4%
	Total	**54**	**100%**
	Average	**2.03**	**Disagree**

Interpretation:

According to the table above, the highest respondents' response is Disagree with 52%. The lowest respondent response is Strongly Agree with 4%. Thus, it can be concluded that they Disagree with the Incomprehension of Audience statement.
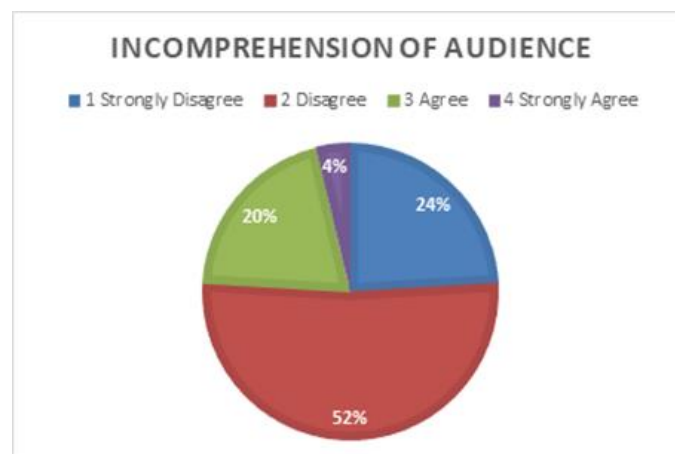
B. Summary

No.	Description	Confidence Level Rating (Amount)/X	Average
1.	Fear of the Assessment by the Lecturers	140	2,59
2.	Fear of Mispronunciation and Grammatical Errors	127	2,35
3.	Laziness	135	2,5
4.	Uncertainty	140	2,59
5.	Stage Fright	152	2,81
6.	Inferiority or Low Self-Esteem	149	2.76
7.	Lack of Experience	136	2.52
8.	**Lack of Preparation**	**172**	**3.18**
9.	A Feeling of Incapacity	108	2
10.	Incomprehension of Audience	110	2,03
	Average level of confidence		**2,41**

According to the data in the table above, the least common cause for lack of confidence in public speaking among the Applied Foreign Languages English Students class of 2019-2020 is "A Feeling of Incapacity," which has an average value of 2, and the most common reason for lack of confidence in public speaking is "Lack of Preparation," which has an average value of 3.18.

Confident Level	Frequency	Percentage
High	24	44%
Medium	28	52%
Low	2	4%
Total	**54**	**100%**

According to Hidayat (2009) confidence criteria, the following is the final result of the Confidence Level of Applied Foreign Language Students at Diponegoro University:
1. High self-confidence: 67–100%
   Of the 54 responders, 44% are Diponegoro University Applied Foreign Language students with a high sense of self-confidence.
2. Moderate self-confidence: 34 – 66%
   52% of respondents from Diponegoro University's Applied Foreign Language students have a moderate level of self-confidence out of 54 respondents.
3. Weak self-confidence: 0 –33%
   4% of respondents with low self-confidence among the 54 respondents from Diponegoro University's Applied Foreign Language students.

C. Solutions

Based on the data concluded, there are the three highest reasons that the English students of Applied Foreign Language have chosen regarding the lack of confidence in English public speaking: lack of preparation, stage fright, and inferiority or low self-esteem. Here are some solutions suggested.
1. Lack of Preparation

Break down the practice into smaller, more doable parts in order to reduce stress and increase performance, the practice should be done in small, manageable pieces. The brain can

only properly focus on one subject at a time, and practicing for long periods can be unpleasant. Concentrating on too many subjects at once will restrict the progress made in any one area. Start working on the following solution as soon as the students are comfortable implementing the first one. After practicing the presentation with each solution separately, the students may begin combining them.

A realistic practice schedule and session style should be based on what the students can maintain. Practice at times that are convenient for them. These exercises can be more manageable if broken up into smaller chunks and practiced regularly. One Communication Fellow thinks about the talks as the students walk home from college (talk about efficiency). Visualizing their presentation's verbal/nonverbal parts as thinking about the subject allowed them to rehearse without speaking or moving body.

2. Stage Fright

Rather than focusing on the audience, concentrate on the topic. People are more interested in new knowledge than in how it is delivered. They may be unaware of the students' anxiousness. The anxiousness may encourage audience members to root and make the presentation successful.

Do not be afraid to take a breather. The silence may feel like an eternity if the students lose sight of what they are saying or start to feel worried, and the mind goes blank. In actuality, it is probably just a matter of seconds. The audience is more likely to accept a pause regardless of its length. Take a few long, deliberate breaths to calm down.

3. Inferiority or Low Self-esteem

Appreciate what the students achieved. Give pat at the back following the speech or presentation. It may not have been flawless because everyone is capable of making errors. Consider any errors that are made as a chance to sharpen their abilities.

Get the help needed. Be part of a support group for persons who struggle with public speaking. Toastmasters, an international non-profit organization that teaches public speaking and leadership abilities, is among the many options available.

CONCLUSION

According to the research conducted on "The Level of Confidence of Applied Foreign Language Students at Diponegoro University in Public Speaking English," the respondents were divided into two classes: the 2019 class had 40 respondents (74.1%), and the 2020 class had 14 respondents (25.9%).

Additionally, this study estimates several indicators that may affect the Confidence Level of Applied Foreign Language Students at Diponegoro University in English Public Speaking. There is fear of lecturer's assessment, fear of mispronunciation and grammatical errors, laziness, uncertainty, stage fever, inferiority or low self-esteem, unusualness, preparation, A feeling of incapacity, and comprehension. Reason chosen with the highest number of respondents is Lack of Preparation with average 3.18, while reason chosen with the lowest number of respondents is A Feeling of Incapacity with average 2.

The questionnaire resulted in 54 responders, 44% of whom were Diponegoro University students of Applied Foreign Languages with a high level of self-confidence (67-100%). 52% of respondents are students of Applied Foreign Languages at Diponegoro University and have a moderate level of self- confidence (34–66%). 4% of respondents are students of Applied Foreign Languages at Diponegoro University and have low self-confidence (0– 33%).

The solutions for three highest reasons. There is lack of preparation the solution is Break down the practice into smaller, more doable parts

in order to reduce stress and increase performance, the practice should be done in small, manageable pieces. Then stage fright, rather than focusing on the audience, concentrate on the topic. People are more interested in new knowledge than in how it is delivered. They may be unaware of the students' anxiousness. And the last is inferiority or low self-esteem, appreciate what the students achieved. Give pat at the back following the speech or presentation.

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