

**THE SELF CONFIDENCE FEATURES  
OF STUDENT EXTEMPORANEOUS SPEECH  
IN FACILITATING ENGLISH SPEAKING  
AT MA ISLAMIAH ATTANWIR SUMBERREJO BOJONEGORO**

**THESIS**

Submitted in Partial fulfillment of the requirement for the degree of Sarjana  
Pendidikan (S.Pd) in Teaching English



**UIN SUNAN AMPEL  
S U R A B A Y A**

By :  
**FIFIN SOFIA AMALINDA**  
NIM D05219011

**ENGLISH LANGUAGE EDUCATION DEPARTMENT  
TARBIYAH AND TEACHER TRAINING FACULTY  
UIN SUNAN AMPEL  
SURABAYA  
2023**

## PERNYATAAN KEASLIAN PENULISAN

Saya yang bertanda tangan di bawah ini :

Nama : Fifin Sofia Amalinda  
NIM : D05219011  
Jurusan Program Studi : Pendidikan Bahasa Inggris / PBI  
Fakultas : Tarbiyah dan Keguruan

Menyatakan dengan sebenarnya bahwa skripsi yang saya buat ini benar-benar merupakan hasil karya saya sendiri, bukan merupakan pengambilan tulisan atau pikiran orang lain yang saya akui sebagai hasil tulisan saya sendiri. Apabila dikemudian hari terbukti bahwa skripsi ini hasil plagiasi, maka saya bersedia menerima sanksi atas perbuatan tersebut sesuai dengan ketentuan yang berlaku.

Surabaya, 12 April 2023

Yang membuat pernyataan



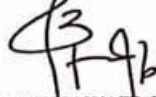
**FIFIN SOFIA AMALINDA**  
NIM. D05219011

**APPROVAL SHEET**

This thesis by Fifi Sofia Amalinda entitled " *The Self Confidence Features Of Student Extemporaneous Speech In Facilitating English Speaking At Ma 1 Attanwir Sumberrejo Bojonegoro* " has been approved by the thesis advisors for further approval by the boards of examiners.

Surabaya, April 12<sup>th</sup> 2023

Advisor I,



**RAKHMAWATI, M.Pd**  
NIP : 197803172009122002

Advisor II,



**Prof. Dr. MOHAMAD SALIK, M.Ag**  
NIP : 196712121994031002

EXAMINER APPROVAL SHEET

This thesis by Fifi Sofia Armalinda entitled " *The Self Confidence Features Of Student Extemporaneous Speech In Facilitating English Speaking At Ma 1 Atanwir Sumberrejo Bojonegoro* " has been examined on April, 12<sup>th</sup> 2023 and approved by the board of examiner



Dean,

Prof. Dr. H. Muhammad Thohir, S.Ag., M.Pd  
NIP : 197407251998031001

Examiner 1,

Dr. SITI ASMIYAIL, M.TESOL  
NIP : 197704142006042003

Examiner 2,

Hilda Izzati Mardjid, MA  
NIP : 198602102011012012

Examiner 3,

RAKHMAWATI, M.Pd  
NIP : 197803172009122002

Examiner 4,

Prof. Dr. MOHAMAD SALIK, M.Ag  
NIP : 196712121994031002



UIN SUNAN AMPEL  
S U R A B A Y A

KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA  
PERPUSTAKAAN

Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300  
E-Mail: perpus@uinsby.ac.id

LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI  
KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Sebagai sivitas akademika UIN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya:

Nama : FIFIN SOFIA AMALINDA  
NIM : D05219011  
Fakultas/Jurusan : Tarbiyah dan Keguruan  
E-mail address : fifinsofiaamalinda@gmail.com

Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada Perpustakaan UIN Sunan Ampel Surabaya, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah :

Skripsi  Tesis  Desertasi  Lain-lain (.....)

yang berjudul :  
THE SELF CONFIDENCE FEATURES OF STUDENT EXTEMPORANEOUS SPEECH  
IN FACILITATING ENGLISH SPEAKING AT MA ISLAMIAH ATTANWIR  
SUMBERREJO BOJONEGORO

beserta perangkat yang diperlukan (bila ada). Dengan Hak Bebas Royalti Non-Eksklusif ini Perpustakaan UIN Sunan Ampel Surabaya berhak menyimpan, mengalih-media/format-kan, mengelolanya dalam bentuk pangkalan data (database), mendistribusikannya, dan menampilkan/mempublikasikannya di Internet atau media lain secara *fulltext* untuk kepentingan akademis tanpa perlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan atau penerbit yang bersangkutan.

Saya bersedia untuk menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan UIN Sunan Ampel Surabaya, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah saya ini.

Demikian pernyataan ini yang saya buat dengan sebenarnya.

Surabaya,

Penulis

FIFIN SOFIA AMALINDA

## ABSTRACT

Sofia Amalinda, Fifin. (2023). The Self Confidence Features of Student Extemporaneous Speech in Facilitating English Speaking at MA Islamiyah Attanwir Sumberrejo Bojonegoro. Thesis. English Teacher Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel Islamic University, Surabaya. Advisor I.: Rakhmawati, M.Pd Advisor II: Prof. Dr. Mohamad Salik, M.Ag

*Keywords: Self confidence features, Extemporaneous speech, Facilitate, English Speaking learning*

Speaking English should be practiced by the students to make them communicate in English without difficulty in speaking. This study discusses the self confidence features of student extemporaneous speech in facilitating english speaking. This research aims to investigate students' self-confidence features when doing extemporaneous speech and to explore the factors that influence student's self confidence when extemporaneous speech in facilitating learning English Speaking. This study was conducted at MA Islamiyah Attanwir Sumberrejo Bojonegoro with the research subject being one class of twelve grade students who use extemporaneous speech to facilitate their speaking learning. The data was collected through observation and interview which used a descriptive qualitative approach. The result of this study is that there are four self confidence features found in this research including (1) pronunciation, (2) making eye contact with the audience, (3) no repetition, and (4) not many moves. The factors that influence a student's self confidence when making extemporaneous speech in learning English speaking include internal factors and external factors. Internal factors consist of motivation and student experience and external factors consisting of audience, feedback and topics to be delivered.

UIN SUNAN AMPEL  
S U R A B A Y A

## ABSTRAK

Sofia Amalinda, Fifin. (2023). Fitur Percaya Diri Pidato Ekstemporan Siswa dalam Memfasilitasi Berbicara Bahasa Inggris di MA Islamiyah Attanwir Sumberrejo Bojonegoro. tesis. Jurusan Pendidikan Guru Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Sunan Ampel, Surabaya. Penasehat I: Rakhmawati, M.Pd Pembimbing II: Prof. Dr. Mohamad Salik, M.Ag

Kata kunci : Fitur kepercayaan diri, Extemporaneous speech, Memfasilitasi, pembelajaran Berbicara Bahasa Inggris

Berbicara bahasa Inggris harus dipraktekkan oleh siswa untuk membuat mereka berkomunikasi dalam bahasa Inggris tanpa kesulitan dalam berbicara. Penelitian ini membahas tentang ciri-ciri kepercayaan diri dari pidato ekstemporan siswa dalam memfasilitasi berbicara bahasa Inggris. Penelitian ini bertujuan untuk menyelidiki ciri-ciri kepercayaan diri siswa ketika melakukan pidato ekstemporan dan untuk mengeksplorasi faktor-faktor yang mempengaruhi kepercayaan diri siswa ketika pidato ekstemporer dalam memfasilitasi pembelajaran berbicara bahasa Inggris. Penelitian ini dilakukan di MA Islamiyah Attanwir Sumberrejo Bojonegoro dengan subjek penelitian adalah salah satu siswa kelas dua belas yang menggunakan extemporaneous speech untuk memfasilitasi pembelajaran berbicara mereka. Pengumpulan data dilakukan melalui observasi dan wawancara yang menggunakan pendekatan kualitatif deskriptif. Hasil dari penelitian ini adalah terdapat empat ciri kepercayaan diri yang ditemukan dalam penelitian ini diantaranya (1) pengucapan, (2) melakukan kontak mata dengan penonton, (3) tidak melakukan pengulangan, dan (4) tidak terlalu banyak bergerak. Dan hasil faktor-faktor yang mempengaruhi kepercayaan diri siswa ketika pidato ekstemporan dalam pembelajaran berbicara bahasa Inggris meliputi faktor internal dan faktor eksternal. Faktor internal terdiri dari motivasi dan pengalaman siswa dan faktor eksternal terdiri dari audiens, umpan balik dan topik yang akan disampaikan.

UIN SUNAN AMPEL  
S U R A B A Y A

## TABLE OF CONTENTS

<b>TITLE PAGE</b> .....	<b>i</b>
<b>ABSTRACT</b> .....	<b>ii</b>
<b>TABLE OF CONTENTS</b> .....	<b>iv</b>
<b>CHAPTER I : INTRODUCTION</b> .....	<b>7</b>
A. Background of the Study .....	7
B. Research Questions .....	13
C. Objective of the study.....	13
D. Significance of the study.....	14
E. Scope and Limitation of the Study.....	15
F. Definition of key Terms.....	15
1. Self Confidence.....	16
2. Extemporaneous Speech.....	16
3. Features of Self-confidence.....	17
<b>CHAPTER II : REVIEW OF RELATED LITERATURE</b> .....	<b>18</b>
A. Theoretical Framework.....	18
1. Features of self-confidence.....	18
2. Factor that influence of self-confidence.....	21
3. The way to measure students' self confidence.....	24
4. Self-confidence and its role in language learning.....	25
5. Extemporaneous Speech.....	26
6. Advantages of Extemporaneous Speech.....	26
7. Teaching Speaking.....	28
B. Previous Studies.....	29
<b>CHAPTER III : METHOD</b> .....	<b>34</b>
A. Research Design.....	34
B. Research Subject and Setting.....	35
C. Data and Source of Data.....	36
D. Data Collection Technique.....	37
E. Research Instrument.....	40



F. Data Analysis Technique.....	42
G. Data Validity.....	45
<b>CHAPTER III : FINDING AND DISCUSSION.....</b>	<b>46</b>
A. The Self Confidence features when doing extemporaneous speech.....	47
B. The factors that influence self confidence features in extemporaneous speech.....	53
<b>CHAPTER III : SUGGESTION AND CONCLUSION.....</b>	<b>62</b>
A. The Self Confidence features when doing extemporaneous speech.....	62
B. The factors that influence self confidence features in extemporaneous speech.....	64
<b>REFERENCES.....</b>	<b>68</b>
<b>APPENDIXES.....</b>	<b>70</b>
<i>Appendix 1 The Result of observation about pronunciation.....</i>	<i>70</i>
<i>Appendix 2 The Result of observation about making eye contact .....</i>	<i>71</i>
<i>Appendix 3 The Result of observation about don't moving too much.....</i>	<i>72</i>
<i>Appendix 4 The Result of observation about do not repetition.....</i>	<i>73</i>
<i>Appendix 5 The Result of interview about internal factor.....</i>	<i>74</i>
<i>Appendix 6 The Result of interview about external factor.....</i>	<i>75</i>
<i>Appendix 7 Surat Izin Penelitian.....</i>	<i>76</i>
<i>Appendix 8 Surat Validasi Instrumen.....</i>	<i>78</i>
<i>Appendix 9 observation checklist.....</i>	<i>79</i>
<i>Appendix 10 The Result of the interview.....</i>	<i>84</i>

## CHAPTER I

### INTRODUCTION

The broad issues raised by this study are presented in the first section was researched in this study, the reason why selecting the topic, some questions that answered by this research findings, research objectives, the significance of this research, the limitations used in this research, and a few explanations of key term used in this study. These points were described into some subheadings named background of the study, research question, objective of the study, significance of the study, scope and limitation of the study and definition of key terms.

#### A. Background of the Study

Speaking English should be practiced with the aim of teaching students to communicate in English without difficulty in speaking. But in reality, speaking English becomes a problem for the students at school. The difficulties students have speaking English can be caused by various factors. There are various factors, such as students not confident, and a lack of vocabulary. Speaking is one way for someone to communicate with someone. Speaking is a two way process that involves both giving and receiving information.<sup>1</sup> In addition, there are several speaking functions, namely being able to express opinions well, a benchmark for students' proficiency in English, and being able to improve critical thinking. Therefore, speaking ability is critical since speaking ability and in human existence are mutually necessary and cannot be

---

<sup>1</sup> Yovita Asti Pratiwi. *Students' Perception On Impromptu Speech To Improve Speaking Fluency In Speaking Class*. (2018)

separated. Speaking is one way to measure knowing skills in English speaking. Many people judge people who are good at English as people who are fluent in speaking.<sup>2</sup> Speaking is one of the basic abilities used to determine whether or not a language student has succeeded in acquiring the language. Speaking not only generates sound, but also conveys information about one's comprehension of what has been stated. People converse or speak with one another to express their views or feelings at the time. Speaking is a language ability that is necessary for daily communication.<sup>3</sup> From this statement the researcher can conclude that someone who wants to be able to speak English well should practice speaking every day with colleagues and what is called successful speaking with the interlocutor is when the interlocutor understands what is conveyed.

Other than that, Al-Hebaish said that the emotional side of human behavior is called the affective environment, and it comprises a range of elements. personality traits such as emotions, motivation, attitudes, personality, fears and self confidence. Of these, One of the factors that has the greatest impact on learning is self confidence.<sup>4</sup> Self confidence is very crucial in social life for students, especially in doing extemporaneous speech. Generally, students will communicate well if they have a high level of self confidence. There are several features of speech, namely clarity, conciseness, interest,

---

<sup>2</sup> Ulfiyah Azzahra. *Developing The Students' Speaking Skills Through Impromptu Speech Method.* (2020).

<sup>3</sup> Hummaira Azwir. *An Analysis Of Teachers' Strategies To Encourage Students' Self Confidence In Speaking.* ( 2020 )

<sup>4</sup> Safaa Mohammad Al-Hebaish. *The Correlation Between General Self Confidence And Academic Achievement In The Oral Presentation Course.* ( 2012 )

fluency, and self confidence. Students that have a strong sense of Self-confidence would be able to prevail over their worries or negative ideas. Students' self-confidence must be applied early to always think positively that students can do what they want and instill in students not to be hesitant to make errors and when students are unable to do it they don't have to worry about it. Self confidence must be owned by every student so that they do not compare their abilities with others because each self has advantages and disadvantages and must be instilled with a sense of enough for what someone has. Another aspect of self confidence is the capacity to think and feel positively about oneself and do not worry about what one cannot accomplish. Self confidence is an attitude don't compare yourself with others, because you have to believe in yourself.<sup>5</sup> The researcher can conclude that a confident person is a person who can believe in the abilities they have or the ability to develop positive judgments both for themselves and the surrounding environment.

There are several methods to facilitate students' speaking including Role plays, school ,group work, conversations, speeches, and games about frequent life, family, emotions and other subjects teachers deem acceptable and used in the classroom.<sup>6</sup> There are various primary ways for public speakers to deliver a speech. There are four methods to deliver a speech by reading directly from a manuscript, by reciting a text from memory, by speaking impromptu,

---

<sup>5</sup> Desvian Bandarsyah, Et.Al., *Analysis Of Student Confidence And Anxiety Levels In Online Thesis Defense* ( Jakarta, Indonesia: Universitas Muhammadiyah Prof. Dr. Hamka, 2021)

<sup>6</sup> J. A. Foley, *New Dimension In The Teaching Of Oral Communication*, (Singapore: Seameo Regional Language Centre, P. 244)

and by speaking extemporaneously.<sup>7</sup> One of which is extemporaneous speech. Extemporaneous Speech is one method that can be used to improve speaking skills because Extemporaneous speech is someone who has extensive knowledge, is proficient in vocabulary and is also self confident. An impromptu speech is a simple public speaking activity in which participants deliver a short preparatory speech that can last between one to two minutes.<sup>8</sup> Extemporaneous speech is one of the important ways to improve one's speaking because suddenly without preparation it trains a person to believe and also memorize a lot of vocabulary. Speaking without preparation is something interesting and challenging to know someone's ability in English proficiency where in speaking someone only relies on the knowledge that knows about the topic to be presented. According to Yulanda, Extemporaneous speaking is the art of giving speeches on the spot without notes or memorization relying only on the speaker's depth of knowledge and their ability to explain what they know in a coherent, engaging manner.<sup>9</sup> Talking a lot suddenly is something that everyone usually does to express what's in their heart, describe something, give an opinion or something else. Impromptu speech occurs when someone will explain experiences, convey what is known, and talk about several problems that are blowing up spontaneously.<sup>10</sup> Many people use this method

---

<sup>7</sup> Lucas, S. E. (2015). *The Art Of Public Speaking* (12th Ed.). New York: McGraw Hill.

<sup>8</sup> Yovita Asti Pratiwi. *Students' Perception On Impromptu Speech To Improve Speaking Fluency In Speaking Class*. (2018)

<sup>9</sup> Novia Yulanda. *The Implementation Of The Effective Strategy For Practicing Extemporaneous Speech Style In Public Speaking*. ( 2021 ). 63–70.

<sup>10</sup> Andries Hinnani Tamonob. *Students' Fear Towards Impromptu Speech Activities In Speaking Class At The English Department Of Satya Wacana Christian University Thesis*. (2015).

because it can express their true feelings, opinions, and ideas spontaneously, and allows the speaker to keep thinking. In other words, if students give extemporaneous speeches this can make students develop their own ideas and also be confident.

The following are a few previous studies related to this research. These researches mainly focused on Improving student's speaking skill, increasing students' self confidence, and implementing methods that are suitable for speaking. Focus on improving student's speaking skill, first the thesis by Yovita this study focusing on improving speaking fluency using impromptu speech. This study employed a mixed-method approach to collect the data, obtaining both qualitative and quantitative information.<sup>11</sup> Second, the thesis by Yulanda.<sup>12</sup> focus on determining if extemporaneous speech is useful for improving English speaking and how successful extemporaneous speech practice techniques are in public speaking. Next, Increasing students' self confidence. The first thesis by Deswarni.<sup>13</sup> This study aims to determine whether using skit techniques can boost students' self-confidence when speaking English and using experimental design. Next, implement a method that is suitable for speaking. The first thesis by Azzahra focuses on determining whether the impromptu speech method develops students and using pre-test, treatment, and post-test were the three instruments used in this experimental

---

<sup>11</sup> Yovita Asti Pratiwi , *Students' Perception On Impromptu Speech To Improve Speaking Fluency In Speaking Class*. Sanata Dharma University Yogyakarta ( 2018 )

<sup>12</sup> Novia Yulanda, *The Implementation Of The Effective Strategy For Practicing Extemporaneous Speech Style In Public Speaking* ( Eltall : Iain Ponorogo 2021 )

<sup>13</sup> Dini Deswarni, *The Use Of Skit Technique To Increase Students' Self-Confidence In Speaking* ( Al-Ishlah: Jurnal Pendidikan: Stai Hubbulwathan Duri 2017)

quantitative method study.<sup>14</sup> Second, these studies only focus on determining whether hypnocative speech is improving students' ability to speak English. The outcomes of the first cycle and the last cycle were combined and simultaneously compared as part of a critical comparison analysis technique used to gather the data.<sup>15</sup> Third, the title of this research is Informative Speaking Using The Extemporaneous Speech Method In A University Public Speaking Class this studies only focus to describe how lecturers use the free Speech method for instructing on informative speeches.<sup>16</sup> From some of the previous studies above, they focused on Improving student's speaking skill, increasing students' self confidence, and implementing method that suitable for speaking and in this study focused on self-confidence features and factors that influence students' self-confidence when speaking and in this study used descriptive qualitative research.

In addition, based on this phenomenon, the researcher chose the research location because one of the English teachers there frequently used extemporaneous speech activities to facilitate their students in learning English. Therefore, this location is the right choice to conduct this research. This study aims to investigate students' self-confidence features when doing extemporaneous speech which is applied by the teacher in facilitating learning to speak English, and to find out what are the factors that influence Student's

---

<sup>14</sup> Ulfiyah Azzahra . *Developing The Students' Speaking Skills Trhough Impromptu Speech Method* ( Universitas Muhammadiyah Makassar 2020 )

<sup>15</sup>Ninin Herlina, *Improving English Speaking Ability Through Hypnocative Speech Method* ( Journal Of English Education:Universitas Trilogi Jakarta, Indonesia 2018 )

<sup>16</sup> Idha Ratna Dewi, *Informative Speaking Using The Extemporaneous Speech Method In A University Public Speaking Class* ( State University Of Surabaya 2015 )

Self Confidence when Extemporeous speech in facilitating learning English Speaking. The researcher chose to use the extemporeous speech method to facilitate students because the results of previous research proved that it could improve students' speaking, so researchers used this method as a learning facility for speaking English.

### **B. Research Question**

1. What are the students' Self confidence features when they are doing extemporeous speech in facilitating English speaking at MA Islamiyah Attanwir ?
2. What are the factors that influence Self Confidence of Student Extemporeous Speech in Facilitating English Speaking at MA Islamiyah Attanwir ?

### **C. Objective of the study**

The objectives of this study include the following which are connected to the research question above are :

1. to investigate the students' self Confidence Features when doing Extemporeous Speech In Facilitating English Speaking
2. to find out the factors that influence Self Confidence of Student Extemporeous Speech In Facilitating English Speaking

### **D. Significance of the study**

The results of this research are expected to bring benefits and contributions to teachers, readers, students, and further researchers.



1. Teachers can be inspired by this research by using extemporaneous speech as an activity to facilitate learning to speak English. In addition, teachers can also obtain more information and knowledge to prohibit speaking at school, including teachers can find out students' confidence in speaking when doing extemporaneous speech and knowing what factors make students confident when speaking English in carrying out activities to facilitate learning to speak English.
2. Students are expected to be more interested and not afraid to learn English and make mistakes in order to improve speaking confidently by implementing extemporaneous speech activities by themselves.
3. Hopefully the readers will also get some information from this research, especially about the advantages of using Extemporaneous Speech activities to train students' confidence in facilitating learning to speak English.
4. For future researchers, this study hopes that the results can provide references and evidence that Extemporaneous Speech is an appropriate activity in facilitating learning English pronunciation and to increase students' self-confidence. These two studies can state other theories and provide academic information for further research related to the use of extemporaneous speech activities to facilitate learning English language learning.

#### **E. Scope and Limitation of the Study**

This study's scope concentrates on the self confidence feature when doing extemporaneous speech and the researcher also focuses on factors that

influence self confidence of student extemporaneous speech in facilitating english speaking. The self-confidence features that are investigated in this study are Pronunciation correctly, Making eye contact with the audience, no repetition, and don't move too much. The second research question only focuses on the factors that influence Self Confidence of Student Extemporaneous Speech In Facilitating English Speaking. In addition, the factors that will be researched in this study are internal factors and external factors that influence Self Confidence of Student Extemporaneous Speech In Facilitating English Speaking.

This study's limitation is one class of twelfth grade students who were taught utilizing the extemporaneous speech method in facilitating learning English speaking. This research took place at MA Islamiyah Attanwir Sumberrejo Bojonegoro, there were four English teachers in this school but only one English teacher used the extemporaneous speech method to facilitate learning to speak English.

#### **F. Definition of Key Terms**

The researcher defines in detail the terms employed in this study in order to have the same ideas and concepts to avoid misunderstandings and misinterpretations between readers and researchers. Each term is explained below :

##### **1. Self Confidence**

Self-confidence is the ability to believe in one's own skills or the ability to develop positive judgments for oneself or the environment.<sup>17</sup> In this research, it means analyzing students when speaking in front of an audience are able to be confident with all the knowledge they have that will be conveyed to their audience students' belief on their speaking skill when doing extemporaneous speech in English.

## **2. Extemporaneous Speech**

Extemporaneous speech is the technique of delivering a speech without notes or memorization relying only on the speaker's breadth of knowledge and ability to convey what they know coherently and explain in an engaging way.<sup>18</sup> In this research, extemporaneous speech is defined as a method used to determine students' ability to speak English as a way to facilitate learning to speak English at MA Islamiyah Attanwir.

## **3. Features of Self Confidence**

Feature of Self confidence is an aspect, quality, or characteristic that has the advantage of knowing someone's self confidence. In this research, self confidence features are ways in the learning process that are used for knowing students' self-confidence when speaking extemporaneous speech.

---

<sup>17</sup> Peter Lauster. *Tes kepribadian* (alih bahasa: D.H. Gulo). PT. Bumi Aksara. (2003).

<sup>18</sup> Jessica Bailey, *Extemporaneous Speaking: Engaging With Current Events* ( National Speech & Debate Association : United States Of America 2013 )

## CHAPTER II

### LITERATURE REVIEW

The second chapter includes two subtitles. The first is a theoretical framework that explains some theories related to this research and the theories that support the research, so that these theories become guidelines in conducting this research. The second is a preliminary study, which presents several preliminary studies with the same topic as this research, so that the research results are taken into consideration in this study.

#### A. Theoretical Framework

##### 1. *Features of Self Confidence*

Self confidence is a feature that is useful for knowing individual confidence to be able to speak without doubt. Define self-confidence as an effort to convince people to do something boldly. In addition, if people have low self-esteem, it makes it hard for people to get better. Besides that, self confidence affects the increase and decrease in one's ability. This means that good ability can be seen in the level of self-confidence.<sup>19</sup> Confident people will always look their best, and keep things flowing naturally. There are several features of self-confidence.<sup>20</sup> A thorough

---

<sup>19</sup> R Sheldrake, “ *Confidence as Motivational Expressions of Interest, Utility, and Other Influences: Exploring Under-Confidence and Over-Confidence in Science Students at Secondary School*”. ( International Journal of Educational Research, 2016). 76

<sup>20</sup> Rogers Reed, *Self-Confidence: All about getting yourself out of your limit in speaking* ( Kindle Edition : New InTech LLC ), 2013

explanation is provided below of the features of self confidence in speaking.

a. Speaking with clear meaning and words

Someone who has a clear way of delivering speech means having good self-confidence. Speaking well means that someone is able to speak with clear meaning and words.

b. Pronunciation and intonation

If someone is confident they will use intonation when speaking correctly. If the conversation requires high intonation then use a firm voice. Someone who has good self confidence the pronunciation that is spoken will be correct.

c. Making eye contact with the audience

A self confident speaker will master the existing situation by making direct eye contact with the viewers. Speaker will stare at the audience from left to right. The speaker does not feel nervous to make eye contact with the viewers. Because when the speaker makes eye contact with the audience it will make the audience interested in what is being said so that the audience concentrates on paying attention to the speaker.

d. Not stiff and no repetition

Confident speakers don't feel they have a gloomy face, nervous, inactive, and afraid. Because when feeling nervous the speaker will often repeat words. In addition, if the speaker is confident they will not

repeat the word because if that happens it will indicate that the speaker is nervous and afraid.

- e. Keep calm and don't move too much.

A speaker's confidence can be seen from calm and movement. Even if the speaker feels that he made a mistake in speaking, the speaker will deal with the problem calmly, stay focused and also don't make a lot of movement. The meaning of doing a lot of movement is like the audience scratching their hair when they feel they made a mistake.

- f. Be able to express

When the speaker is confident that he will be able to convey the material with expression. speakers must express expressions based on the topics they convey.

There are other features of self confidence.<sup>21</sup>

- a. Belief in one's own abilities Experience

convincing self that he is capable and able when asked to do something, able and believes that self can do the task given. This includes confidence in the ability to deal with environments that are considered difficult and confidence in decisions or opinions.

- b. Being independent

individual ability to manage self and not depend on others. If a person is able to be independent when he has to complete a task, when he goes forward he dares to be alone without being accompanied by others.

---

<sup>21</sup> Peter Lauster, *"The Personality Test"* ( New York : Pan Books Chilton Book Company ) 1976

means that the person can be said to be confident because they are able to be responsible for self and vice versa.

c. Having positive self-confidence

Positive self-confidence will have an impact on how to think positively so that someone can know and believe that he has quality or good abilities. So that it can be beneficial for yourself, others and also the environment.

d. Expressing idea

People who are able to express their ideas are people who have high self-confidence because they are not afraid to convey what is on their minds. if someone is confident, will have creativity and dare to convey in public.

In this study, researchers used Rogers Reed's theory because this theory explains several points that are in accordance with the research topic. other than that using this theory because this theory has explained as a whole about the problem or phenomenon.

## ***2. Factors influencing of self confidence***

There are two kinds of factors that influence self confidence. There are internal factors and external factors. The internal factor here means those factors within students themselves that play a crucial role in learning English or are related to encouragement in students. According Jto Felix there are several characteristics of students, such as age, motivation, behavior, and utterance. External factors are factors outside students who

influence it in learning. There are four internal factors that influence self confidence: motivation, readiness (media, student practice, media), ability, and student experience. The following is an explanation of each of the internal factors that influence of self confidence :

a. Motivation

Motivate students from within themselves so they can be confident in front of many people for example because someone have motivation How long their speaking practice can affect their speaking performance

b. Ability or Skill

Skill is the ability to do something. Such as the skill that students have is speaking if it is well developed its ability will be able to achieve something that is desired.

c. Student Experience.

The speaker's experience also influences self-confidence. Especially when giving extemporaneous speeches, a lot of experience and knowledge is needed when giving speeches. Because if the speaker has a lot of experience and often repeats it will be good for your readiness.

External factors that influence self confidence consist of audience, environment, feedback, and topic of content to be delivered.<sup>22</sup> The following

---

<sup>22</sup> Meylani Alya Susanti, *Factor Influencing Learners' Self-Confidence On English Public Speaking During Online Learning : Learners' Perspective*. ( S1 Thesis, Universitas Muhammadiyah Yogyakarta. 2022)



is an explanation of each of the External factors that influence self confidence.

a. Audience

Audience can be an internal factor that can influence because if the speaker can control the audience then the speech will be smooth and the audience will become the focus of listening to the speaker's talk. If the voter can control the audience, it means that his level of confidence is good.

b. Environment

The environment here is very important for internal factors that can affect students' self-confidence. There are several environments, one of which is Family, school, community, and group environments. For example, a family environment such as a mother and father every day asks their children to practice speaking in front of them to help their children in facilitating learning to speak and also to practice their confidence when in front of people.

c. Feedback

Feedback of people who hear about the talk is very much needed by the speaker and this can affect self-confidence. If conveying feedback properly it will be good in the mentality of the students. If in withdrawing feedback it doesn't really have an impact on the mentality of students

d. Topic of content to be delivered

If the speaker has extensive knowledge about the topic chosen by the teacher at random, then the chorus is very clear and in accordance with intonation and articulation. But if there is not much knowledge about the topic, the student's confidence will decrease

**3. *The way to assess students' self-confidence***

Chiari claimed that self-confidence is measurable through observation and environment. Self-Confidence can grow little by little. At first the students started talking loud and clear with his friends with positivity. Then self-confidence can develop by using the proper motion next to look at the audience instead of looking the other way because of the fight.<sup>23</sup> There are several ways to measure a person's self-confidence.

- a. Believe in his abilities, They behave without hesitation and with a sense of freedom and accountability for what they talk
- b. Speak freely by taking the words conveyed
- c. Maintain a good attitude toward self and communicate with the audience in a friendly and polite manner.
- d. Dare to speak based on one's own ideas so that there is an incentive for achievement
- e. *Know his own strengths and weaknesses.*<sup>24</sup>

**4. *Self Confidence and Its Role in Language Learning***

<sup>23</sup> J Chiari, Et.Al, *All You Need To Teach Series Drama: Learning Through Movement, Improvisation, Mime And Speech*, (Australia: Macmillan Education Aus, 2004), P.14

<sup>24</sup> Muslimah Puji, *An Analysis Of Students' Self-Confidence In English Oral Presentations*. (Thesis: Universitas Islam Negeri Ar-Raniry Banda Aceh) 2021

Self confidence is important in public speaking since it provides students with excitement, courage, and stimulation. Self Confidence is one factor that plays an important role in determining the achievement of students to communicate speaking skills. Students who are confident will perform at their best level in terms of their speaking abilities.<sup>25</sup> Speaking properly is a sign of someone with good self-confidence.<sup>26</sup> A self confidence is someone who has control over their own life and can do what someone intends, desires, and hopes. A personal characteristic that supports success in language learning is self-confidence. Some studies declared that without Self confidence Language learning activities were not successful.<sup>27</sup> Self confidence is one of the best attitudes that a person can train and have. It is one's belief in oneself that allows them to be better than others. One thing that is important to develop confidence in speaking is practice. Speakers can practice with speech, speech models such as extemporaneous speech. one practices by saying it out loud. They have to stand up right, give instructions and give a good speech and voice. Speakers can imagine their audience the way they want. Imagination is like turning the viewer into a statue or believing that there is no one in front of them.<sup>28</sup>

---

<sup>25</sup> R Benabou And Tirole, *Self-Confidence And Personal Motivation*, (Quarterly Journal, 2002), P. 871

<sup>26</sup> Azwir, H. *An Analysis Of Teachers' Strategies To Encourage Students' Self Confidence In Speaking*. (2020).

<sup>27</sup> Al-Hebaish, S. M., *The Correlation Between General Self-Confidence And Academic Achievement In The Oral Presentation Course: Theory And Practice In Language Studies*, (2012), P. 20.

<sup>28</sup> Nadiah, Et.Al. *The Students' Self-Confidence In Public Speaking* ( Universitas Islam Negeri Walisongo Semarang, 2019 )

### 5. *Extemporaneous Speech*

Extemporaneous speech is one method that can help improve students' speaking skills. Stephen stated that speech is one of the most useful classes they take at school.<sup>29</sup> Speaking skills are one of the important skills that must be mastered in learning English. Through speaking, speakers learn how speaking English is easier because there are friends who can become partners who practice speaking English. The extemporaneous method requires speakers to have extensive knowledge so that what is conveyed can achieve its goals. Though, if someone used this strategy correctly, they would know what was being said. When someone gains the ability to speak without preparation, it means they can communicate effectively and with strong eye contact both inside and outside the classroom.<sup>30</sup> The extemporaneous method requires someone to have good knowledge of the theme. In fact, when someone uses this method correctly it will help their English speaking development. As speakers develop skills speaking without preparation, speakers will discover the ability to speak confidently and with strong eye contact in and out of class.

### 6. *Advantages of Extemporaneous Speech*

Cliff Ricketts and John c. Ricketts declares that there are two kinds of advantages of extemporaneous speech. They are flexible and encourage

---

<sup>29</sup> Coopman, Stephen J. Lull, James. (2010). *Public Speaking The Evolving Art*. Boston: Wadsworth Cengage Learning

<sup>30</sup> Novia Yulanda. *The Implementation Of The Effective Strategy For Practicing Extemporaneous Speech Style In Public Speaking*. ( 2021 ). 63–70

personal contact and fluid interactions.<sup>31</sup> The first advantage of extemporaneous speech is flexibility. What is meant by flexibility is to create a learning environment that suits their own learning style. speakers can speak in public by relying on their thoughts and knowledge. You can adapt it and apply it to any new situation. as an example of a topic that will be conveyed today's students gain experience from the results of seeing the teacher deliver the topic. your students can adapt it and convey it with different choices of words and change it to keep it fresh and more in line with the current topic to be delivered. when the speakers when speaking in front find the ideas to be conveyed. If the speaker finds a new image at the last moment, the speaker can incorporate it into your speech. A unique speaker must always be ready for an unexpected conversation. Extemporaneous speech is the best method to facilitate effective speaking practice so that you can speak fluently in all situations.<sup>32</sup>

The second advantage of extemporaneous speech is that it encourages personal contact and fluid interaction. Extemporaneous speakers are not fixated on the text, nor do they try to remember every word, but extemporaneous speakers are developing topics that are conveyed spontaneously based on their experience and knowledge. Because the speaker is ready (even overwhelmed) with the topic to be

---

<sup>31</sup> Cliff Ricketts, Et.,Al, *Leadership Personal Development And Career Success. Third Edition* ( Cengage Learning Customer And Salwa Support : Printed In The United States Of America 2011)

<sup>32</sup> Randy Fujishin, *“Creating communication exploring and expanding your fundamental communications skills”*. ( Acada Books a division of Rowman & Littlefield published,inc : New york ) 2000

conveyed, he can convey it to the audience so that the audience pays attention to it. Of course, experimenting doesn't automatically make you speak any better than giving a memorized speech. In fact, you may not speak very well but with experience you can learn to speak better. extemporaneous speech is dealing with the audience directly while the speaker is speaking, the audience is paying attention to what you are saying. They show their response by nodding their heads, by facial expressions, and by their level of concern. Their response spurs you on for more earnestness (sincerity or seriousness) and strength. In this feedback loop. You excite the audience and the audience excites you.

### 7. *Teaching Speaking*

There are several skills in English, namely reading, listening, writing, and speaking skills. Speaking is the most crucial teaching proficiency in English and speaking is almost a requirement for good language mastery.<sup>33</sup>

From the statement speaking is one of skill have to learn for all of the student. The task of a teacher is to help students improve their skills. One way is to help students in improving their classroom speaking abilities in class because speaking in class for students is not easy. As a teacher, you must be clever in choosing which technique is appropriate and more successful for teaching speaking classes. In this study, the researcher uses speech as a facility for practicing speaking English.. Thornbury stated that

---

<sup>33</sup> Michelle Maxom, *Teaching English As A Foreign Language For Dummies West Sussex* (Wiley And Sons, Ltd, Publication, 2009), 183

Thornbury's class noted that it took him a long time to master this skill. Fluency follows naturally from grammar and vocabulary with multiple pronunciations.<sup>34</sup> Moreover, Linse stated that choosing activities that match the program's goals is very important when teaching speaking. This implies that the Teacher needs to be to select activities that are appropriate for the students. with the teaching program in speaking activities so that I can achieve learning goals in class.<sup>35</sup> One of the four language abilities is speaking. Speaking is the act of expressing one's language verbally so that others can understand its meaning.<sup>36</sup>

#### G. Previous Studies

There are other previous studies that are comparable to this study. These researches mainly focused on Improving student's speaking skill, increasing students' self confidence, and implementing methods that are suitable for speaking. The First, thesis was Nadiah.<sup>37</sup> This study uses a qualitative descriptive methodology to investigate students' public speaking confidence in the Advanced Speaking Class of the Walisongo English Education Department State Islamic University. This study uses questionnaires, observations and interviews to collect data. The findings of this study show that students in the advanced speaking class have a sufficient level of confidence.

---

<sup>34</sup> Scott Thornbury, *How To Teach Speaking*, ( London, Longman, 2005 )

<sup>35</sup> Caroline T Linse. *Practical English Language Teaching: Young Learners* ( New York, Mcgraw-Hill, 2005 )

<sup>36</sup> Lynne Cameron, (2001). *Teaching Languages To Young Learners*. Cambridge: Cambridge University Press. )

<sup>37</sup> Nadiah, Et Al, "*The Students' Self-Confidence In Public Speaking*" ( Universitas Islam Negeri Walisongo Semarang, 2019 )

The Second previous study is a study from Yulanda.<sup>38</sup> The study was proposed to discover the best method for practicing extemporaneous speech in public speaking. This study uses a qualitative research approach. The researcher used note-taking while gathering data from journals and books. The findings demonstrate several efficient methods for practicing extemporaneous speech in public speaking.

The Third previous study by Herlina.<sup>39</sup> Organizing, acting, observing, and reflecting are the four phases of each of the two cycles in which this study's action research was conducted. The purpose of the study was to determine whether hypnocative speech has improved students' ability to speak English. To gather data, the researcher used interviews, audiotape recordings, a teacher's daily journal, a student daily journal, a questionnaire, and tests.

The Fourth study was a Taufiq.<sup>40</sup> The instruments used in this study were interviews and recordings, which followed the principles of qualitative research. The study's findings indicate that the learner encountered a variety of English learning issues after moving to Australia and that he employed some solutions to them.

---

<sup>38</sup> Novia Yulanda, *"The Implementation Of The Effective Strategy For Practicing Extemporaneous Speech Style In Public Speaking"* ( English Education Department Faculty Of Tarbiyah And Teacher Training State Islamic Institute Of Bukittinggi, 2021 )

<sup>39</sup> Ninin Herlina, *"Improving English Speaking Ability Through Hypnocative Speech Method"* ( Universitas Trilogi Jakarta, Indonesia, 2018 )

<sup>40</sup> Wahyu Taufiq, *"A Case Study Of An Esl Student Learning English In An English Speaking Country"* ( Faculty Of Teacher Training And Education : Universitas Muhammadiyah Sidoarjo, 2016 )



The Fifth, a study by Dewi.<sup>41</sup> This study aims to describe how the lecturer implements the extemporaneous speech method in teaching speaking which is enlightening, explain the procedure for applying doses, and discuss the results of the students' speaking ability after the extemporaneous speech method's implementation. This qualitative descriptive research method is an approach or procedure that produces data about the writing or spoken words of people and observed behavior that serve as descriptions. And the way researchers collect data by interview.

The Sixth previous study by Rahayu.<sup>42</sup> The goal of this study was to ascertain the proficiency of University of Pasir Pengaraian students in giving impromptu speeches, particularly in the third semester of the English Study Program and this research use descriptive qualitative. It can be said that the students had average impromptu speaking ability.

The Seventh, study was a Deswarni.<sup>43</sup> The purpose of this study is to determine whether the skit technique can increase English speaking self-confidence as compared to participants who did not practice the scythian technique. This study used an experiment the explanation above demonstrates how crucial self confidence is in the classroom, where students can improve

---

<sup>41</sup> Idha Ratna Dewi. *"Informative Speaking Using The Extemporaneous Speech Method In A University Public Speaking Class"* ( English Education, Languages And Arts Faculty, State University Of Surabaya, 2015 )

<sup>42</sup> Pipit Rahayu, *"An Analysis On The Third Semester Students' Speaking Skill In Delivering Impromptu Speech"* ( University Of Pasir Pangaraian, 2015 )

<sup>43</sup> Dini Deswarni, *"The Use Of Skit Technique To Increase Students' Self-Confidence In Speaking"* ( Stai Hubbulwathan Duri, 107 )

their performance and develop positive relationships with their teachers and friends, which will help their confidence in using their knowledge and skills.

It can be concluded that the seven studies only focused on improving students' speaking skills by using media as a substitute for speech, increasing students' self-confidence, and implementing effective extemporaneous speech practice strategies. Therefore, the researcher will fill in the gaps in this study by investigating students' self-confidence when students make extemporaneous speech in facilitating their english speaking learning, the factors that influence students' self-confidence when doing extemporaneous speech in facilitating their learning speaking english. This study uses descriptive qualitative methods by using observation and interview as techniques for gathering data.



UIN SUNAN AMPEL  
S U R A B A Y A

## CHAPTER III

### RESEARCH METHOD

The third chapter introduces a few elements of the research method. It is divided into several titles, research design, research subjects and locations, data and data sources, data collection techniques, research instruments, data analysis techniques, and data validity.

#### **A. Research Design**

The design in this study is using descriptive qualitative research. The qualitative research design creates a thorough and in-depth understanding of a phenomenon.<sup>44</sup> It means that this research is designed to explore the phenomenon in depth and detail. Through descriptive qualitative research, this research explains students' self-confidence features and factors that influence students' self-confidence when doing extemporaneous speech. Qualitative research is a way of knowing where researchers organize, collect, and interpret information obtained from humans by using ears and eyes as filters and the researcher and participants interact directly during research.<sup>45</sup>

Because descriptive qualitative methods reveal ideas, responses, experiences, perceptions, activities that are thoroughly researched and understood.<sup>46</sup> Hence, The purpose of this study focuses on observing the

---

<sup>44</sup> John W. Creswell, *“Educational Research: Planning, Conducting And Evaluating Quantitative And Qualitative Research”*, ( Pearson, Vol. 5, 2012. )

<sup>45</sup> Creswell, Jhon W, *Research Design qualitative, quantitative, and Mixed Methods Approaches*, London 2012,

<sup>46</sup> Adi Sasmita, *The use of YouTube to facilitate english pronunciation learning at SMP Muhammadiyah 2 Taman Sidoarjo: teacher's and students' perceptions*. (Diss. UIN Sunan Ampel Surabaya, 2022)

activities students' and performance students' when doing extemporaneous speech method in facilitating English speaking. Therefore, the design fits the purpose of this research, so that descriptive qualitative research design is the most suitable research design to be used in this research. In addition, to explain the results of a study, descriptive qualitative would be throughout the set of words and sentences given by students who have done extemporaneous speech to facilitate learning English speaking.

#### **B. Research subjects and setting**

The Researcher observed in MA Islamiyah Attanwir Sumberrejo Bojonegoro. It investigated the students' Self confidence features and the factors that influence Self Confidence of Students when doing Extemporaneous Speech In Facilitating English Speaking. The subject of this study is the students in twelfth grade who have been taught by using extemporaneous speech methods in facilitating English speaking learning.

This research took place at MA Islamiyah Attanwir Sumberrejo Bojonegoro which is located at Jl. Raya Talun No. 220, East Java, Talun, Sumberejo, Bojonegoro. The researcher chose this school as the research location because there were three English teachers, and one of them used the extemporaneous speech method in teaching speaking English and twelfth grade students who had been taught to use the extemporaneous speech method in facilitating learning speaking English, There are 9 classes at the 12 grade of MA Islamiyah Attanwir Sumberrejo Bojonegoro, but the researcher is only choose one class of the 12 classes at MA Islamiyah Attanwir Sumberrejo

Bojonegoro because that class is using extemporaneous speech method in learning English Speaking. and there are thirty two students in this twelfth grade, but there are twenty students who have advanced in doing extemporaneous speech where on the first day there are 10 students and on the second day of observation there are 10 students.

### C. Data and Source of Data

The data from the first question is students' self confidence features when doing extemporaneous speech. The source of data is the student's performance. The data from the second question is factors that influence Self Confidence of Student Extemporaneous Speech. The source of data is a student in MA Islamiyah Attanwir that is doing Extemporaneous Speech.

### D. Data Collection Technique

This research uses two ways of data collection techniques to find the research findings, including observation and interviews. To get rich data from the first research question, the researcher made observations for two days, the first day there were ten students who advanced for extemporaneous speech and the second day there were 10 students who did extemporaneous speech. Then the second research question can be answered by data collected by semi-structured interviews.

*Table 3.1 Data Collection Technique*

No	Research Question	Data Collection Technique	Source of Data	Data

1.	What are the students' Self confidence features when they are doing extemporaneous speech in facilitating English speaking at MA Islamiyah Attanwir ?	Observation ( Full-observer )	student's performance in doing extemporaneous speech	students' self confidence features when doing extemporaneous speech
	What are the factors that influence Self Confidence of Student Extemporaneous Speech in Facilitating English Speaking at MA Islamiyah Attanwir ?	Semi structured interview	factors that influence Self Confidence of Student Extemporaneous Speech.	student in MA Islamiyah Attanwir that doing Extemporaneous Speech

In addition, there are two ways of data collection techniques consisting of observation and interviews. which was used to find answers to research questions that were held for two days on the fifteenth to sixteenth of February 2023. Each data collection technique is described below.

#### 1. Observation

In this research use observation checklists. It aims to answer the first research question. Researchers used a combination of observations on the first and second day. namely observation and interviews, on the first day the researcher conducted observations with ten students who did extemporaneous speech. Second, the next day, to strengthen the data, the

researcher conducted observations again with another observation of ten students who did extemporaneous speech. During the activity one of the students came forward to do the extemporaneous and the other students sat watching their friends come forward to make a speech with a theme determined by the teacher which in this material is about procedure text. Observations were made twice to make the data more natural and rich. In this section the researcher used an observation checklist. Students are the most important thing to pay attention to. The researcher observed twelfth grade students who used the extemporaneous speech method in facilitating speaking English and the researcher made observations when the students made extemporaneous speeches. Observation is involved in the field of research directly in qualitative research.<sup>47</sup> Observations aim to describe the actual research situation and to find out what are the self-confidence features to facilitate learning English speaking

## 2. Interview

In this research the researcher used semi structured to interview the students who are doing extemporaneous speech. Semi-structured interviews are flexible in that they give the interviewer the opportunity to investigate information in depth and avoid misunderstandings.<sup>48</sup> The researcher had prepared some guided questions to interview students, but the researcher can modify the interview guide questions related to the

---

<sup>47</sup> J.R. Raco, *“Metode Penelitian Kualitatif”* (Jakarta: Gramedia Widiasarana Indonesia, 2010), 112

<sup>48</sup> Lawrench Manion & Keith Morrison Louis Cohen, *Research Methods In Education*, Routledge, Vol. 63, 2007

interviewee's answers.<sup>49</sup> This interview is intended to obtain more in depth information and data from students who are doing extemporaneous speech. To gain the data of factors that influence a Semi-structured interview was conducted with six students who used extemporaneous speech to facilitate English speaking learning. This interview has been done on the second day of data collection on the sixteenth Thursday. The researcher interviewed six students who have used the extemporaneous speech method in facilitating speaking English.

To strengthen the factors that influence student self-confidence, the researcher collects additional data from several students selected by purposive sampling. Creswell stated that Purposive sampling is the deliberate selection of an individual who can provide the best knowledge about the phenomenon.<sup>50</sup> The purposive sampling criteria for this study were students who got higher scores, as well as students who got low scores after they performed extemporaneous speech to facilitate their learning to speak English. The English teacher helped the researcher to select students by purposive sampling

#### **E. Research Instrument**

As stated by Sugiyono, the research instrument is the researcher himself, but is supported by other instruments related to the research focus.<sup>51</sup>

---

<sup>49</sup> Alan Bryman, *Social Research Methods*, ( United states of America : Sage Publications, 2004 ) 471

<sup>50</sup> John W. Creswell, *Educational Research: Planning, Conducting And Evaluating Quantitative And Qualitative Research* (Pearson, Vol. 5, 2012)

<sup>51</sup> Sugiyono, M. P. P., and P. Kuantitatif. "*Kualitatif, dan R&D, Bandung: Alfabeta.*" (Cet. Vii, 2009)



Observation checklist and interview guidelines with audio recorder are used in this research. That observation and interview reflect research questions consisting of items about the students' self confidence features when they are doing extemporaneous speech and the factors that influence students self confidence on extemporaneous speech. Two instruments were employed in this study to get the data, namely observation checklist and interview guideline.

#### 1. Observation Checklist

To investigate self-confidence features when doing extemporaneous speech to facilitate learning English speaking, the researcher made observations, namely there were full observers in class while the activity was taking place. The observation checklist consists of fourteen statements consist of some self confidence features when doing extemporaneous speech adapted from Rogers reed's<sup>52</sup> theory and the researcher only needs to checklist between yes and no. This instrument was conducted to solve the first research question about what are the self-confidence features when they are doing extemporaneous speech. The researcher observed students who did extemporaneous speech to facilitate speaking. Eventually, the results observations are described in a narrative manner in a qualitative descriptive method.

#### 2. Interview guideline

---

<sup>52</sup> Rogers Reed, *Self-Confidence: All about getting yourself out of your limit In Speaking* ( Kindle Edition : New InTech LLC ), 2013

To collect the information to answer the second research questions, the researcher uses interview guidelines as the research instrument. The interview guidelines used to obtain the data about factors that influence self confidence features on extemporaneous speech of MA Islamiyah Attanwir. The researcher had interviewed some selected students that were doing extemporaneous speech. The selected students are chosen by purposive sampling as explained before. It consists of five questions. The question is about the factors that influence students' self confidence in extemporaneous speech. Semi-structured interviews have been conducted using an interview guide which consists of five questions adapted from Meylani's theory which contain several factors that influence students' self-confidence when extemporaneous speech. These five questions aim to answer the second research question about factors that influence self-confidence features in learning English speaking. for more information on the second question. The questions asked were what factors influenced their self-confidence, their feelings of pleasure and comfort in this lesson, whether this method was suitable or not used in this lesson.

#### **F. Data Analysis Technique**

After collecting the data, the following step is to analyze it in a few different ways. Analyzing is the process of organizing, solving, and finding data. Data analysis technique in qualitative research is the process of compiling interview and observation findings into a statement of opinion, hypothesis, or

belief.<sup>53</sup> To analyze data in this study Researchers used Matthew B. Miles and Michael Huberman theory. The researcher employed three parts : data reduction, data display and drawing conclusions. It is explained more detail below :

#### 1. Observation

The researcher got the data from the student performance when doing extemporaneous speech. The data which was taken using an observation checklist. After that the researcher analyzed the data by taking a specification and displaying some points then the researcher made a conclusion. These are part of analyzing the data :

##### a. Data Reduction

Data reduction is the process of selecting, focusing, simplifying, abstracting, and transforming the collected data. Based on Sugiyono<sup>54</sup> data reduction is taking point information and data, focusing on the main idea then discard unneeded data. After collecting data, the researcher read and made notes. Then the researcher choose which one is needed and unneeded data.

##### b. Data Display

Data Display is the process of displaying and data analysis of the data that has been abbreviated. In this section the researcher describe and analyze the data from the interview and observation section.

<sup>53</sup> Josef Raco, *“Metode Penelitian Kualitatif: Jenis, Karakteristik Dan Keunggulannya.”* (Jakarta: Gramedia Widiasarana Indonesia, 2010),121

<sup>54</sup> Sugiyono., *Metode Penelitian Kuantitatif, Kualitatif Dan R & D*, Bandung : Alfabeta. 2009

1) The self confidence features when doing extemporaneous speech.

In this study, researchers collect data by conducting an observation checklist of twelfth grade students doing extemporaneous speech. That researchers use sound recordings as documentation observation to determine self confidence features

2) Factors that influence self confidence when doing extemporaneous speech.

In this study, researchers collect data by conducting interview guides to students who have done extemporaneous speech. The researchers used semi-structured interviews, so can add open-ended questions based on the situation. The researchers analyzed the data by using transcript and description.

c. Conclusion drawinga or verification

The conclusion drawing is taking a conclusion after all the processes that have finished before. The researcher interpret the data to a conclusion.

2. Interview

Data collection is t he process of obtaining data about what factors influence students' self-confidence when extemporaneous speech. The researcher conducted the research on the second day Thursday the sixteenth. The Researchers interviewed six students of MA Islamiyah Attanwir Sumberrejo Bojonegoro. in the In the interview the researcher asked about the factors that influence self-confidence features when doing

extemporaneous speech in facilitating English speaking. After collecting data from the interviews part, the researcher made a transcript that later underlined some important points. Furthermore, the researcher reduces some sentences that are not important then the data is determined after that the researcher displays the data and draws conclusions.

### **G. Data Validity**

To find out the accuracy and validity of research data, the process of data validity is needed because it is a crucial component of any research. To validate the data on factors that influence student self-confidence, researchers combine data from interviews and observations. Interviews were conducted with all students who had been taught using the extemporaneous speech method to facilitate learning to speak English and validated it using focus group interviews with selected students who were randomly selected. Stated by Creswell member checking is a procedure to verify the accuracy of judgment.<sup>55</sup>

UIN SUNAN AMPEL  
S U R A B A Y A

---

<sup>55</sup> John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, PEARSON, vol. 5, 2012.

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

In the fourth chapter, two important parts of this research are presented. The first part is the results of the research and the second part is the discussion of the research. Research results consist of explanations of research results from research materials collected by researchers. The research discussion consists of the researcher's response to the results, then collaboration with theory and some previous research.

#### **A. Research Findings**

In the findings section, the points to be presented are related to the two research questions from chapter one. The first research question wants to know the students' Self confidence features when they are doing extemporaneous speech in facilitating English speaking. The observation process was conducted for two days and The interviews were conducted on the second day. observation data collection through one stage of observation. The data were collected on the first day of data collection through one step of observation. The first observation was observed by the researcher as a full-observer, and the second day observation was observed by the researcher as a full-observer to get the more neutral and rich data. The second research question to know the factors that influence Self Confidence of Student Extemporaneous Speech in Facilitating English Speaking. The data collection of factors that influence self confidence using semi-structured interviews with several students who have done

extemporaneous speech in speaking lessons at MA Islamiyah Attanwir on the second day. The findings of this research descriptively explained as follows:

**1. The students' Self confidence features when doing extemporaneous speech in facilitating English speaking.**

The first explanation of the findings of this study is how to find out students' self-confidence when doing extemporaneous speech in facilitating learning English speaking. Data collection was carried out with two observation steps that answer the first research question. The observation consisted of fourteen statements related to students' self-confidence when doing extemporaneous speech in facilitating learning English speaking. The researcher observed students by filling the observation sheet and took note about the students while student performance.

**a. Pronunciation**

Based on the results of observations, the researcher found fourteen students who had used the pronunciation correctly and precisely. Students do not make mistakes in pronunciation because of the habit of pronouncing words when speaking. In terms of pronunciation, students show confidence in that students pronounce the word correctly when doing extemporaneous speech so that they look confident when doing speaking.

Name	Word	Pronunciation
Student 2	Pan	The student say “ pæn “ Link <a href="https://drive.google.com/file/d/18vTzLzoPCvLcicQe6PnBzvJbeilQtTXD/view?usp=share_link">https://drive.google.com/file/d/18vTzLzoPCvLcicQe6PnBzvJbeilQtTXD/view?usp=share_link</a>
Student 5	First	The student say “ fɜːst “ Link <a href="https://drive.google.com/file/d/1HwJQuMgY">https://drive.google.com/file/d/1HwJQuMgY</a>



		<a href="https://www.youtube.com/watch?v=v6SUWBdBI59V7VcfUcnV7UUp/view?usp=share_link">v6SUWBdBI59V7VcfUcnV7UUp/view?usp=share_link</a>
--	--	---

( For the detailed explanation See appendix 1 )

From this it can be said that people who can use the pronunciation of each word correctly can make it easier for the audience to understand what the speaker is saying.

b. Making eye contact

Then, there were eleven students who made eye contact with the audience. From the observation process on the first day the researcher found six students who were making eye contact with the audience.

Name	Statement	Picture
Student 4	students make eye contact with the audience	
Student 9	students make eye contact with the audience	

( For the detailed explanation see Appendix 2 )



The student makes eye contact with the audience, all from the view of a friend on the left to a friend on the right. Making eye contact with the audience is a way for students to attract the attention of the audience and make the audience interested in listening to the material that will be conveyed. During speaking the speaker is making eye contact because it can build a more personal connection with the audience. The audience will



feel the speaker talking with the audience more personally. So that person will pay more attention. Gregersen<sup>56</sup> states that students who avoid eye contact are typical nonverbal reactions of anxious students.

c. Not moving too often

Based on the research results, the researcher found that nineteen students in twelfth grade students can master the place and atmosphere when speaking in front of an audience. so that students appear to remain calm and look confident. because they move according to what is said. Students who can control the class and don't move much are students who are confident when speaking in front of many people. Just as some students do extemporaneous speech by moving one step to the left or right, to make sure the audience is listening or not, moving their hands to show what they are talking about.

Name	Statement	Picture
Student 9	Student don't move too much	
Student 6	Student don't move too much	

( For the detailed explanation See appendix 3 )

<sup>56</sup> Gregersen, T. S. (2003). *To Err Is Human: A Reminder to Teachers of Language Anxious Students*. *Foreign Language Annals*, 36(1). 25-32.

There was one student who moved too much. Students make movements outside the interests that are being spoken. such as moving left, right, and forward to deal with the nervousness. Students still have difficulty mastering the atmosphere and place when speaking. Based on the statement above, the speaker should focus on the audience and not give any movement outside the speaker.

d. No repetition

From the results observation there were nineteen students in twelfth grade who do not repeat words and sentences. Students do not repeat words because they are used to speaking in front of an audience so that they can form students' self-confidence, because if these students are confident they will not repeat the same word or vocab and also because of extensive knowledge.

Name	Statement	Audio
Student 7	Student do not repetition	Link : <a href="https://drive.google.com/file/d/1MIYEulfX3NcBpAEmZ6hmuu903JEYFPsY/view?usp=sharing">https://drive.google.com/file/d/1MIYEulfX3NcBpAEmZ6hmuu903JEYFPsY/view?usp=sharing</a>

( For the detailed explanation see appendix 4 )

Based on the results of this statement, it can be concluded that students who do not repeat words or sentences in speaking mean that they are confident when speaking and people who have a lot of vocabulary will not repeat the words so that students will be confident when they are speaking.

**b. The factors that influence Student's Self Confidence when Extemporaneous speech in facilitating learning English Speaking.**

The data from interview students about the factors that influence students when extemporaneous speech facilitates learning English speaking. This interview is the second data to answer the second research question. Data collection was carried out by interviewing six students who had done extemporaneous speech. Interviewing several students selected by purposive sampling by the teacher. The sampling criteria for purposive sampling were students who had the highest and lowest scores when performing extemporaneous speech. The researcher conducted interviews one time, for the second day the researcher interviewed students who had done extemporaneous speech and had been observed. before the researcher conducted the interview. The researcher asks the teacher to help explain the factors that can influence student confidence because if they don't provide an explanation, students don't know what these factors are, causing the data to be invalid. There are five factors that have been found to influence students' self-confidence when doing extemporaneous speaking in facilitating English speaking which are described in depth as follows.

The internal factors contributing to confidence in speaking when doing the extemporaneous speech are motivation and student experience. Based on the results of interviews with students motivation can cause students' self-confidence because one way that can build their courage to dare to speak in public. they think that if their friends have the courage to speak in public, They must also have the courage to speak themselves. besides that they explain that many people get motivation from other people

but if they don't have motivation themselves it will be in vain. The next internal factor is student experience, based on the results of interviews They can be confident when they can learn from each of their experiences speaking extemporaneous. so according to them the experience of students greatly influence self-confidence because if students are used to speaking they will be confident neutrally and vice versa. The following is an of the results of interviews with students

Name	Answer
Student 7	<i>In my opinion factor internally is student experience. one of the factors that can influence me, because with the experience I get it can inspire myself will to come forward to speak without preparation.</i>

( For the detailed explanation see appendix 5 )

The results of interviews with students show that there are five students who think that internal factors can influence students' self-confidence when doing extemporaneous speech. The results of the interviews showed that two students agreed that motivation can influence students' self-confidence in class because with motivation students can dare to do extemporaneous speeches. students get motivation from teachers, from friends, or others. Students say motivation is important in the learning process if students have high motivation students will be more confident. Three students agreed that student experience could be a factor influencing students' self-confidence when speaking. Several students who did extemporaneous speech had a lot of experience when they often came forward to speaking. Because from this advanced experience students get a lot of topics, vocabulary etc. from the results of these interviews it can be concluded that internal factors can

influence students' self-confidence. And almost all students are very happy when the teacher uses this method to facilitate learning to speak English because it will help increase students' self-confidence. Other reasons because speaking without preparation can dare students to speak english.by using this method students will be aimed with good public speaking skills, the speaker will no longer be nervous when confronted by the audience.

The external factors contributing to confidence in speaking when doing the extemporaneous speech are audience, feedback and topic be delivered. The first is the audience. Based on the results of interviews with twelfth grade students who have done extemporaneous speech the audience can influence students' confidence when speaking because if the audience pays attention to the speaker who is in the front and not crowded, the speaker feels very valued so he can speak casually. Then, feedback. The feedback that the teacher gives to students after finishing speaking is very influential on self confidence because with feedback students know about what must be improved and what must be maintained to be able to speak well because they learn from mistakes, with that feedback they know what they lack when speaking in front of an audience. Then, the topic to be delivered according to them, people who are able to speak without preparation based on their knowledge are extraordinary, so when the topic is easy for them, they will speak confidently in front of an audience, but if the topic is difficult for them, they will feel less confident when speak

Name	Answer
------	--------

Student 2	<i>I think external factors that is feedback and topic be delivered, feedback greatly affect my self confidence when giving extemporaneous speeches because usually Mr. Imam always gives advice for me to do this and not to do this. I think people who are able to speak without preparation based on their knowledge are extraordinary, so when the topic is easy for me, I will speak confidently in front of an audience, but if the topic is difficult for me, I will feel less confident when speaking.</i>
-----------	---

( For the detailed explanation see appendix 6 )

There are three students who think that external factors can influence students' self-confidence when speaking without preparation in front of an audience. The audience is one of the external factors that can influence students' self-confidence during extemporaneous speech. There is one student agree that audience can influence the self confidence because the attention of the audience is very important because it indicates that the audience is interested in listening to the speech delivered until it is finished.

There are three students agree why feedback can be a factor that affects students' confidence when speaking. If the students gets feedback from the English teacher about the way she speaks student will improve from that feedback so student will be more good and confident. There is one student agree that it topic of content to be delivered can influence students' confidence when doing extemporaneous speech and these factors include external factors. The students can convey the topic given based on extensive knowledge of the topic chosen by the teacher at random. all students agree that this method of using extemporaneous speech is suitable for facilitating learning to speak english in class with some reasons. The first is because the

teacher frequently applies this method will make students more serious and challenged to be able to speak English based on the results of their extensive knowledge. Second, it will make students to be able practice speaking in front their friends, with this method student's vocabulary is honed and the last reason because the students will know their ability in speaking. Based on the results of the interview, internal factors and external factors can influence students' self-confidence when doing extemporaneous speech.

## **B. Research Discussion**

This section describes the research findings in comparison with some of the theories that have been mentioned in the theoretical framework in chapter two of this research and also related to some of the theories from previous studies mentioned in chapter two of this research. In this section the research discussion is described in each research question item. What are the students' Self confidence features when they are doing extemporaneous speech in facilitating English speaking , and What are the factors that influence Self Confidence of Student Extemporaneous Speech in Facilitating English Speaking.

### **1. The students' Self confidence features when doing extemporaneous speech in facilitating English speaking.**

For self confidence features when the first speaking is based on the findings, the data shows that the self-confidence features when doing extemporaneous speech in facilitating English speaking are pronunciation, making eye contact with the audience, no repetition, and don't move too much which is

related to chapter two based on the theory of Rogers Reed.<sup>57</sup> To answer the first question about the students' Self confidence features when they are doing extemporaneous speech in facilitating English speaking. Data shows that almost all participants perform self-confidence features based on the theory used.

a. Pronunciation

Based on the result of observation that students in MA Islamiyah Attanwir have used pronunciation with good, so that the audience can clearly understand every word spoken by the speaker. according to Roberto<sup>58</sup> says that people who can use pronunciation each word correctly can make it easier for the audience to understand what the speaker is saying. almost all the students use the correct pronunciation so that their speech can be understood by the audience. Therefore it is important to pronounce well to speak well so that students really need to have the correct pronunciation. like the statement below Good pronunciation when the listener can heard each sentence or word correctly and clearly.<sup>59</sup> To be able to use the correct pronunciation, students must often practice from day to day. Correct pronunciation has to do with determining the meaning of a word, that's for sure it is important to have good pronunciation skills to avoid misunderstandings.

---

<sup>57</sup> Rogers Reed, *Self-Confidence: All about getting yourself out of your limit In Speaking* ( Kindle Edition : New InTech LLC ), 2013

<sup>58</sup> Rengifo, Andres Roberto. "Improving pronunciation through the use of karaoke in an adult English class." *Profile Issues in Teachers Professional Development* 11 (2009): 91-106.

<sup>59</sup> Dale Carnegie, " *How to develop self confidence and influence people by public speaking*" ( New york ) 1956



Mispronunciation can change the meaning of a word and thus cause misunderstanding in the audience. This extemporaneous speech method is always applied in this class in order to improve their speaking, one of which is pronunciation. Students who often practice speaking will know which pronunciation is wrong because they will get feedback from their teacher.

b. Making eye contact

Based on the research findings, the participants who did extemporaneous speech in class made eye contact with the audience where the students' views were not only facing downwards, upwards, forwards but the eyes of all students. Based on previous research by Puji<sup>60</sup> it is praised that students who are confident will make eye contact with all the audience in the venue. Students who lack confidence usually look away from the audience so as not to be nervous. It was praised that students who lack self-confidence usually look away from his audience to avoid getting nervous. Students feel uncomfortable when speaking in front of the class because they are afraid.

c. No Repetition

Based on the results of observations in class, there are students who do not repeat sentences or words anymore because they are not nervous so that the vocabulary they have is remembered. like the statement by

---

<sup>60</sup> Muslimah Puji, *An Analysis Of Students' Self-Confidence In English Oral Presentations*. (Thesis: Universitas Islam Negeri Ar-Raniry Banda Aceh) 2021

Carnegie<sup>61</sup> that people who have a lot of vocabulary will not just repeat the words so that students will be confident when they have a lot of vocabulary. students who do not repeat words when speaking can be concluded that the person is confident. The data show that all students in this class when doing extemporaneous speech with a face that is relaxed, not nervous, and not afraid as said by a dale carnegie confident person when speaking in front of an audience is not stiffness

d. Don't move too much

Based on the results of the study, it was found that some students in class twelve could control the place and atmosphere when doing extemporaneous speech so that students seemed to remain calm and not move much. Based on Rogers Reed's <sup>62</sup> statement, it is stated that a person who is calm and doesn't move much is someone who can master the atmosphere and place when speaking. Just like some students do extemporaneous speech with this twelfth grader by moving one step to the left or right, moving his hand to indicate what they are talking about.

Based on the statement above, the speaker should focus on the audience and not give any movement outside the speaker. but there are also some students who unconsciously do other movements to calm themselves. As stated by Chiert, gestures have various meanings. To avoid body gestures that give firm signals, a person can make other movements that have a

---

<sup>61</sup> Dale Carnegie, *How to develop self confidence and influence people by public speaking* ( New york ) 1956

<sup>62</sup> Rogers Reed, *Self-Confidence: All about getting yourself out of your limit in speaking* ( Kindle Edition : New InTech LLC ), 2013

positive meaning and cultivate a sense of calm when dealing with other people.<sup>63</sup>

## **2. The factors that influence Student's Self Confidence when Extemporaneous speech in facilitating learning English Speaking.**

The results of interviews with students explained that there were five factors that influenced students' self-confidence. these factors from both of them, those are from internal factors and also external factors. Many results of student interviews were found in this study. These factors are based on meylani's theory which consists of motivation, student experience, audience, feedback, topic of content to be delivered. for a more detailed explanation will be explained below

### **a. Motivation**

Based on the results of student interviews, students who have high motivation in learning to speak will speak well. as in previous research by Humaira argued that students who are highly motivated in learning will probably get high learning outcomes as well, meaning that the higher the motivation, the more intensity of effort and effort made, the higher the learning outcomes obtained. motivation is to build students' enthusiasm and confidence when speaking English. so that motivated students practice more every day to be able to increase their self-confidence, and also the drill method which according to him can affect

---

<sup>63</sup> J Chiert, Et.Al, *All You Need To Teach Series Drama: Learning Through Movement, Improvisation, Mine And Speech*, (Australia: Macmillan Education Aus, 2004), P.14

students' confidence in speaking English.<sup>64</sup> Extemporaneous speaking is the art of making speeches at the moment without notes or memorization which only relies on the depth of the speaker's knowledge and his ability to explain what he knows in a coherent coherent<sup>65</sup> manner supported by Benabou and Tirole who state that impromptu speaking requires motivation because it is important for students to be able to speak based on their knowledge because if motivation grows within students it will make students motivated to do positive things.<sup>66</sup>

#### b. Student Experience

Based on the results of research with students who have done extemporaneous speech, students who can speak well are students who have experience with the theme. This finding is related to the results of Herlina's<sup>67</sup> research which states that the experience gained by people is very important in performing extemporaneous speech because if the person has a lot of experience they will speak fluently and confidently. Because if students have a lot of experience it will be good for student readiness because students have extensive knowledge.

#### c. Audience

<sup>64</sup> Hummaira Azwir. *An Analysis Of Teachers' Strategies To Encourage Students' Self Confidence In Speaking*. ( 2020 )

<sup>65</sup> Novia Yulanda. *The Implementation Of The Effective Strategy For Practicing Extemporaneous Speech Style In Public Speaking*. ( 2021 ). 63–70

<sup>66</sup> R Benabou And Tirole, *Self-Confidence And Personal Motivation*, (Quarterly Journal, 2002), P. 701

<sup>67</sup> Ninin Herlina, *Improving English Speaking Ability Through Hypnocative Speech Method* ( Journal Of English Education:Universitas Trilogi Jakarta, Indonesia 2018 )

Based on the findings, when students speak in front of the class the audience is silent and pays attention to the speakers so that it makes the speakers more comfortable and confident to speak in front of them. Like previous research by Yulanda <sup>68</sup> it was stated that an audience that pays attention to the speaker when speaking in front of it will help students be more confident when speaking in front. Attracting the attention of the audience is very important because it indicates that the audience is interested in listening to the speech delivered until it is finished. One student argues that the audience can influence students' self-confidence because if the audience pays attention to the speaker in front of him, then the speaker feels valued because the audience is listening to the conversation. So if the audience is busy and busy with their activities, it means that the audience does not pay attention to the speaker while speaking.

d. Feedback

Based on the results of interviews with twelfth graders who had already done extemporaneous speech, some of them thought that the feedback given by the teacher after they spoke was very important. Previous research by Ulfiyah stated that Giving feedback in speech really helps students. This proved to help students to develop their speaking skills. It can be concluded, the speech implementation process can be used by the

---

<sup>68</sup> Novia Yulanda. The Implementation Of The Effective Strategy For Practicing Extemporaneous Speech Style In Public Speaking. ( 2021 ). 64–70.

teacher when the teacher will apply the method in the classroom.<sup>69</sup> because from that feedback students know which ones need to be improved during speech. if we know where we can fix it wrong so we can be confident when speaking.

e. Topic of content to be delivered

Based on research results, the topic chosen by the teacher if it is easy for the speaker it will make the speaker fluent in conveying the topic. Related to idha's <sup>70</sup> findings that the topic that will be conveyed is one of the things that can affect the speaker's speaking fluency or not, because the topic given is based on extensive knowledge of the topic chosen by the teacher at random. However, if there is not much knowledge about the topic, the student's self-confidence will decrease. The topics presented are easy for students to convey information and can explain topics clearly to the audience so that it is easy for the audience to understand what they are listening to.

UIN SUNAN AMPEL  
S U R A B A Y A

---

<sup>69</sup> Ulfiyah Azzahra, “ *Developing The Students’ Speaking Skills Through Impromptu Speech Method*”. Universitas Muhammadiyah Makassar 2020

<sup>70</sup> Idha Ratna Dewi, *Informative Speaking Using The Extemporaneous Speech Method In A University Public Speaking Class* ( State University Of Surabaya 2015 )

## CHAPTER V

### CONCLUSION AND SUGGESTION

Chapter five contains conclusions from the results of the research described in the previous chapter. This chapter also provides suggestions for students, teachers, and future researchers.

#### A. Conclusion

There are two points of conclusion related to the findings of this study. The first is about what are the self-confidence features when doing extemporaneous speech to facilitate learning English speaking, secondly what are the factors that affect students' self-confidence when extemporaneous speech is to facilitate learning English speaking.

##### **1. The students' Self confidence features when doing extemporaneous speech in facilitating English speaking**

There are four kinds of self-confidence features when doing extemporaneous speech, those are Students speak using pronunciation correctly, students make eye contact with the audience when speaking, students do not repeat words when speaking, and student do not move too much when speaking. The teacher appoints students randomly for extemporaneous speech using material about procedure text. On the first day, the researcher conduct the observation for ten students, and the second day the researcher conduct the observation with ten students again to strengthen data. the teacher pointed ten students who came to the front of the class. The first feature of self-

confidence is pronunciation there were many students talking use correct pronunciation. Many students make eye contact when doing extemporaneous speech, and there are many students can control the move and do not repetition the word.

## **2. The factors that influence Student's Self Confidence when Extemporaneous speech in facilitating learning English Speaking.**

There are two kinds of factors that influence students' self-confidence when speaking extemporaneously, they are internal factors and external factors. For the first, it is from internal factors including motivation and student experience. There were students who argued that motivation was very important to encourage their enthusiasm to dare to go in front of many people, students said because the best motivation is from one's own experience. For the second student experience, the students argued that student experience was one of the things that could affect student self-confidence.

The next one is from external factors which can influence student self confidence is audience. students agree that the audience can influence their self-confidence because when the audience pays attention to the speaker while speaking, it is a sign that they really support us moving forward. Next is feedback, students think that feedback from teachers can help increase our self confidence. Because with this feedback students know their mistakes and what needs to be fixed. Next is the topic of content being delivered. Students thought that the topic given by the teacher also had an



effect on students' self-confidence because if the topic was easy for them, it would be easy for them to talk a lot because they had a lot of vocabulary.

## **B. Suggestion**

Based on the findings of this study, the researcher makes suggestions to the teachers, students, and further researchers.

### **1. Suggestion for Teachers**

This study shows that an English teacher uses a method to facilitate learning English speaking for his students. These findings show that students who are confident will use the feature of self-confidence and to find out what factors can affect student self-confidence. Therefore, this research can inspire other teachers to facilitate speaking learning using the extemporaneous speech method. This research can also be a guide for other teachers who will use the extemporaneous speech method to facilitate speaking learning by understanding self-confidence features and influencing factors. Other teachers can also use other methods which are similar to the extemporaneous speech method used in this study to teach speaking. For example the teacher can use impromptu speech, hypnocative speech and so on.

### **2. Suggestion for Students**

The findings from this study found that the self-confidence feature when doing extemporaneous speech are : Students speak using Pronunciation correctly, Students Make eye contact with the audience when speaking, Students do not repeat words when speaking , Students do not move too

much when speaking, and also factors that can influence students' self-confidence are internal factors and external factors. It is suggested that with these findings, students can be inspired to use the extemporaneous speech method to facilitate their own speaking. Moreover, students can use other methods related to extemporaneous speech activities in this study. For example, students can improve their speaking by speaking in front of their group or something else that can be used to speak.

### **3. Suggestion for Further Researchers**

This study focuses on investigating the factors that influence students' self students when doing extemporaneous speech in facilitating learning English speaking. Therefore, if future researchers want to carry out research similar to this study, future researchers are advised to investigate other methods such as impromptu speech, hypnocative speech. Future researchers can also investigate the scores of different students, such as students in elementary schools, junior high schools, or university students. Researchers can also carry out the same topic area by using other research methods such as collaborative research or experimental research to measure student skill improvement. In addition, future researchers can also investigate English skills besides speaking skills, it can be about vocabulary, reading or something else.



## REFERENCES

Adi Sasmita, *The use of YouTube to facilitate english pronunciation learning at SMP Muhammadiyah 2 Taman Sidoarjo: teacher's and students' perceptions.* (Diss. UIN Sunan Ampel Surabaya, 2022)

- Amalia, Rosa. *Students' Perception Of Online Assessment Use In Schoology In Efl Classrooms*. Surabaya: State Islamic Of University Of Sunan Ampel Surabaya, 2018
- Andres Roberto, Rengifo. *Improving pronunciation through the use of karaoke in an adult English class*. Profile Issues in Teachers Professional Development 11 (2009): 91-106.
- Asti Pratiwi, Yovita. *Students' Perception on Impromptu Speech To Improve Speaking Fluency In Speaking Class*. 2018
- Azwir, Hummaira. *An Analysis Of Teachers' Strategies To Encourage Students' Self Confidence In Speaking*. 2020
- Azzahra, Ulfiyah. *Developing The Students' Speaking Skills Through Impromptu Speech Method*. Universitas Muhammadiyah Makassar 2020
- Bailey, Jessica. *Extemporaneous Speaking: Engaging With Current Events*. National Speech & Debate Association : United States Of America 2013.
- Bandarsyah, Desvian, Andi Andi, Sualeman Sualeman. *Analysis Of Student Confidence And Anxiety Levels In Online Thesis Defense*. Jakarta, Indonesia: Universitas Muhammadiyah Prof. Dr. Hamka, 2021
- Benabou, R And Tirole. *Self-Confidence And Personal Motivation*. Quarterly Journal, 2002. P. 871
- Bryman Alan, *Social Research Methods*, United states of America : Sage Publications, 2004 ) 471
- Cameron, Lynne. *Teaching Languages To Young Learners*. Cambridge: Cambridge University Press. 2001
- Carnegie, Dale. *How to develop self confidence and influence people by public speaking* ( New york ) 1956

- Chiert, J, Hunsberger, *All You Need To Teach Series Drama: Learning Through Movement, Improvisation, Mime And Speech*. Australia: Macmillan Education Aus, 2004, P.14
- Coopman, Stephen J. Lull, James. (2010). *Public Speaking The Evolving Art*. Boston: Wadsworth Cengage Learning
- Creswell, John W. *Educational Research: Planning, Conducting And Evaluating Quantitative And Qualitative Research* (Pearson, Vol. 5, 2012)
- Creswell, John W. *Research Design: Qualitative, Quantitative, And Mixed Methods Approaches*, Fourth Edition, Sage Publications
- Deswarni, Dini. *The Use Of Skit Technique To Increase Students' Self-Confidence In Speaking* ( Al-Ishlah: Jurnal Pendidikan: Stai Hubbulwathan Duri 2017)
- Dewi. Idha Ratna. *Informative Speaking Using The Extemporaneous Speech Method In A University Public Speaking Class*. English Education, Languages And Arts Faculty, State University Of Surabaya, 2015.
- Foley, J. A. *New Dimension In The Teaching Of Oral Communication*, Singapore: Seameo Regional Language Centre, P. 244
- Fujishin, Randy. *Creating communication exploring and expanding your fundamental communications skills*. ( Acada Books a division of Rowman & Littlefield published,inc : New york ) 2000
- Gregersen, T. S. (2003). *To Err Is Human: A Reminder to Teachers of LanguageAnxious Students*. *Foreign Language Annals*, 36(1). 25-32.
- Herlina, Ninin. *Improving English Speaking Ability Through Hypnocative Speech Method*. *Journal Of English Education:Universitas Trilogi Jakarta*, Indonesia 2018

- Kang, K., Cohen, S., Hess, J., Novak, W., Peterson, A., *Feature-Oriented Domain Analysis (FODA) Feasibility Study* (Carnegie Mellon University, Pittsburgh, 1990)
- Lauster, Peter. *The Personality Test*. (New York : Pan Books Chilton Book Company ) 1976
- Linse, Caroline T. *Practical English Language Teaching: Young Learners*. New York, Mcgraw-Hill, 2005.
- Manion, Lawrench, Keith Morrison Louis Cohen, *Research Methods In Education*, Routledge, Vol. 63, 2007
- Maxom, Michelle. *Teaching English As A Foreign Language For Dummies West Sussex*. Wiley And Sons, Ltd, Publication, 2009. 183
- Mohammad Al-Hebaish, Safaa. *The Correlation Between General Self Confidence And Academic Achievement In The Oral Presentation Course*. 2012
- Nadiah, Arina, and Ikhrom. *The Students' Self-Confidence In Public Speaking*. Journal Of English Linguistics, Literature And Education: Universitas Islam Negeri Walisongo Semarang 2019.
- Nunan, David. *Research Methods In Language Learning*. Cambridge: Cambridge University Press. 1992.
- Puji, Muslimah, *An Analysis Of Students' Self-Confidence In English Oral Presentations*. (Thesis: Universitas Islam Negeri Ar-Raniry Banda Aceh) 2021
- Raco, Josef. *Metode Penelitian Kualitatif: Jenis, Karakteristik Dan Keunggulannya*. Jakarta: Gramedia Widiasarana Indonesia, 2010.121

- Rahayu, Pipit. *An Analysis On The Third Semester Students' Speaking Skill In Delivering Impromptu Speech*. University Of Pasir Pangaraian, 2015
- Reed, Rogers *Self-Confidence: All about getting yourself out of your limit In Speaking* ( Kindle Edition : New InTech LLC ), 2013
- Ricketts, Cliff, John C. Ricketts. *Leadership, Personal Development And Career Success. Third Edition*. Cengage Learning Customer And Salwa Support : Printed In The United States Of America 2011.
- Sheldrake, R. *Confidence as Motivational Expressions of Interest, Utility, and Other Influences: Exploring Under-Confidence and Over-Confidence in Science Students at Secondary School*. ( International Journal of Educational Research, 2016). 76
- S. E, Lucas. *The Art Of Public Speaking (12th Ed.)*. New York: Mcgraw Hill. 2015.
- S.M., Al-Hebaish. *The Correlation Between General Self-Confidence And Academic Achievement In The Oral Presentation Course: Theory And Practice In Language Studies*, 2012. P. 20.
- Sugiyono, M. P. P., and P. Kuantitatif. *Kualitatif, dan R&D*, Bandung: Alfabeta. (Cet. Vii, 2009)
- Susanti, Meylani Alya, *Factor Influencing Learners' Self-Confidence On English Public Speaking During Online Learning : Learners' Perspective*, Universitas Muhammadiyah Yogyakarta. 2022
- Tamonob, Andries Hinnani. *Students' Fear Towards Impromptu Speech Activities In Speaking Class At The English Department Of Satya Wacana Christian University Thesis*. 2015

Taufiq, Wahyu. *A Case Study Of An Esl Student Learning English In An English Speaking Country*. Faculty Of Teacher Training And Education : Universitas Muhammadiyah Sidoarjo, 2016.

Thornburry, Scott. *How To Teach Speaking*. London, Longman, 2005

Vanderstoep, Scott w, deidred Johnstan. *Research Methods For Everyday Life : Blending Qualitative And Quantitative Approaches*. ( San Francisco:Jossey-Bass, 2009 )

Yulanda, Novia. *The Implementation Of The Effective Strategy For Practicing Extemporaneous Speech Style In Public Speaking*. English Education Department Faculty Of Tarbiyah And Teacher Training State Islamic Institute Of Bukittinggi, 2021. 63–70



UIN SUNAN AMPEL  
S U R A B A Y A