

**THE INFLUENCE OF ORGANIZATIONAL INVOLVEMENT ON STUDENTS'  
CONFIDENCE IN SPEAKING ENGLISH**



**A Thesis**

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Tarbiyah and Teaching Training Department

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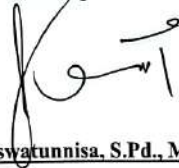
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**TABLE OF CONTENTS**

COVER .....	i
THESIS APPROVAL .....	ii
SUPERVISOR APPROVAL .....	iii
STATEMENT OF AUTHENTICITY THESIS .....	iv
ACKNOWLEDGMENTS .....	v
TABLE OF CONTENTS .....	vii
LIST OF TABLES .....	ix
LIST OF APPENDICES .....	x
LIST OF PICTURES .....	xi
ABSTRACT .....	xii
ABSTRAK .....	xiii
CHAPTER 1 INTRODUCTION .....	1
A. Research Background .....	1
B. Research Problem .....	7
C. Research Objective .....	7
D. Research Significance .....	8
E. Research Scope .....	8
CHAPTER II LITERATURE REVIEW .....	9
A. Previous Related Studies .....	9
B. Some Pertinent Ideas .....	13
1. ....	Confidence
13	

a. Definition of Confidence.....	13
b. Confidence Indicators.....	14
2.....	Speaking
21	
3.....	Organizational Involvement
21	
C. Conceptual Framework.....	22
D. Hypothesis.....	23
<b>CHAPTER III RESEARCH METHOD.....</b>	<b>24</b>
A. Research Design.....	24
B. Population and Sample.....	24
C. Variables of the Research.....	25
D. Research Instrument.....	26
E. Instrument Validity and Realibility.....	30
1.....	Expert Validity
30	
2.....	Realibility
31	
F. Technique of Data Collection.....	32
G. Technique of Data Analysis.....	35
1. Data Presentation.....	35
2. Data Analysis.....	35
<b>CHAPTER IV RESEARCH FINDINGS AND DISCUSSION.....</b>	<b>37</b>
A. Findings.....	37
B. Discussion .....	63
<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>68</b>
A. Conclusion.....	68
B. Suggestion .....	70
<b>BIBLIOGRAPHY .....</b>	<b>73</b>
<b>APPENDICES .....</b>	<b>77</b>



## LIST OF TABLES

Table 3.1. Range of Statement .....	27
Table 3.2. Classification of Criteria .....	28
Table 3.3. Confidence Assesment Descriptions.....	29
Table 3.4. Classification of Criteria .....	30
Table 4.1 Classification of Criteria .....	38
Table 4.2 Score of Organizational Involvement .....	38
Table 4.3 Total Score of Organizational Involvement .....	39
Table 4.4 Classification of Criteria .....	44
Table 4.5 Confidence Assessment Descriptors (Speaking English) .....	45
Table 4.6 Skor of Confidence in Speaking English .....	46
Table 4.7 Total Confidence Score in Speaking English .....	47
Table 4.8 Classification of Criteria .....	51
Table 4.9 Classification of Criteria .....	52
Table 4.10 Total Score Both Instrument .....	53
Table 4.11 Significance Value .....	62

## LIST OF APPENDICES

Appendix 1 Research Permit.....	77
Appendix 2 Instrument: Test .....	78
Appendix 3 Instrument: Questionnaire.....	79
Appendix 4 Informed Consent .....	81
Appendix 5 TBI 21 Participant.....	82
Appendix 6 TBI 22 Participant.....	83
Appendix 7 TBI 23 Participant.....	84
Appendix 8: Curriculum Vitae .....	85

## LIST OF PICTURES

Picture 4.1: Bar Chart of Organizational Involvement Result .....	40
Picture 4.2 Bar Chart of Confidence in Speaking English Result .....	48
Picture 4.3: Bar Chart of Students Active and Confidence .....	54
Picture 4.4: Bar Chart of Students Inactive but Confidence .....	56

## ABSTRACT

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Involvement in student organizations is often seen as a double-edged sword while it can provide valuable experiences in leadership, teamwork, and communication, excessive involvement may also negatively impact students' academic focus and personal time management. Nevertheless, organizational participation is widely recognized as an influential factor in developing students' soft skills, particularly confidence in speaking English. This study aims to examine the effect of organizational involvement on students' confidence in speaking English at STAIN Majene. Organizational activities are often considered an effective platform to improve this skill through opportunities to communicate, present ideas, lead discussions, and interact with various audiences. This study used a descriptive quantitative method. The research sample consisted of 33 students from three intakes (2021, 2022, and 2023) selected using cluster random sampling technique. Data collection was conducted using a 15-item Likert scale questionnaire to measure organizational involvement and a monologue test to assess speaking confidence. Based on the results of the ANOVA analysis, the F value was obtained = 0.029 with a significance level (Sig. = 0.867). Because the significance value is greater than 0.05, it can be concluded that there is no significant influence between Organizational Involvement on Students' Confidence in Speaking English. That means H0 is accepted and H1 is rejected in this study. In other words, the level of student involvement in the organization does not significantly contribute to increasing or decreasing their confidence when speaking English. These results indicate that other factors outside of organizational involvement may play a greater role in shaping student confidence, such as communication experience, learning environment support, or personal motivation in practicing speaking English.

**Keywords:** *Organizational Involvement, Confidence, Speaking, English, Student Development*

## ABSTRAK

**Peneliti** : Nur Aisyah  
**NIM** : 10256121021  
**Judul** : Pengaruh Keterlibatan Organisasi terhadap Kepercayaan Diri Mahasiswa Berbicara Bahasa Inggris di STAIN Majene

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Keterlibatan dalam organisasi kemahasiswaan seringkali dianggap sebagai pedang bermata dua. Meskipun dapat memberikan pengalaman berharga dalam kepemimpinan, kerja sama tim, dan komunikasi, keterlibatan yang berlebihan juga dapat berdampak negatif pada fokus akademik dan manajemen waktu pribadi mahasiswa. Meskipun demikian, partisipasi organisasi secara luas diakui sebagai faktor yang berpengaruh dalam mengembangkan soft skills mahasiswa, khususnya kepercayaan diri dalam berbicara bahasa Inggris. Penelitian ini bertujuan untuk mengkaji pengaruh keterlibatan organisasi terhadap kepercayaan diri mahasiswa dalam berbicara bahasa Inggris di STAIN Majene. Kegiatan organisasi seringkali dianggap sebagai wadah yang efektif untuk meningkatkan keterampilan ini melalui kesempatan untuk berkomunikasi, menyampaikan gagasan, memimpin diskusi, dan berinteraksi dengan berbagai audiens. Penelitian ini menggunakan metode deskriptif kuantitatif. Sampel penelitian terdiri dari 33 mahasiswa dari tiga angkatan (2021, 2022, dan 2023) yang dipilih menggunakan teknik cluster random sampling. Pengumpulan data dilakukan dengan menggunakan kuesioner skala Likert 15 item untuk mengukur keterlibatan organisasi dan tes monolog untuk menilai kepercayaan diri berbicara. Berdasarkan hasil analisis ANOVA, diperoleh nilai  $F = 0,029$  dengan tingkat signifikansi ( $\text{Sig.} = 0,867$ ). Karena nilai signifikansi lebih besar dari 0,05, dapat disimpulkan bahwa tidak terdapat pengaruh yang signifikan antara Keterlibatan Organisasi terhadap Kepercayaan Diri Siswa dalam Berbicara Bahasa Inggris. Artinya,  $H_0$  diterima dan  $H_1$  ditolak dalam penelitian ini. Dengan kata lain, tingkat keterlibatan siswa dalam organisasi tidak berkontribusi secara signifikan terhadap peningkatan atau penurunan kepercayaan diri mereka dalam berbicara bahasa Inggris. Hasil ini menunjukkan bahwa faktor-faktor lain di luar keterlibatan organisasi mungkin berperan lebih besar dalam membentuk kepercayaan diri siswa, seperti pengalaman komunikasi, dukungan lingkungan belajar, atau motivasi pribadi dalam berlatih berbicara bahasa Inggris.

**Kata Kunci:** *Keterlibatan Organisasi, Kepercayaan Diri, Berbicara, Bahasa*

*Inggris, Pengembangan Mahasiswa*

## CHAPTER 1

### INTRODUCTION

#### A. Research Background

This chapter discusses the background of the research, research problem, research objectives, research significance, and research scope of the research which focuses on the influence of organizational involvement on students' self-confidence in speaking English. Speaking skills are important skills that students need to have, especially in the academic world and organizations. However, the reality in the field shows that there are still many students who feel nervous, lack confidence, and are even reluctant to speak in public.

This can be seen in various campus activities such as class presentations, seminars, and discussion forums, where many students choose to remain silent or express their opinions in a low and unconvincing voice. One of the causes of this low self-confidence is the lack of speaking experience and lack of communication skills training. Involvement in student organizations is believed to be an effective means of training these skills. Students who are active in organizations tend to get more opportunities to interact, express opinions, and lead discussions,

thus indirectly training their self-confidence. Several previous research results support this phenomenon.

Research conducted by Anggraini, Nur'aeni, and Ratnasari (2023) shows that there is a strong relationship between student activity in organizations and their speaking skills. Students who are more active in organizations show a significant increase in their courage and ability to speak. This gap raises an important question, to what extent does organizational involvement really influence students' self-confidence in speaking. The problem of students' lack of confidence in speaking is an issue that cannot be ignored, because it can have a direct impact on the academic, professional, and social quality of the students themselves. (Hernandez et al., 2021). In the era of globalization and digitalization like today, speaking skills are one of the core skills (soft skills) that are greatly needed, both in the world of education, the world of work, and social life.

Students who have high self-confidence in speaking will be better prepared to face challenges such as thesis presentations, job interviews, seminars, and even become leaders in various forums. Conversely, students who lack self-confidence will be left behind in various important opportunities, even though they have good academic competence. The urgency of this research is even stronger when seeing that student organizations are one of the

character development spaces that are close and directly accessible to students. If involvement in organizations is truly proven to have an effect on self-confidence in speaking, then higher education institutions need to encourage students to be active in organizations in a more structured and directed manner.

This research is also expected to provide real recommendations for campuses, student organizations, and students themselves to make organizations a medium for developing their potential, not just complementary activities. Therefore, it is important to conduct quantitative research that can statistically prove the extent to which organizational involvement influences students' self-confidence in speaking (Getie, 2020). In the context of developing students' confidence in public speaking, involvement in student organizations plays an important role.

Student organizations provide an environment that supports the development of communication and leadership skills through various activities such as discussions, presentations, and training. Active participation in these organizations allows students to interact with various individuals, face challenges, and hone their speaking skills, which directly contribute to increasing their confidence. Research by Anggraini, Nur'aeni, and Ratnasari (2023) shows that there is a strong relationship between students' activeness in organizations and their speaking skills. Students who

are more active in organizations show significant improvements in their courage and ability to speak. Previous studies have shown a positive relationship between organizational involvement and increased self-confidence in speaking.

Meanwhile, Widyawati, Murwaningsih, and Ninghardjanti (2024) studied students at Sebelas Maret University and concluded that the combination of organizational activity and self-confidence can significantly improve public speaking skills. However, the study has not yet discussed the conditions of students from religious colleges or coastal areas such as STAIN Majene. Speaking skills are not only a necessity in the campus environment, but also one of the main skills that are greatly needed in the world of work and social life. In today's global and competitive era, individuals are required to be able to convey ideas clearly, persuasively, and confidently in various forums. Therefore, developing self-confidence in speaking needs special attention since students.

One way that is believed to be effective in forming this ability is through active involvement in student organizations. Furthermore, Hymes' (1972) theory of Communicative Competence emphasizes that communication skills depend not only on language knowledge but also on self-confidence and social skills. Active participation in student organizations allows individuals to hone these skills, ultimately increasing their confidence when communicating in English. This finding aligns with research conducted by Wulandari (2021), which found that students who are active in campus organizations tend to have higher English language confidence than those who are not. This study also noted that regular interaction

with organization members provides opportunities to practice speaking skills naturally, in both formal and informal situations.

Research by Sari and Pratama (2020) also reported similar results, indicating that participation in organizational activities has a positive effect on students' public speaking skills. This is primarily because organizations provide a platform to practice without fear of negative judgment (a low-anxiety environment), which boosts speaking confidence. Based on the background that has been explained, Involvement in student organizations is often considered a double-edged sword because, on one hand, it offers students meaningful opportunities to gain experiences in leadership, teamwork, problem-solving, and communication skills that are not always accessible in the classroom setting.

Through active participation, students can practice organizing events, leading discussions, collaborating with peers from different backgrounds, and expressing their ideas in both formal and informal contexts, which directly contributes to their personal and professional growth. On the other hand, excessive or unbalanced involvement in organizational activities may potentially distract students from their primary academic responsibilities, reduce the time they dedicate to studying, and even lead to challenges in managing personal schedules effectively. Despite these potential drawbacks, organizational participation is widely

acknowledged as one of the most influential aspects in shaping students' soft skills, particularly their confidence in speaking English.

By engaging in discussions, debates, presentations, and interactions with diverse audiences within the organization, students are given a supportive platform to overcome fear, enhance fluency, improve pronunciation, and develop the self-assurance necessary for effective communication in English. Therefore, while it requires balance and careful management, involvement in student organizations remains a crucial and beneficial medium for fostering students' confidence and communication competence. This study aims to determine whether there is an influence between organizational involvement and student self-confidence in speaking english.

By using a quantitative approach, this study is expected to provide empirical data that can be used as a basis for developing programs to strengthen students' soft skills, both through organizational activities and other campus activities. In addition, the results of this study are expected to contribute to the development of educational policies in higher education, especially in supporting the strengthening of students' character and communication competencies as provisions for facing the professional world in the future. The choice of STAIN Majene as the research site provides a valuable context for examining these dynamics.

The institution's diverse student population, with varying grades of organizational participation, offers a rich setting for exploring how organizational activities shape speaking confidence. Through this research, the researcher aims to contribute to the growing body of literature on English education and student development, offering practical recommendations for enhancing speaking confidence through organizational involvement. Ultimately, this study aspires to empower students with the skills they need to succeed academically and professionally, both within and beyond the classroom.

#### **B. Research Problems**

Based on the background of the study, the research problems are formulated as follows Is there any influence of students' organizational involvement on their confidence in speaking English?

#### **C. Research Objective**

Based on the background presented, the research objective of this study is to determine whether organizational involvement affects students' confidence in speaking english. Specifically, this study seeks to answer the question, is there an influence of organizational involvement on students' confidence in speaking english or not.

#### **D. Research Significance**

Based on the background presented, the research significance in this study has both theoretical and practical significance.

##### **1. Theoretical Benefit**

This study provides an understanding of how organizational involvement affects individual behavior, especially confidence in speaking English. If proven to have an influence, this study will show how much influence organizational involvement has on confidence in speaking English.

##### **2. Practical Benefit**

The results of the study are expected to motivate students to be active in organizations, help teachers understand students' needs and encourage them to be more active in speaking. This study can also be used as a reference for further researchers who raise similar topics.

#### **E. Research Scope**

Based on the background presented, the research scope in this study focuses on some of the organizations at STAIN Majene include SEMA (Student Senate), DEMA (Student Executive Council), HMJ (Department Student Association), HMPS (Study Program Student Association), UKM LimaSidik, UKM Sports, UKM Arts, UKM Cendikia, HIMABI (KIP Lecture Bidikmisi Student Association),

Pramuka (Praja Muda Karana), MENWA (Student Regiment), and LSQ (Quran Study Circle).

## CHAPTER II

### LITERATURE REVIEW

#### A. Previous Related Studies

This chapter presents previous related studies, some pertinent ideas, conceptual framework, and hypothesis that form the basis for analyzing the relationship between organizational involvement and speaking confidence. The researcher obtained the following previous research related to the study to be conducted based on the findings of previous research:

1. The Research by Arista Agustina Rahmawati and Susantiningrum (2024) entitled "The Influence of Self-Confidence and Organizational Activity on Speaking Skills of PAP FKIP UNS Students Class of 2021 and 2022" shows that being active in student organizations has a positive and significant influence on speaking skills. The results of the regression analysis show that being active in organizations makes a real contribution to improving students' speaking skills. A significant difference between the author's research and the research of Rahmawati & Susantiningrum (2024) is in the descriptive quantitative design, while Rahmawati &

Susantiningrum (2024) using qualitative design.

2. Another study by Anggita Hanung Rahma Aulia et al. (2024) entitled "The Effect of Student Organization Participation on Self-Confidence of Students of the Faculty of Social and Political Sciences, Surabaya State University". She found that active participation in student organizations contributed significantly to increasing student self-confidence. Through involvement in organizations, students get the opportunity to develop interpersonal and leadership skills, which in turn increases their self-confidence. A significant difference between the author's research and the research of Anggita Hanung Rahma Aulia et al. (2024) is in the focus of the problem, namely the author's research focuses on discussing the analysis of the effect of organizational involvement on self-confidence in speaking english, while the research of Anggita Hanung Rahma Aulia et al. (2024) focuses on discussing the analysis of the effect of organizational participation on student self-confidence in general, without focusing on the context of speaking english.
3. The research was conducted by Arfina Damayanti Arifing with the title "Self-Confidence of Students in Interacting with

Lecturers (Analysis of the Attitude of Lack of Self-Confidence of Students of Islamic Communication and Broadcasting Study Program". Arfina Damayanti Arifing (2023) in her thesis, entitled "Self-Confidence of Students in Interacting with Lecturers.

(Analysis of the Attitude of Lack of Self-Confidence Towards Students of the Islamic Communication and Broadcasting Study Program)" used a qualitative descriptive research type. The main focus of this study is to analyze the attitude of lack of self-confidence of students when interacting with lecturers, with the aim that students are able to increase their self-confidence. In the context of comparison with previous studies, both have similarities in the focus of the research, namely the involvement of organizations in improving something in students. However, the fundamental difference lies in the variables of both, this study focuses on self-confidence while the author's research focuses on confidence in speaking english.

4. The Research by Muhammad Harish Hidayat (2022) entitled "The Effect of Organizational Behavior on Student Self-Confidence: Research at the Majalengka Bandung Student Association". This study uses a quantitative approach with simple linear regression analysis techniques. A significant

difference between the author's research and the research of Muhammad Harish Hidayat (2022) is in the dependent variable (Y), namely the author's research focuses on discussing self-confidence in speaking english on the dependent variable. While the research of Muhammad Harish Hidayat (2022) focuses on discussing student self-confidence in general on the dependent variable.

Previous studies have demonstrated the positive impact of organizational involvement on students' personal growth, including their self-confidence and speaking skills. For instance, Rahmawati and Susantiningrum (2024) examined how both self-confidence and organizational activity contribute to students' speaking ability. Aulia et al. (2024) found that organizational participation influences general student self-confidence. Likewise, Hidayat (2022) confirmed that organizational behavior significantly affects students' overall confidence levels. However, these studies typically focus on broader psychological traits or communication skills in general, and often employ correlational analysis without comparing different levels of involvement. Moreover, most of them do not specify the context of speaking in academic environments. In contrast, this study aims to bridge that gap by investigating the influence of organizational involvement specifically on students' confidence in speaking english, using a descriptive quantitative

approach.

## **B. Some Pertinent Ideas**

Some Pertinent Ideas contains a description of theories or concepts relevant to the research variables. It serves as a theoretical framework explaining the variables being studied. It presents definitions, indicators, and expert opinions on these variables, serving as the basis for analyzing the research results in subsequent chapters. Therefore, this section discusses confidence, speaking, and organizational involvement.

### **1. Confidence**

Confidence is one of the essential psychological aspects that plays a significant role in human behavior and interaction. It influences how individuals perceive themselves, express ideas, and engage with others in various contexts. Before exploring its role in learning and communication, it is important to understand the definition of confidence according to experts.

#### **a. Definition of Confidence**

Definition of Confidence according to Albert Bandura (1997) defines self-confidence as an individual's belief in his or her ability to carry out a task or face a challenge successfully. According to Bandura, individuals with high self-confidence tend to see challenges as things to be mastered, not threats to be avoided. They are able to recover from failure quickly and are more likely to fail with business failures, not personal failures. This self-

confidence affects various aspects of life, including motivation, decision-making, and the ability to cope with stress.

Bandura emphasizes that self-confidence is not a fixed trait, but can be developed through experience, learning, and social support. In addition, Bandura explained that self-confidence is greatly influenced by four main sources, namely direct experience (mastery experiences), vicarious experiences, social persuasion, and physiological and emotional states. Direct experience is considered the most powerful source because through repeated success, individuals will build a strong sense of ability. Meanwhile, seeing others who are similar succeed in a task can foster the belief that one is also capable. Verbal support from the social environment, such as encouragement and praise, can strengthen an individual's belief in his or her abilities. Finally, how a person interprets his or her emotional and physical condition when facing challenges will also affect his or her level of self-confidence.

#### **b. Confidence Indicators**

According to Albert Bandura (1997), there are five indicators, aspects, and criteria that indicate how self-confidence can be measured. His article discusses these aspects, including:

##### **1. Eye Contact**

Eye contact is an important element in nonverbal communication that can reflect a person's level of confidence. In

the context of speaking English, effective eye contact can increase the credibility of the speaker and reinforce the message being conveyed. Eye contact is a form of nonverbal communication that occurs when two individuals look into each other's eyes. In verbal communication, eye contact serves to reinforce the message conveyed, show attention, and build an emotional connection between the speaker and the listener. According to Albert Bandura (1997) in his book *How to Win Friends and Influence People*, "Proper eye contact shows that you listen to and appreciate your interlocutor." And the Characteristics of Effective Eye Contact include:

a. Proper Duration

Effective eye contact does not last too long or too short. The ideal duration is about 3 to 5 seconds before moving to another area of the other person's face. This duration is enough to show attention without feeling intimidating.

b. Distribution of Views

Instead of staring at a single point or person constantly, it's a good idea to distribute your gaze to the entire audience. This helps to create a sense of inclusivity and makes each individual feel cared for.

The eye contact aspect is assessed based on the extent to which students are able to maintain eye contact with the audience. If a

student makes no eye contact at all, they are categorized as very poor. If they only occasionally look at the audience, they are categorized as poor. Occasional eye contact is categorized as fairly good, while frequent eye contact is categorized as good. Students who consistently maintain eye contact with the entire audience are categorized as very good.

## 2. Intonation/Voice

Voice intonation refers to the variation in pitch (high-low) of the voice used in speech to convey meaning, emotion, and attitude. Proper intonation can reinforce the verbal message and show the speaker's confidence. Conversely, monotonous or out-of-context intonation can reduce the effectiveness of communication. And the Characteristics of Effective Voice Intonation include:

### a. Suitable Pitch Variations

Effective intonation involves varying pitch to emphasize important points and keep the audience's attention. According to Albert Bandura (1997). in her book *Intonation and Its Parts: Melody in Spoken English*, "It's not what she said, it's the way that she said it," which suggests that the way of delivery (including intonation) can change the meaning of a message.

### b. Proper Emphasis on Keywords

Emphasis on keywords helps the audience understand the main message. Albert Bandura (1997) in *The Communicative Value of Intonation in English*. He explains that "intonation identifies important information for the listener, shows how different pieces of information relate to each other, establishes a level of engagement between the speaker and listener, and manages conversational turns."

The intonation or voice aspect assesses the clarity and variation of the voice. Students who speak in a very low or monotonous voice are considered very poor. If their voice is low and lacks variety, it is considered poor.

A voice that is clear enough but less engaging is classified as fairly good. A voice that is clear with good intonation variation is considered good. Meanwhile, a voice that is very clear, varied, and delivered with confidence is classified as very good.

### 3. Fluency

Fluency in the context of communication refers to a person's ability to speak fluently, without stuttering, and consistent in the flow of conveying ideas. Fluency indicates that a person is in control of the material being delivered and feels confident when speaking, especially in public situations such as speeches, presentations, or debates. According to Albert Bandura (1997) in his book *Public Speaking and Influencing Men in Business*: "Fluency of

speech is not necessarily a gift it is an achievement. It comes with confidence, preparation, and repeated effort." And the Characteristics of Fluency include:

a. Minimal Use of Filler Words ("uh", "um", "eh", etc.)

Fluency is characterized by the speaker's ability to convey ideas without much distraction of filler words that usually reflect doubt or lack of preparation. Albert Bandura (1997) in *Voice Power* states: "Filler words make you sound less sure of yourself. Confident speakers are concise, smooth, and deliberate with their words." The use of excessive filler words makes the speaker seem hesitant and can interfere with the audience's understanding of the main message.

Conversely, when a speaker is able to maintain the flow of speech with minimal distractions, it reinforces the impression that he or she knows what he or she wants to convey.

b. Organized Sentence Structure and Logical Speech Flow

Fluent speakers tend to have the ability to organize ideas logically and sequentially, so that the audience easily follows the flow of the conversation. This shows that the speaker is not only familiar with the material, but also able to communicate it efficiently and convincingly. Albert Bandura (1997) reiterated in *Speaking and Influencing Men in Business*: "An organized speaker, with smooth transitions and logical flow, instills confidence in the audience and

in himself." Sentences that are delivered without interruption and follow a clear sequence indicate that the speaker has mastered the material and is comfortable in the communication situation.

The fluency aspect assesses the fluency of speech. If there are many pauses and repetitions, it is considered very poor. Students who frequently pause, resulting in a disjointed flow of speech, are classified as poor. If speech is relatively fluent but still contains some hesitation or repetition, it is classified as fairly good. If it is fluent with few hesitations, it is considered good. Meanwhile, students who speak very fluently, naturally, and without disruptive pauses are considered very good.

#### 4. Body Language

Body language includes facial expressions, body movements, postures, and physical contact used to convey nonverbal messages. In the context of speaking English, positive body language can reinforce verbal messages and create a sense of confidence. Conversely, closed or anxious body language can reduce the credibility of the speaker. The Body Language Characteristics that reflect confidence include:

##### a. Posture Upright and Open

An upright and open posture indicates readiness and openness. According to Albert Bandura (1997) in his book *Our Masters' Voices*, "A confident speaker stands tall, shoulders back, and chest open, signaling authority and self-assurance".

##### b. Measured Hand Gestures

The use of measured and not excessive hand gestures can clarify the message and show self-control. Albert Bandura (1997) in *How to Win Friends and Influence People* states, "Gestures should be natural and purposeful, not distracting or erratic"

The body language aspect assesses the use of body language. If a student is passive, without movement or facial expression, they are considered very poor. If their movement or expression is very limited, they are considered poor. Students who are neutral with some supporting movements are categorized as fairly good. If they

are quite expressive and support the verbal message, they are considered good.

Meanwhile, students who are very expressive, natural, and able to reinforce verbal messages well are classified as very good.

## 5. Enthusiasm

Enthusiasm in communication is an expression of enthusiasm, interest, and positive energy shown by the speaker towards the topic being presented. Enthusiasm is not just about speaking out loud, but delivering a message with confidence, passion, and emotional involvement. The Characteristics of Enthusiasm in communication that reflect confidence include:

### a. Positive Energy in Sound and Gesture

Enthusiastic speakers will sound vocally excited, using lively up-and-down intonation, and active yet measured gestures. This energy attracts attention and makes the audience more engaged.

### b. Emotional Engagement to the Topic

Enthusiasm is also seen when the speaker shows a personal or emotional connection to the material. This can be seen in the lively facial expressions, the shining eyes, and the passionate way of explaining. Albert Bandura (1997) wrote: "When a speaker is deeply interested in what he is saying, that feeling communicates itself to his listeners. Enthusiasm is contagious."

The enthusiasm aspect assesses a student's interest and

enthusiasm in speaking. If they show no interest at all, they are considered very poor. If their enthusiasm is forced and unnatural, they are considered poor.

Students who are neutral and only occasionally show interest are categorized as fairly good. If they are sufficiently enthusiastic, accompanied by supporting expressions and intonation, they are classified as good. Meanwhile, students who are highly enthusiastic and able to engage the audience with lively facial expressions and body language are classified as very good.

## **2. Speaking**

Speaking is the skill of conveying a message orally in front of an audience with the aim of announcing, entertaining, or influencing. This ability includes mastery of verbal and nonverbal communication, such as intonation, facial expressions, and appropriate body language. In the context of education, speaking is an important soft skill that supports the learning process and social interaction. According to Zainal (2022), "Speaking is the process of speaking in front of the public or audience to convey information, entertain and influence the audience." This ability is not only important for educators, but also for students to improve their self-confidence and communication skills.

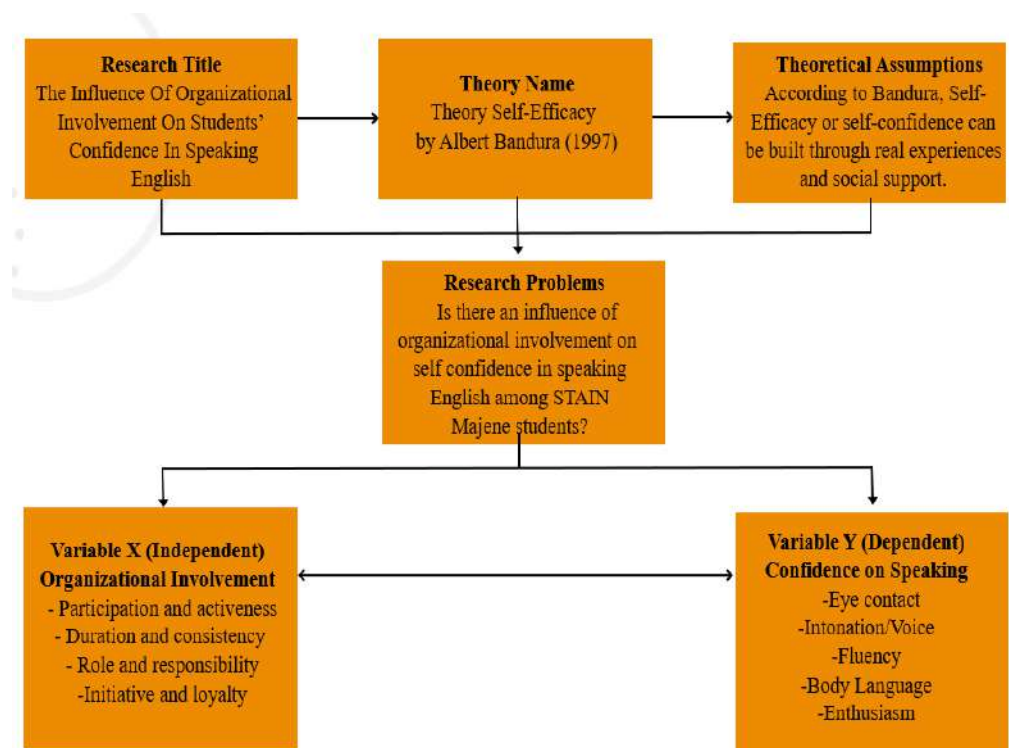
## **3. Organizational Involvement**

Organizational involvement for students includes active participation and emotional commitment to the student organization, including a sense of belonging, responsibility, and real contribution. This is not just being present, but actively participating

in teamwork, decision-making, and self-development.

According to Nurangraeni et al. (2024), organizational involvement helps students form a professional identity and improve psychological well-being. In addition, Azwar et al. (2024) emphasized that this involvement also encourages social and environmental awareness. Organizational support has also been shown to increase student engagement and learning satisfaction (Yang, 2023).

### C. Conceptual Framework



This study is entitled "The Influence of Organizational Involvement on Students' Confidence in Speaking English". The theoretical basis used is Self-Efficacy Theory proposed by Albert Bandura in 1997. According to Bandura, self-efficacy or self-confidence can be built through real experiences and social support provided by the environment.

Based on this theory, this study formulates the problem, namely whether there is an influence of organizational involvement on students' self-confidence in speaking English at STAIN Majene. In this study, the independent variable (X) is organizational involvement which includes several indicators, namely participation and activeness, duration and consistency, roles and responsibilities, and initiative and loyalty. Meanwhile, the dependent variable (Y) is speaking confidence which is measured through indicators of eye contact, intonation or voice, fluency, body language, and enthusiasm. Thus, the conceptual framework of this study shows that organizational involvement has the potential to influence the level of students' self-confidence in speaking English.

#### **D. Hypothesis**

The hypothesis of the research is formulated as follows:

1. Working Hypothesis (H1): If the value (Sig.) smaller than  $<0.05$ , it means that there is an influence of organizational involvement (X) on students' confidence in speaking english

(Y) at student of STAIN Majene.

2. Null Hypothesis (H<sub>0</sub>): If the value (Sig.) greater than  $>0.05$ , it means that there is no influence of organizational involvement (X) on students' confidence in speaking english (Y) at student of STAIN Majene.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

This chapter explains the research design, population and sample, variables of research, research instruments, instrument validity and reliability, technique of data collection, and technique of data analysis. This study employs a descriptive quantitative design with a causal relationship approach to investigate whether students' organizational involvement significantly influences their confidence in speaking English. This approach is appropriate for identifying and measuring the effect of one variable on another without manipulating any variables. Data analyzed using simple linear regression analysis, which is commonly used in educational research to determine the strength and direction of the influence between independent and dependent variables (Setyorini & Agustina, 2022). This is done without comparing treatment groups, but by examining the relationship between the variables using statistical analysis.

#### B. Population and Sample

##### 1. Population

Population is all objects or individuals who are the target of research, while sample is part of the population that is selected to represent and be used as a source of research data.

The population of this study was all students of the 2021, 2022 and 2023 intakes of the English Language Education study program, STAIN Majene. The number of students was 70 student divided into 3 intakes. The researcher used the cluster random sampling technique.

## **2. Sample**

The researcher used three intakes as samples in this study. The sampling in this study used a proportional stratified random sampling approach as explained by Sugiyono (2017:82). The study population consisted of 70 students from three different classes. Because one class only had 11 students, the researcher adjusted the sample size in each class to ensure balance, with 11 students from each class, resulting in a total sample size of 33. This approach was chosen to ensure proportional representation in each class. The population that the researcher took is 31 students English Language Education study program from the 2021 intake, 28 students English Language Education study program from the 2022 intake, and 11 students English Language Education study program from the 2023 intake. The researcher took a sample of 11 students from each intake so that the total sample in this study was 33 students.

## **C. Variables of the Research**

Research variables are everything that researchers determine as objects of observation to determine the influence or relationship between factors in a study. The variables in this study include the

independent variable (X), namely Organizational Involvement and the dependent variable (Y), namely Confidence in Speaking English.

Confidence in speaking english is an important aspect in mastering speaking skills. One factor that can influence students' level of self-confidence in speaking english is their involvement in organizations.

#### **D. Research Instruments**

A research instrument is a tool or device used by researchers to collect data in a study. It serves as a measuring tool to ensure that the collected data aligns with the research objectives. The research instruments used by the author in this study were tests and questionnaires, in accordance with the research approach used (descriptive quantitative).

##### **1. Questionnaire**

In this study, the researcher use a Likert scale questionnaire as an instrument to measure the level of organizational involvement in respondents. The Likert scale was chosen because of its ability to capture respondents' perceptions, attitudes, and level of agreement with a number of statements relevant to the dimensions of organizational involvement. Respondents will be asked to provide an assessment on a five-point scale, ranging from "strongly disagree" to "strongly agree", which allows researchers to systematically quantify the level of involvement. The organizational

involvement questionnaire instrument in this study was structured based on four main indicators. First, the participation and activeness indicator, measured through five statements (numbers 1 to 5) that describe the extent to which students are actively involved in organizational activities.

Second, the duration and consistency indicator, consisting of three statements (numbers 6 to 8) to assess students' persistence in participating in the organization over a certain period of time. Third, the role and responsibility indicator, represented by three statements (numbers 9 to 11) that focus on the extent to which students carry out their roles and responsibilities given in the organization. Fourth, the initiative and loyalty indicator, measured through four statements (numbers 12 to 15) to see the extent to which students demonstrate sincerity, loyalty, and initiative in supporting organizational activities. Thus, the entire questionnaire consists of 15 statements that are directly tied to the indicators of student organizational involvement. The answering each instrument item of the Likert Scale was divided into positive statements as follow:

### **Table 3.1 Range of Statements**

This table explains the range of statements for the questionnaire that researchers used to measure student organizational involvement.

Questions	
Score	Category
5	Strongly Agree
4	Agree
3	Uncertain
2	Disagree
1	Strongly Disagree

Sugiyono (2018)

**Table 3.2 Classification of Criteria**

This table explains based on the Interval Formula, the Classification Criteria for categorizing the questionnaires used by researchers to measure student organization involvement are as follows:

Score	Criteria
64-75	Very Active
52-63	Active
40-51	Moderately active
28-39	Inactive
15-27	Very Inactive

$$\text{Interval} = \frac{\text{Maximum Score} - \text{Minimum Score}}{\text{Number of Categories}}$$

Description:

I = Interval Length

Maximum Score = Number of Items × Highest Likert Score

Minimum Score = Number of Items × Lowest Likert Score

## 2. Test

Monologue test is a method of evaluating self-confidence in speaking English, where participants are asked to speak individually for 1-2 minutes without notes. This test is carried out in front of the class in an atmosphere that resembles a real situation, with notification 1 day before the implementation. Monologue topics include morning routines, favorite hobbies, memorable experiences, and future aspirations or free theme.

**Table 3.3 Confidence Assessment Descriptors (Speaking English)**

This table explains the Confidence Assessment Descriptors (Speaking English) according to Albert Bandura theory (1997) to measure students' monologue tests when speaking English which researchers use to measure self-confidence when speaking English.

Aspect	(Very Not Confidence)	(Not Confidence)	(Fairly Confidence)	(Confidence )	(Very Confidence)
Eye Contact	No eye contact at all	Rarely looks at the audience	Occasionally makes eye contact	Frequently makes eye contact	Consistently maintains eye contact with the whole audience
Intonation or Voice	Very slow or monotone voice	Slow and lacks variety	Fairly clear, but not very engaging	Clear with good intonation variety	Very clear, varied, and confidently delivered
Fluency	Frequent pauses and repetition	Many pauses, speech flow is disjointed	Relatively fluent with some hesitation or	Fluent with minimal hesitation	Very fluent and natural without disturbing

			repetition		pauses or repetitions
Body Language	Very passive, no gestures or facial expressions	Very limited gestures and expressions	Neutral, with some supportive gestures	Quite expressive, supports verbal message	Very expressive, natural and strongly reinforces the verbal message
Enthusiasm	No interest shown at all	Forced, unnatural enthusiasm	Neutral, occasionally interested	Fairly enthusiastic with supporting expressions and tone	Highly enthusiastic, engaging facial expressions and body language

To find out the score of students who are confident in speaking English, students will be assessed with the following classification which is divided into five classifications as follows:

**Table 3.4 Classification of Criteria**

This table explains based on the Interval Formula, the Classification Criteria for categorizing the scores of students' monologue test results when speaking English, which researchers use to measure self-

confidence speaking	<b>Total Score</b>	<b>Criteria</b>	when English.
	80-100	Very Confidence	
	60-79	Confidence	
	40-59	Fairly Confidence	
	20-39	Not Confidence	
0-19	Very Not Confidence		

$$\text{Interval} = \frac{\text{Maximum Score}-\text{Minimum Score}}{\text{Number of Categories}}$$

Description:

Highest score (Xmax) = 100

Lowest score (Xmin) = 0

Number of categories = 5

### **E. Instrument Validity and Reliability**

Instrument Validity and Reliability is the process of ensuring that a research instrument actually measures what it is supposed to measure (validity) and provides consistent or stable results when used repeatedly (reliability).

#### **1. Expert Validity**

Expert validity is a method of testing instrument validity by soliciting the opinions of experts with experience or expertise in fields relevant to the instrument being tested. Expert validity procedures typically involve asking experts to evaluate the instrument for construct feasibility, content suitability, and contextual relevance.

Experts are asked to provide their views on the extent to which the instrument accurately measures the intended construct, whether the statement items are sufficiently clear, and whether the instrument is appropriate for the context in which it is used. In this study, the student organization involvement questionnaire instrument was validated by two experts: Achmad Taqlidul Chair Fachruddin, S.Pd., M.Pd. and Uswatunnisa, S.Pd., M.Hum. Both experts assessed that the instrument was appropriate for the research objectives, the statement items were relevant to indicators of organizational involvement, and the statement wording was easily understood by respondents. With input from these experts, the instrument was then refined so that it could be used to measure student organization involvement more accurately and reliably.

## **2. Realibility**

The main function to conducted a reliability test on a Likert scale questionnaire is to ensure that the instrument can measure constructs consistently and accurately (Wulandari & Radia, 2021). By conducting a reliability test, we can find out how much the level of reliability or consistency of the questionnaire is in measuring the same construct at different times or in different groups of respondents. To measure reliability on the likert scale questionnaire, there are several methods that can be used, such as Cronbach's alpha, split-half, and test-retest. Cronbach's alpha method is the

most commonly used and considered the most reliable method for measuring the internal consistency of a Likert scale questionnaire.

By knowing the reliability level of the Likert scale questionnaire, researchers can determine whether the instrument can be used to collect valid and reliable data. Researchers can use the SPSS (Statistical Product and Service Solution) program to conduct reliability tests.

#### **F. Technique of Data Collection**

Data Collection Techniques are the methods or procedures researchers use to obtain relevant and accurate data in accordance with their research objectives. The steps or procedures taken by researchers in this study are as follows:

##### **1. Preparing research instruments**

In the initial stage, the researcher prepared two research instruments: a 15-item organizational involvement questionnaire and a monologue test to measure students' confidence in speaking English. The questionnaire was structured based on indicators of organizational involvement, including student participation, duration, role, and initiative in organizational activities. Each item was worded simply and clearly to ensure easy comprehension by respondents. This instrument was first validated by experts to ensure its content and construct were appropriate. In addition to the questionnaire, the researcher also prepared a monologue test

by determining appropriate topics, creating an assessment rubric covering aspects of eye contact, intonation, fluency, body language, and enthusiasm, and establishing implementation procedures so that each student had an equal opportunity to demonstrate their abilities.

## 2. Submitting a request for data collection permission

Before conducting data collection, the researcher submitted an official request for permission to the Head of the English Language Education Study Program at STAIN Majene. This permission letter explained the research objectives, the type of data to be collected, the number of respondents required, and the research schedule. With official permission, the researcher was able to conduct the research smoothly and received full support from the university, including the students who served as the research sample.

## 3. Determining the Research Subjects

After obtaining permission, the researcher determined the research subjects: 33 students from the English Language Education Study Program at STAIN Majene from the classes of 2021, 2022, and 2023. The subjects were selected using a cluster random sampling technique. This was expected to provide a more comprehensive picture of the relationship between organizational

involvement and English speaking confidence.

#### 4. Distributing Questionnaires to Research Subjects

The questionnaires were then distributed to the 33 students who served as the research sample. The researcher first explained the purpose of the questionnaire and how to complete it, and emphasized that respondents' answers would be confidential and would only be used for research purposes. Respondents were given sufficient time to read and answer each item honestly based on their experiences in organizations.

The results of this questionnaire were used to determine the students' level of organizational involvement.

#### 5. Conducting a Monologue Test

After the questionnaires were distributed and collected, the next step was administering the monologue test. Researchers provided students with information about the monologue test schedule and procedures the day before so they had time to prepare. During the test, each student was given the opportunity to speak in front of the class for 1–2 minutes. The topic presented was related to their experiences or activities, and researchers assessed the students' confidence based on a pre-developed rubric. Aspects observed included eye contact, vocal clarity, fluency, use of body language, and enthusiasm. This allowed researchers to more objectively assess students' confidence levels when speaking in

public.

## 6. Analyzing Test Results

The final stage was analyzing the research results. Data obtained from the questionnaire was analyzed to determine the level of student organizational involvement, while data from the monologue test was analyzed to assess English speaking confidence. Researchers then compared the two results to determine trends in the relationship between organizational involvement and students' confidence levels. The analysis was conducted using appropriate statistical techniques to provide a clear picture of the effects or relationships being studied.

## **G. Technique of Data Analysis**

Data Analysis Techniques are the methods or procedures researchers use to process, interpret, and draw conclusions from the data collected in a study. The Data Analysis Techniques chosen by researchers in this study are as follows:

### **1. Data Presentation**

Data Presentation is a way of presenting research data that has been analyzed in a systematic, clear, and easy-to-understand form, such as tables, graphs, or narrative descriptions. The data presented in the form of frequency tables, percentages, and mean scores to provide an overview of students' speaking confidence and organizational involvement. Charts and graphs will also be used to visually support the interpretation of the data.

### **2. Data Analysis**

Data Analysis is the process of processing and interpreting data obtained from research to find patterns, relationships, or meanings so that it can answer the problem formulation and support research conclusions. The data will be analyzed using descriptive statistics and simple linear regression analysis. Descriptive statistics will be used to present the mean and standard deviation of organizational involvement and students' confidence in speaking English. Simple linear regression will be used to determine whether there is a significant effect of organizational involvement

(independent variable) on students' confidence in public speaking (dependent variable). The analysis will be conducted using SPSS software. The steps that will be taken in this analysis are as follows:

a) Formulation of the hypothesis, the hypothesis of the research is formulated as follows:

1. Working Hypothesis (H1): If the value (Sig.) Is smaller than  $<0.05$ , it means that there is an influence of organizational involvement (X) on students' confidence in speaking english (Y) at student of STAIN Majene.
2. Null Hypothesis (H0): If the value (Sig.) Is greater than  $>0.05$ , it means that there is no influence of organizational involvement (X) on students' confidence in speaking english (Y) at student of STAIN Majene.

b) Conducting regression analysis testing using SPSS (Statistical Product and Service Solution) software

c) Based on the regression analysis testing, decisions will be taken based on the significance value of the results displayed in the SPSS (Statistical Product and Service Solution) software output.

1) If the significance value (Sig.) Is smaller than  $<0.05$ , it means that there is an influence of organizational involvement (X) on students' confidence in speaking english (Y).

2) If the significance value (Sig.) Is greater than  $>0.05$ , it means that there is no influence of organizational involvement (X) on

students' confidence in speaking english (Y).

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

This chapter presents the results of processing and data regarding the analysis of organizational involvement and speaking confidence in the findings section, accompanied by a discussion that connects the findings with previous theories and research in the discussion section. In accordance with the research instruments in chapter 3, the researcher used a questionnaire to represent participant involvement in organizations and a monologue test to represent English speaking confidence between students involved in organizations and those not. In this chapter, the researcher will present the results of the instruments administered to the sample, such as questionnaires and tests.

##### 1. Organizational Involvement Result

Based on the final research results from 33 STAIN Majene students who participated as respondents in this study, data were collected through questionnaire instruments. The measurement of Organizational Involvement, which was assessed using a Likert-scale questionnaire consisting of 15 positive statements designed to capture the level of student involvement in organizational activities

Score	Criteria
64-75	Very Active
52-63	Active
40-51	Moderately active
28-39	Inactive
15-27	Very Inactive

**Table 4.1**  
**Classification of Criteria**

This table explains based on the Interval Formula, the Classification Criteria for categorizing the questionnaires used by researchers to measure student organization involvement are as follows:

$$\text{Interval} = \frac{\text{Maximum Score} - \text{Minimum Score}}{\text{Number of Categories}}$$

**Table 4.2: Score of Organizational Involvement**

This table presents the classification of 33 students based on their questionnaire scores with a Likert scale questionnaire, namely: 5 strongly agree, 4 agree, 3 undecided, 2 disagree and 1 strongly disagree.

No	Participants	Class	Number of Questions															Total	
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
1	Student 1	TBI 21	3	3	2	1	1	1	1	1	1	4	3	3	1	1	1	3	29
2	Student 2	TBI 21	4	4	4	4	5	5	5	5	5	4	4	4	5	4	5	5	67
3	Student 3	TBI 21	2	2	2	3	2	2	2	2	2	2	2	2	2	2	2	2	29
4	Student 4	TBI 21	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	75
5	Student 5	TBI 21	2	2	3	2	2	2	2	2	1	2	2	2	2	2	2	2	30
6	Student 6	TBI 21	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
7	Student 7	TBI 21	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	75
8	Student 8	TBI 21	5	2	2	2	3	3	2	2	1	3	3	2	2	2	2	2	36
9	Student 9	TBI 21	2	2	3	2	2	2	2	2	2	2	2	2	2	2	2	3	32
10	Student 10	TBI 21	5	5	5	5	5	5	5	5	5	2	5	2	5	5	5	5	69
11	Student 11	TBI 21	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	30
12	Student 12	TBI 22	2	2	2	5	5	5	3	3	5	3	3	5	5	5	2	2	55
13	Student 13	TBI 22	5	5	5	2	5	5	5	2	2	2	2	2	2	2	2	2	48
14	Student 14	TBI 22	3	2	2	2	2	2	2	3	2	2	3	2	5	5	5	5	42
15	Student 15	TBI 22	2	2	2	2	5	2	2	2	5	2	2	5	2	2	2	2	39
16	Student 16	TBI 22	2	2	3	3	5	5	3	3	2	2	1	1	3	5	3	3	43

17	Student 17	TBI 22	2	2	2	2	2	1	1	1	1	1	1	1	1	1	1	1	1	20
18	Student 18	TBI 22	2	2	2	3	3	2	3	3	3	2	2	2	2	2	2	2	2	35
19	Student 19	TBI 22	2	2	2	2	2	2	2	2	2	3	3	2	2	5	2	2	35	
20	Student 20	TBI 22	2	2	2	3	2	1	2	1	1	1	1	1	2	2	1	2	24	
21	Student 21	TBI 22	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	30	
22	Student 22	TBI 22	2	2	2	2	2	2	2	2	5	2	2	2	2	2	2	2	33	
23	Student 23	TBI 23	5	2	5	5	5	5	5	5	5	5	5	5	5	5	5	5	72	
24	Student 24	TBI 23	2	2	2	2	2	3	3	3	2	2	2	3	2	2	3	3	35	
25	Student 25	TBI 23	3	1	1	1	1	1	1	1	1	1	1	1	1	3	1	1	19	
26	Student 26	TBI 23	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	31	
27	Student 27	TBI 23	3	3	3	2	3	2	2	3	2	3	3	2	2	2	3	3	38	
28	Student 28	TBI 23	2	2	2	3	2	3	2	3	2	3	3	2	2	2	3	3	36	
29	Student 29	TBI 23	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	30	
30	Student 30	TBI 23	2	2	2	2	2	3	2	2	2	2	2	2	2	3	3	3	33	
31	Student 31	TBI 23	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	30	
32	Student 32	TBI 23	2	2	2	2	2	2	2	2	2	3	3	3	2	5	2	2	36	
33	Student 33	TBI 23	2	2	2	3	3	3	2	2	2	3	2	2	2	2	2	2	34	

**Table 4.3: Total Score of Organizational Involvement**

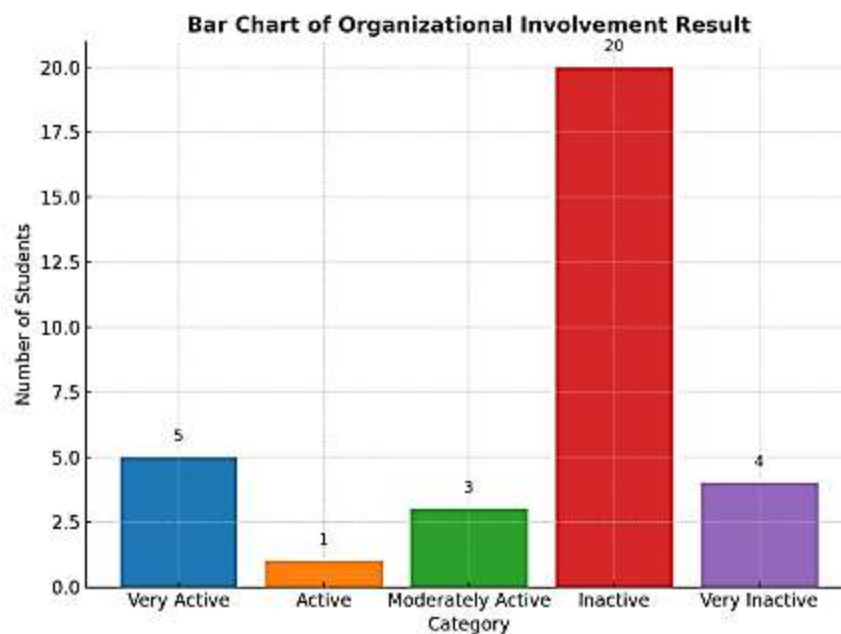
This table presents a classification of 33 students based on their total questionnaire scores. The higher the score, the more active the student is in organizational involvement. Conversely, the lower the score, the less active the student is in organizational involvement.

Student	Score	Category
1	29	Inactive
2	67	Very Active
3	29	Inactive
4	75	Very Active
5	30	Inactive
6	15	Very Inactive
7	75	Very Active
8	36	Inactive
9	32	Inactive
10	69	Very Active
11	30	Inactive
12	55	Active
13	48	Moderately Active
14	42	Moderately Active
15	39	Inactive
16	43	Moderately Active
17	20	Very Inactive

18	35	Inactive
19	35	Inactive
20	24	Very Inactive
21	30	Inactive
22	33	Inactive
23	72	Very Active
24	35	Inactive
25	19	Very Inactive
26	31	Inactive
27	38	Inactive
28	36	Inactive
29	30	Inactive
30	33	Inactive
31	30	Inactive
32	36	Inactive
33	34	Inactive

**Picture 4.1: Bar Chart of Organizational Involvement Result**

This bar chart presents a comparative classification of the questionnaire results from 33 students based on their total questionnaire scores.



Based on the analysis of the organizational engagement questionnaire administered to 33 students, the levels of engagement varied, classified into five categories: very inactive, inactive, moderately active, active, and very active.

1. Very Active (5 students)

Includes 5 students, or approximately 15% of the total respondents. They are the most consistent and enthusiastic group in the organization.

Students in this category typically attend almost all activities, even taking on key roles such as administrators, event coordinators, or mentors to other members. They are highly motivated, driven by personal drive, academic goals, or a desire to develop leadership skills. The presence of this group is crucial to the organization's sustainability as they are the driving force behind various activities.

## 2. Active (1 student)

Consists of only 1 student, or approximately 3%. Despite their small number, these students still demonstrate interest by participating in several activities. They are not yet fully consistent, but they do attend when opportunities arise or when asked for help. This profile typically has the potential to develop further with appropriate support, such as being given small responsibilities or guidance from more active members. Barriers they often face include busy schedules, a lack of confidence, or not yet finding a suitable role. Organizations should approach this group personally, offer simple roles, and provide positive experiences to encourage them to move to higher levels of involvement.

## 3. Moderately Active (3 students)

This group consists of 3 students, or approximately 9%. They aren't completely passive, but their involvement is irregular and limited to specific events or activities. They usually attend when there's an

activity that aligns with their interests or when invited by friends.

This indicates a basic interest, although not yet strong enough to make them fully committed. This group is actually a potential target for increased participation because they have already experienced the benefits of being involved in an organization. The challenge lies in how the organization can provide relevant activities, roles that align with their interests, and clearer communication about the benefits of involvement. With the right approach, this group can move up to Active or even Very Active.

#### 4. Inactive (20 students)

This is the largest group, with 20 students, or approximately 61%. Students in this category rarely or almost never participate in organizational activities. There are many possible reasons, ranging from academic commitments, lack of information about activities, to the perception that the organization does not provide relevant benefits. The large number in this category is an important signal that the organization needs to conduct an in-depth evaluation. If left unaddressed, the high inactivity rate can hinder leadership regeneration and reduce the organization's vitality. Therefore, strategic efforts are needed, such as surveying student needs, creating low-barrier activities (e.g., short events or those without major commitments), and campaigns that highlight the tangible benefits of organizational

participation. With these steps, at least some of this group can move to a higher level of engagement.

#### 5. Very Inactive (4 students)

This group comprises 4 students, or approximately 12%. They are a group that is completely uninvolved and even tends to avoid organizations. Possible reasons for this are quite diverse, ranging from serious time constraints, family responsibilities, to negative experiences or feelings of not being accepted. Although small in number, this group is important to address because it can reinforce the organization's image as non-inclusive if left unchecked. An appropriate approach is to build personal communication, offer highly flexible forms of engagement, and ensure the organization is truly welcoming and open to all. If their barriers are more serious, additional support from the school or a counselor may also be necessary. While not all students in this category can be changed, small steps such as making them feel accepted are significant progress.

## 2. Confidence in Speaking English Result

Based on the research results obtained from 33 STAIN Majene students who participated in this study, the overall findings present respondents' English language confidence scores. The purpose of this

assessment was not to measure the accuracy of students' grammar, vocabulary, or the content of their expressions, but rather to focus on the level of confidence they display when speaking English in various contexts. This approach provides a clearer picture of each student's ability to communicate without hesitation, indicating how comfortable they are using English as a medium of expression.

The test itself serves as an important indicator of confidence, as confidence often plays a crucial role in determining whether students are willing to engage in conversation and practice their language skills in real-life situations. Furthermore, the collected data serves as a basis for analyzing whether students' involvement in organizational activities has a meaningful correlation with their English language confidence. By comparing the level of organizational participation with their performance on this test, researchers can evaluate the extent to which extracurricular involvement affects English language confidence.

**Table 4.4 Classification of Criteria**

This table explains based on the Interval Formula, the Classification Criteria for categorizing the scores of students' monologue test results when speaking English, which researchers use to measure self-confidence when speaking English.

Category Score	Total Score	Criteria
5	80-100	Very Confidence
4	60-79	Confidence
3	40-59	Fairly Confidence
2	20-39	Not Confidence
1	0-19	Very Not Confidence

$$\text{Interval} = \frac{\text{Maximum Score} - \text{Minimum Score}}{\text{Number of Categories}}$$

**Table 4.5 Confidence Assessment Descriptors (Speaking English)**

This table explains the Confidence Assessment Descriptors (Speaking English) according to Albert Bandura theory (1997) to measure students' monologue tests when speaking English which researchers use to measure self-confidence when speaking English.

Aspect	(Very Not Confidence)	(Not Confidence)	(Fairly Confidence)	(Confidence )	(Very Confidence)
Eye Contact	No eye contact at all	Rarely looks at the audience	Occasionally makes eye contact	Frequently makes eye contact	Consistently maintains eye contact with the whole audience
Intonation or Voice	Very slow or monotone voice	Slow and lacks variety	Fairly clear, but not very engaging	Clear with good intonation variety	Very clear, varied, and confidently delivered
Fluency	Frequent pauses and repetition	Many pauses, speech flow is disjointed	Relatively fluent with some hesitation or repetition	Fluent with minimal hesitation	Very fluent and natural without disturbing pauses or repetitions
Body Language	Very passive, no gestures or facial expressions	Very limited gestures and expressions	Neutral, with some supportive gestures	Quite expressive, supports verbal message	Very expressive, natural and strongly reinforces the verbal message
Enthusiasm	No interest shown at all	Forced, unnatural enthusiasm	Neutral, occasionally interested	Fairly enthusiastic with supporting expressions and tone	Highly enthusiastic, engaging facial expressions and body language

**Table 4.6 Score of Confidence in Speaking English**

This table explains the speaking scores which consist of 5 rubrics, namely Eye Contact, Intonation, Fluency, Body Language and Enthusiasm to measure how confident students are when speaking English.

Student	Eye Contact	Intonation	Fluency	Body Language	Enthusiasm	Total Score
Student 1	90	90	80	90	90	440
Student 2	90	90	80	90	90	440
Student 3	90	70	60	70	90	380
Student 4	80	80	80	80	80	400
Student 5	90	80	80	80	80	410
Student 6	90	70	60	70	70	360
Student 7	60	70	80	80	70	360
Student 8	50	90	90	80	90	400
Student 9	80	90	80	90	90	430
Student 10	90	80	80	70	90	410
Student 11	70	70	70	70	70	350
Student 12	70	70	70	80	80	370
Student 13	70	80	90	80	70	390
Student 14	60	70	70	70	80	350
Student 15	80	80	80	80	90	410
Student 16	70	90	90	80	80	410

Student 17	90	80	80	80	90	420
Student 18	80	80	80	70	70	380
Student 19	70	70	70	70	70	350
Student 20	70	70	60	70	70	340
Student 21	70	70	70	70	70	350
Student 22	80	70	80	70	70	370
Student 23	70	70	80	80	80	380
Student 24	80	90	90	90	90	440
Student 25	70	70	70	70	80	360
Student 26	80	70	80	80	80	390
Student 27	90	90	90	80	90	440
Student 28	90	80	80	80	70	400
Student 29	70	70	60	70	70	340
Student 30	90	80	90	80	90	430
Student 31	90	70	70	70	70	370
Student 32	80	70	70	80	80	380
Student 33	80	70	70	80	80	380

**Table 4.7: Total Confidence Score in Speaking English**

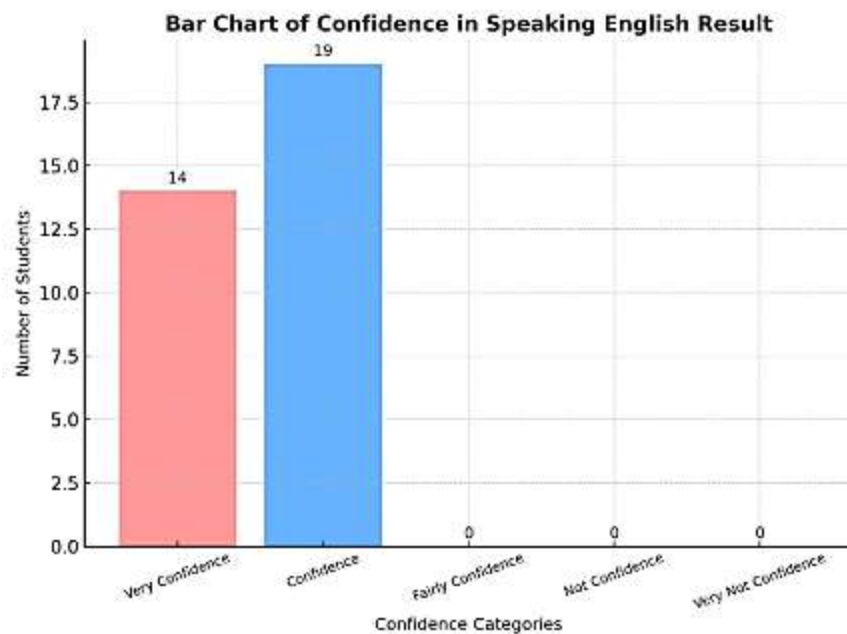
This table presents a classification of 33 students based on their total scores on the monologue test. The higher the score, the more confident the student is in speaking English and conversely.

No	Total Score	Score (0-100)	Category
1	440	88.0	Very Confidence

2	440	88.0	Very Confidence
3	380	76.0	Confidence
4	400	80.0	Very Confidence
5	410	82.0	Very Confidence
6	360	72.0	Confidence
7	360	72.0	Confidence
8	400	80.0	Very Confidence
9	430	86.0	Very Confidence
10	410	82.0	Very Confidence
11	350	70.0	Confidence
12	370	74.0	Confidence
13	390	78.0	Confidence
14	350	70.0	Confidence
15	410	82.0	Very Confidence
16	410	82.0	Very Confidence
17	420	84.0	Very Confidence
18	380	76.0	Confidence
19	350	70.0	Confidence
20	340	68.0	Confidence
21	350	70.0	Confidence
22	370	74.0	Confidence
23	380	76.0	Confidence
24	440	88.0	Very Confidence
25	360	72.0	Confidence
26	390	78.0	Confidence
27	440	88.0	Very Confidence
28	400	80.0	Very Confidence
29	340	68.0	Confidence
30	430	86.0	Very Confidence
31	370	74.0	Confidence
32	380	76.0	Confidence
33	380	76.0	Confidence

**Picture 4.2: Bar Chart of Confidence in Speaking English Result**

This bar chart shows a comparative classification of the monologue test results of 33 students based on their total test scores to see the students' confidence in speaking English.



Based on the results of calculations on 33 students in the study sample, the classification of English speaking confidence levels was divided into five categories: Very Confidence, Confidence, Fairly Confidence, Not Confidence, and Very Not Confidence.

#### 1. Very Confidence (14 students)

A total of 14 students demonstrated a very high level of confidence in speaking English. They tended to actively participate in conversations, both in and outside of class.

Students in this category typically have fluent speaking skills, are able to express their ideas clearly, and are not overly concerned about making small mistakes. They also dare to take the initiative to speak first and often serve as positive role models for their classmates.

## 2. Confidence (19 students)

This category had the largest number of students, at 19. Students in this category are quite confident in using English, although they still occasionally show slight hesitation. They are able to answer teacher questions, engage in discussions, and use English in everyday interactions. While they may not be as fluent as those in the "Very Confidence" category, they are still confident in speaking and are not afraid to try. With consistent support and practice, this group has great potential to develop further into very confident students.

## 3. Fairly Confidence (0 students)

There are no students in this category. Typically, the "Fairly Confidence" category is filled by students who feel they have sufficient ability, but still often hesitate or fear making mistakes when speaking. The absence of students in this category indicates that all respondents tend to have stronger self-confidence, either at a high or moderate level. This could indicate that the learning and classroom atmosphere are sufficiently supportive for students to feel more confident.

#### 4. Not Confidence (0 students)

No students selected this category, meaning that none of them truly lack confidence in speaking English. Generally, students in this category will feel awkward, reluctant to try speaking, or prefer to remain silent during discussions. However, these results indicate that all students have a fairly strong foundation of confidence in using English.

#### 5. Very Not Confidence (0 students)

This category was also not selected by anyone. Typically, students in the "Very Not Confidence" category are truly reluctant or afraid to speak English, even when asked by the teacher. The absence of students in this category indicates that there are no extreme barriers to self-confidence. This is certainly a positive point which shows that all students are at a good level of readiness to continue improving their English speaking skills.

### **3. Influence Between Organizational Involvement toward Confidence in Speaking English**

Based on the final research results from 33 STAIN Majene students who participated as respondents in this study, data were collected through two main instruments. First, the measurement of Organizational Involvement, which was assessed using a Likert-scale survey questionnaire consisting of 15 positive statements designed to

capture the level of student involvement in organizational activities.

Second, the measurement of English Speaking Confidence, which was conducted through a 1–2 minute monologue test. In this test, students were asked to deliver short speeches on various themes to evaluate their ability to express themselves and their level of confidence when using English. After obtaining the total scores from both instruments, the data were then analyzed to determine whether there was a significant influence between organizational involvement and student confidence when speaking English. These results provide not only numerical findings but also valuable insights into how participation in organizations can contribute to the development of communicative competence and confidence in a second language context.

**Table 4.8 Classification of Criteria**

This table explains based on the Interval Formula, the Classification Criteria for categorizing the questionnaires used by researchers to measure student organization involvement are as follows:

Score	Criteria
64-75	Very Active
52-63	Active
40-51	Moderately active
28-39	Not active
15-27	Very Inactive

$$\text{Interval} = \frac{\text{Maximum Score} - \text{Minimum Score}}{\text{Number of Categories}}$$

**Table 4.9 Classification of Criteria**

This table explains the Classification of Criteria for categorizing the scores of students' monologue test results when speaking English, which researchers use to measure self-confidence when speaking English.

Total Score	Criteria
80-100	Very Confidence
60-79	Confidence
40-59	Fairly Confidence
20-39	Not Confidence
0-19	Very Not Confidence

$$\text{Interval} = \frac{\text{Maximum Score}-\text{Minimum Score}}{\text{Number of Categories}}$$

**Table 4.10: Total Score of Both Instrument**

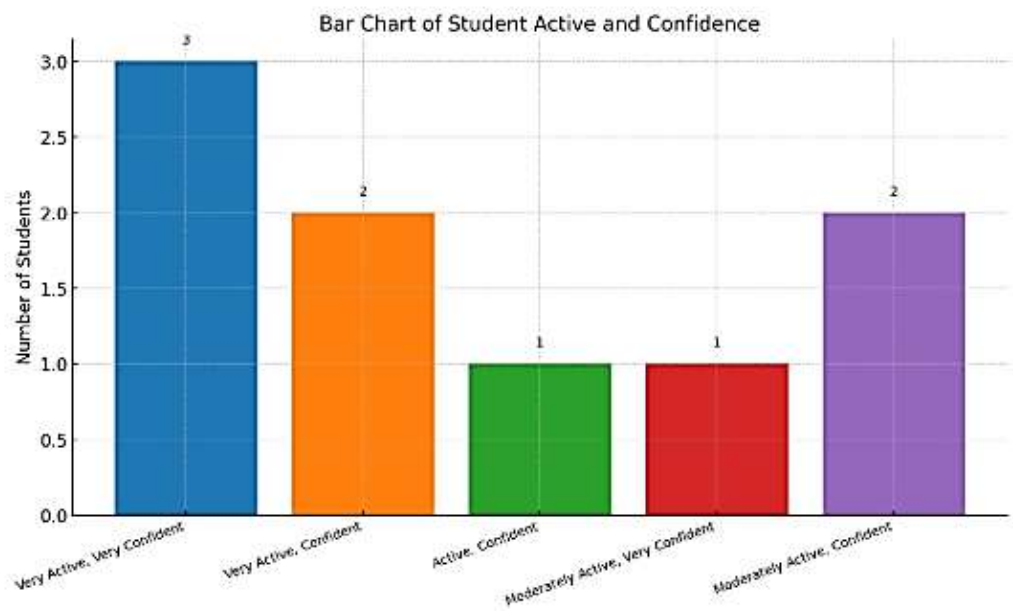
This table to explain the comparison between the results of the scores from student organizational involvement through questionnaires and the results of student monologue tests to assess student confidence when speaking English and how to draw conclusions from the results of these scores.

No	Student	Organizational Involvement Total Score (X)	Confidence In Speaking English Total Score (Y)	Conclusion
1	Student 1	29	88.0	Inactive, Very Confidence
2	Student 2	67	88.0	Very Active, Very Confidence
3	Student 3	29	76.0	Inactive, Fairly Confidence
4	Student 4	75	80.0	Very Active, Very Confidence
5	Student 5	30	82.0	Inactive, Very Confidence
6	Student 6	15	72.0	Very Inactive, Confidence
7	Student 7	75	72.0	Very Active, Confidence
8	Student 8	36	80.0	Inactive, Very Confidence
9	Student 9	32	86.0	Inactive, Very Confidence
10	Student 10	69	82.0	Very Active, Very Confidence
11	Student 11	30	70.0	Inactive, Confidence
12	Student 12	55	74.0	Active, Confidence
13	Student 13	48	78.0	Moderately Active, Confidence
14	Student 14	42	70.0	Moderately Active, Confidence
15	Student 15	39	82.0	Inactive, Very Confidence
16	Student 16	43	82.0	Moderately Active, Very Confidence
17	Student 17	20	84.0	Very Inactive, Very Confidence
18	Student 18	35	76.0	Inactive, Confidence
19	Student 19	35	70.0	Inactive, Confidence
20	Student 20	24	68.0	Very Inactive, Confidence
21	Student 21	30	70.0	Inactive, Confidence
22	Student 22	33	74.0	Inactive, Confidence
23	Student 23	72	76.0	Very Active, Confidence
24	Student 24	35	88.0	Inactive, Very Confidence

25	Student 25	19	72.0	Very Inactive, Confidence
26	Student 26	31	78.0	Inactive, Confidence
27	Student 27	38	88.0	Inactive, Very Confidence
28	Student 28	36	80.0	Inactive, Very Confidence
29	Student 29	30	68.0	Inactive, Confidence
30	Student 30	33	86.0	Inactive, Very Confidence
31	Student 31	30	74.0	Inactive, Confidence
32	Student 32	36	76.0	Inactive, Confidence
33	Student 33	34	76.0	Inactive, Confidence

**Picture 4.3: Bar Chart of Students Active and Confidence**

This bar chart shows a comparative classification between students who are active in organizations and confident when speaking English.



1. Very active, very confident (3 students = 9.1% of 33 students)

This category includes students who are very active in organizing while having a very high self-confidence when speaking in English. They are usually fully involved in organizational activities, take an important role, and are able to lead or work well together. In terms of communication, they do not hesitate to speak in public using English, both in class discussions and activities outside the classroom. With a total of 3 students, this group represented around 9.1% of a total of 33 students.

2. Very active, confident (2 students = 6.1% of 33 students)

Students in this category also show a high level of activity in the organization, but their confidence when speaking English is at the level of "confident" and has not yet reached "very confident". They are brave enough to express their opinions in English, but there are still small limitations that make them not always dominant when speaking in public. The number is 2 students or equivalent to 6.1% of all students.

3. Active, confident (1 student = 3.0% of 33 students)

This category only consists of one student who is active in the organization, although not "very active", and has a good level of self-confidence when speaking in English. That is, he is able to use English quite smoothly, although not always appearing as the most prominent.

This category is small in number, namely 1 student or around 3.0% of 33 students.

4. Moderately active, very confident (1 student = 3.0% of 33 students)

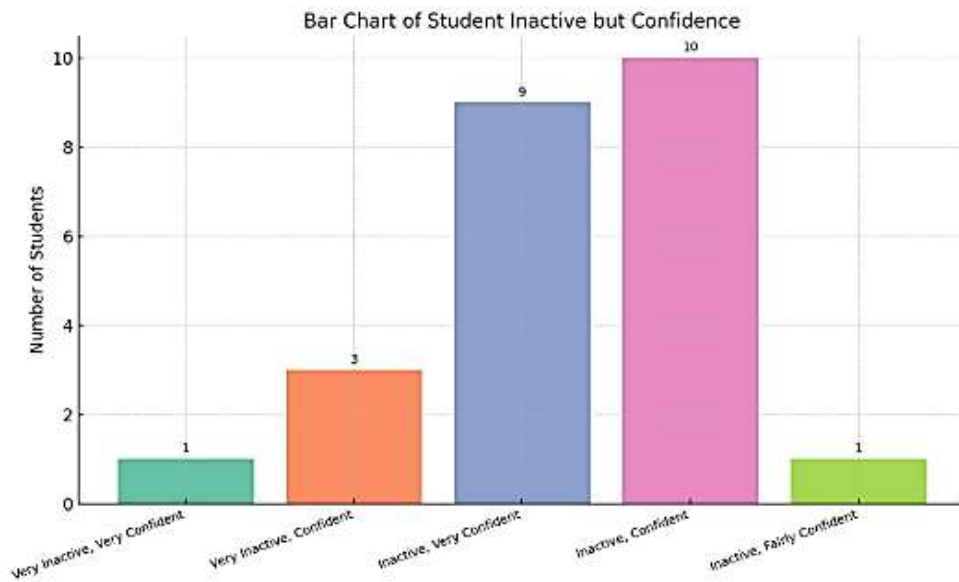
In this category there is one student whose activity in the organization is at a medium level, but his confidence when speaking English is very high. This shows that the level of confidence is not always directly related to the activeness in the organization. This student is able to speak smoothly, clearly, and dare to use English. The number is only 1 student, or equivalent to 3.0% of the total population.

5. Moderately Active, Confident (2 students = 6.1% of 33 students)

This last category consists of students who are quite active in the organization, with a moderate level of participation, and have good self-confidence when using English. They do not always appear the most dominant, but are quite able to convey ideas with confidence in discussion or presentation. There are 2 students in this category, which means around 6.1% of 33 students.

**Picture 4.4: Bar Chart of Students Inactive but Confidence**

This bar chart shows a comparative classification between students who are inactive in organizations but confident when speaking English.



1. Very Inactive, Very Confident (1 student = 3.0% of 33 students)

This category indicates a student who is very inactive in organizations, but who actually has very high confidence when speaking English.

Although they are not heavily involved in organizational activities, their ability to appear confident in using English

demonstrates that organizational activity does not necessarily determine communication skills. This number is only 1 student, or approximately 3.0% of the total 33 students.

2. Very Inactive, Confident (3 students = 9.1% of 33 students)

In this category, there are 3 students who are very inactive in organizations, but who have a fairly high level of confidence when speaking English. They are not prominent in organizational activities, but when communicating in English, they can still express their opinions confidently. This group comprises approximately 9.1% of the total student body.

3. Inactive, Very Confident (9 students = 27.3% of 33 students)

This category has the second largest number of students, namely 9 students, or approximately 27.3% of the total. They are classified as less active in organizations, but their level of confidence in speaking English is very high. This is interesting because, despite not participating in many organizations, they are still able to speak fluently, boldly, and confidently. This category shows that confidence in English can be built through experiences outside of organizations.

#### 4. Inactive, Confident (10 students = 30.3% of 33 students)

This category is the most dominant, with 10 students, or 30.3% of the total. They are classified as less active in organizations, but still have quite good confidence in speaking English. This means that even though their participation in organizations is not high, they are able to compensate with confidence in communication. This group shows that the majority of students who are not actively involved in organizations still have good English speaking skills.

#### 5. Inactive, Fairly Confident (1 student = 3.0% of 33 students)

The last category consists of only one student, representing approximately 3.0% of the total population. These students are not actively involved in organizations and only have a moderate level of confidence (fairly confident) when speaking English. They can still speak, but are not yet fully confident or fluent in expressing their ideas. Therefore, the final summary and conclusion of this study discusses the relationship between student organizational activity (active) and student confidence in speaking English (confidence). The data presented is divided into several categories, showing the combination of activity levels (very active, active, moderately active, inactive, very inactive) with confidence levels (very confident, confident, fairly

confident).

From this data, two main bar charts were created that is, Bar Chart of Student Active and Confidence. this chart depicts students who are active in organizations with varying levels of confidence in speaking English. Of the 33 students: Very Active, Very Confident: 3 students (9.1%). Very Active, Confident: 2 students (6.1%). Active, Confident: 1 student (3.0%). Moderately Active, Very Confident: 1 student (3.0%). Moderately Active, Confident: 2 students (6.1%)

The explanation of the categories shows that some students not only excel in organizations but also are very confident in English. However, their numbers are relatively small compared to the overall group, with the "active & confident" group being relatively limited. In the Bar Chart of Student Inactive but Confidence that is the second chart depicts students who are inactive or very inactive in organizations, but still possess a certain level of confidence in speaking English of the 33 students: Very Inactive, Very Confident: 1 student (3.0%). Very Inactive, Confident: 3 students (9.1%). Inactive, Very Confident: 9 students (27.3%). Inactive, Confident: 10 students (30.3%). Inactive, Fairly Confident: 1 student (3.0%)

The explanation of these categories reveals the interesting fact that although many students are not actively involved in organizations, they still demonstrate good, or even

very high, levels of confidence in speaking English. In fact, the "Inactive, Confident" category is the largest, with 30.3% of students.

Comparing the two groups (active and inactive), a significant pattern emerges: the Active & Confidence group is relatively small. The total number of students who are active (very active, active, moderately active) and confident in speaking English is only around 27.3% of the total student body. Conversely, the Inactive & Confidence group dominates. In total, students classified as inactive/very inactive but confident in English account for 72.7% of all students. This indicates that organizational activity does not always align with confidence in speaking English. Many students are not actively involved in organizations but still possess courage and confidence when using English. From the overall analysis, it can be concluded that:

1. Involvement in organizations can indeed build self-confidence, especially in leadership and collaboration, but it is not the only factor influencing students' confidence in speaking English.

2. Most students who are not active in organizations are actually quite or very confident in English communication. This may be influenced by other factors such as learning experiences

outside of class, independent speaking practice, or exposure to English through media and the environment.

3. There are fewer students who are active in organizations and highly confident. This could be because active students tend to divide their focus across various activities, so not all of them excel in English.

4. These findings suggest that developing English language confidence should not solely rely on organizational activities, but should also include other opportunities such as classroom speaking practice, interactive learning, and more intensive speaking training.

5. Overall, this small study revealed that the majority of students (over 70%) who were not actively involved in organizations remained confident in speaking English, while the group that was both active and confident was smaller. Therefore, English language learning strategies should consider various factors beyond organizational activities so that all students can develop stronger confidence in English communication. Therefore, it can be concluded that organizational involvement does not influence confidence in English speaking.

From the two results obtained by researchers on each

instrument that has been tested on 33 participants, the total scores of the two instruments will be combined and then entered into SPSS software to conduct a regression analysis test. The questionnaire instrument is used to measure organizational involvement which represents variable X and the test instrument to measure English Speaking Confidence which represents variable Y. After being tested using SPSS software, the results are as follows:

**Table 4.11 Significance Value**

This table is to explain the results of the analysis using the SPSS application which calculates the scores of the results of the organizational involvement questionnaire and the results of the student monologue test to assess student confidence when speaking in English.

**ANOVA<sup>b</sup>**

<b>Model</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Regression	1.13	1	1.13	0.029	0.867
Residual	1219.86	31	39.35		

Total	1220.99	32			

a. Predictors: (Constant), Organizational Involvement

b. Dependent variable, Confidence in Speaking English

Based on the results of the ANOVA analysis, the F value was obtained = 0.029 with a significance level (Sig. = 0.867). Because the significance value is greater than 0.05, it can be concluded that there is no significant influence between Organizational Involvement on Students' Confidence in Speaking English. That means H0 is accepted and H1 is rejected in this study. In other words, the level of student involvement in the organization does not significantly contribute to increasing or decreasing their confidence when speaking English.

These results indicate that other factors outside of organizational involvement may play a greater role in shaping student confidence, such as communication experience, learning environment support, or personal motivation in practicing speaking English.

## **B. Discussion**

The results of this research revealed that the significance value (Sig.) obtained from the regression analysis was 0.403, which is greater than the threshold of 0.05. This statistical outcome clearly indicates that there is no significant influence of organizational involvement on students' confidence in speaking English at STAIN Majene. In other words, although students may actively engage in various organizational activities, this involvement does not necessarily determine or predict their confidence when speaking in English. This finding stands in contrast to the working hypothesis (H1) of this study, which assumed that higher organizational involvement would lead to higher confidence in speaking English.

The null hypothesis (H0) was therefore accepted, affirming that organizational participation does not significantly affect speaking confidence in the research context. According to Albert Bandura's (1997) Self-Efficacy Theory, self-confidence is shaped through four main sources: mastery experiences, vicarious experiences, social persuasion, and physiological states. In organizational settings, students may gain leadership skills, teamwork, and opportunities for public speaking.

However, if these experiences are conducted predominantly in the native language (Indonesian or local languages), they may not contribute meaningfully to confidence in English speaking.

Thus, the absence of significant influence in this study can be explained by the lack of direct alignment between organizational experiences and the domain of English language performance. Moreover, Dell Hymes' (1972) Communicative Competence Theory argues that confidence in communication requires both linguistic knowledge and sociocultural competence. Even if students develop social skills through organizations, without sufficient exposure to English communication contexts, their competence and confidence in speaking English will not automatically improve. This theoretical perspective reinforces the notion that organizational involvement must be linked directly to language use in order to influence English speaking confidence.

The findings also differ from several previous studies presented in Chapter II. For example, Anggraini, Nur'aeni, and Ratnasari (2023) reported a strong relationship between organizational involvement and speaking ability, where active students demonstrated greater fluency and courage in communication. Similarly, Aulia et al. (2024) found that organizational participation significantly boosted students' general self-confidence. In addition, Rahmawati and Susantiningrum (2024) concluded that being active in organizations positively affected speaking skills of university students. However, the current study did not confirm such results. The

discrepancy may be due to differences in research context, institutional culture, and language environment. At universities where English is more frequently used in organizational activities (e.g., debates, international programs, or English-speaking student bodies), organizational involvement may indeed translate into higher confidence.

By contrast, at STAIN Majene, organizational events are still mostly carried out in Indonesian, thus limiting the opportunities to practice English within organizational settings. Remarkably, the results of this study are more aligned with Hidayat (2022), who found that organizational behavior significantly influenced students' general confidence but did not necessarily extend to specific competencies such as foreign language speaking. Similarly, Getie (2020) emphasizes that speaking confidence is multifactorial, shaped by personal motivation, prior learning experiences, linguistic exposure, and supportive environments, not solely by social participation. The descriptive data also highlights several important patterns. Some students who were very active in organizations did not necessarily achieve high scores in speaking confidence, while others who were less active or even inactive in organizations still managed to demonstrate relatively strong confidence during the monologue test. This suggests that organizational activeness alone cannot be regarded as the sole determinant of speaking confidence.

Several possible explanations can be considered Language Environment: Most organizational activities at STAIN Majene are

conducted in Indonesian or local languages, not English. As a result, students may build confidence in general public speaking but not specifically in English. Personal Motivation and Practice: Some students may have invested personal effort in learning English through courses, media, or informal practice, which contributed more strongly to their speaking confidence than organizational experiences.

Learning Experiences in Classrooms: English education courses, presentations, and classroom interactions may have a more direct impact on English-speaking confidence compared to organizational involvement. Anxiety and Affective Factors: As Bandura (1997) noted, physiological and emotional states also affect self-confidence. Students who are active in organizations might still experience anxiety or lack of self-efficacy when switching to English, a foreign language that demands different skills. Practical Implications. The absence of significant influence highlights the need for restructuring organizational programs to better support students' language development. Student organizations at STAIN Majene can be optimized by integrating English into their activities.

For instance: Conducting bilingual meetings or at least inserting English sessions into organizational routines. Creating English debate competitions, public speaking forums, or English Day activities within organizations. Collaborating with English clubs or lecturers to design joint programs that bridge organizational experiences with language learning. From the perspective of educators and policymakers, the findings also serve as a reminder that organizational involvement alone cannot substitute for structured language learning. While organizations remain important for character and leadership development, they should be complemented with targeted strategies to improve confidence in English communication. In conclusion, this study found that organizational involvement does not significantly influence students' confidence in

speaking English at STAIN Majene. This result contrasts with several previous studies but is theoretically justifiable given the language context of the institution.

The findings underline the importance of aligning organizational practices with language learning objectives. Confidence in speaking English appears to be more strongly shaped by personal effort, classroom practices, and language exposure rather than by general organizational participation. Therefore, to enhance students' speaking confidence, a multi-dimensional approach is needed, combining organizational participation, classroom instruction, and personal language practice.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

This research was conducted to investigate The Influence of Organizational Involvement on Students' Confidence in Speaking English at STAIN Majene. Based on the data analysis using simple linear regression, the findings revealed that the significance value was 0.867, which is higher than the standard significance level of 0.05. This result indicates that there is no significant influence of organizational involvement on students' confidence in speaking English. The conclusions drawn from the findings are as follows:

##### 1. Level of Organizational Involvement

The descriptive data showed that students at STAIN Majene demonstrated varying levels of organizational participation, ranging from very inactive to very active. However, the largest proportion of students fell into the "inactive" category. This finding reflects that many students tend not to maximize their participation in organizational activities, even though opportunities are available. A smaller number of students belonged to the "active" and "very active" categories, showing a relatively limited number of highly engaged organizational participants.

##### 2. Level of Confidence in Speaking English

The results of the monologue test revealed that the majority of students were distributed in the “fairly confident” (70–79) and “confident” (80–89) categories.

This suggests that most students already have a medium-to-high level of self-confidence when speaking English, although none of them reached the “very confident” level. Meanwhile, only a few students were in the “not confident” category, and no students fell into the “very not confident” category. This implies that students at STAIN Majene generally possess adequate self-confidence in English speaking, but there is still room for improvement toward optimal performance.

### 3. The Relationship Between Organizational Involvement and Speaking Confidence

The results of regression analysis showed that organizational involvement does not significantly influence students’ confidence in speaking English. This means that students who are more active in organizations do not necessarily have higher speaking confidence compared to those who are less active. On the other hand, some inactive students still showed good confidence in English communication, suggesting that factors beyond organizational involvement play a more decisive role.

### 4. Interpretation of Findings

These results indicate that while organizations can provide valuable

experiences in leadership, teamwork, and communication, their impact on English speaking confidence is not direct or automatic. Since most organizational activities at STAIN Majene are conducted in Indonesian or local languages, students do not get sufficient opportunities to practice English.

Thus, their confidence in English is more strongly influenced by factors such as classroom learning, personal motivation, language exposure, and individual practice, rather than organizational engagement alone. In short, this study concludes that organizational involvement, in the context of STAIN Majene, does not significantly contribute to the development of students' confidence in speaking English. Confidence is shaped by multiple factors, and organizational activities can only contribute positively if they are intentionally linked with English language practice.

## **B. Suggestion**

Based on the findings and conclusions of this research, the researcher provides the following suggestions for students, lecturers, campus policymakers, and future researchers:

### **1. For Students**

- a. Students should not rely solely on organizational involvement to develop their speaking confidence. Instead, they need to complement organizational experiences with personal efforts,

such as practicing English regularly, participating in English-speaking clubs, watching English media, or engaging in peer discussions.

- b. Even if not actively involved in organizations, students can still build confidence through consistent self-training, because confidence is not only the product of social involvement but also of individual motivation and persistence.

## 2. For Lecturers

- a. Lecturers should create more opportunities for students to practice speaking English in classroom contexts, through presentations, discussions, debates, or role-play activities. By providing a safe and supportive environment, lecturers can help students reduce anxiety and increase their confidence.
- b. Lecturers can collaborate with student organizations by encouraging them to incorporate English-related activities, so that organizational involvement contributes more directly to speaking confidence.

## 3. For Student Organizations and Campus Policymakers

- a. Student organizations should be reoriented to support academic and language development. For instance, holding bilingual

meetings, organizing debate competitions, or introducing “English Day” programs within organizational activities.

- b. The campus should design policies that encourage and reward students’ participation in English-based organizational activities. This can be done by integrating organizational activities with language programs, so that students gain both social and linguistic benefits.

#### 4. For Future Researchers

- a. Future studies could investigate other factors that may influence students’ confidence in speaking English, such as personal motivation, anxiety levels, learning environment, or prior exposure to English.
- b. Researchers may also adopt a mixed-methods approach, combining quantitative and qualitative data, to capture a deeper understanding of why organizational involvement does not significantly impact speaking confidence in certain contexts.
- c. Conducting comparative studies across different universities or organizations may provide insights into how institutional culture and organizational language policies shape students’ speaking confidence.

This study provides an important contribution by highlighting that organizational involvement alone is not enough to build confidence

in English speaking. While organizations are valuable for character building and general communication skills, they need to be intentionally aligned with English usage to have a measurable impact on students' language confidence. For students of STAIN Majene, personal effort, classroom practice, and supportive environments remain the key to achieving higher confidence in speaking English.

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## APPENDICES

### Appendix 1 Research Permit



**PEMERINTAH KABUPATEN MAJENE**  
DINAS PENANAMAN MODAL & PELAYANAN TERPADU SATU PINTU  
(DPM-PTSP)  
Jln. Ammana Wewang No 12 Telp (0422) 21947 Majene-Sulbar

#### IZIN PENELITIAN

Nomor 500 16 7 2/387/IP/VI/2025

Berdasarkan Peraturan Bupati nomor 28 Tahun 2021 tentang Pendelegasian Penyelenggaraan Perizinan dan Non Perizinan Pada Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Majene serta membaca surat Rekomendasi Penelitian Dari Badan Kesatuan bangsa dan Politik Nomor 070/395/VI/2025 Tanggal 04 Juni 2025 maka pada prinsipnya kami menyetujui dan **MEMBERI IZIN** Kepada

N a m a	: NUR AISYAH
Pekerjaan	: Mahasiswi
N I	: 10256121021
Program Study/Jurusan	: S1 Tarbiyah dan Keguruan
Universitas	: STAIN Majene
Alamat	: Jl Poros Allu Desa Limboro Kec. Limboro Kab Polewali Mandar

Untuk melaksanakan Penelitian di Kabupaten Majene dengan Judul "**THE INFLUENCE OF ORGANIZATIONAL INVOLVEMENT ON STUDENTS' CONFIDENCE IN SPEAKING ENGLISH**" dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan diharapkan melapor kepada pemerintah setempat dan atau tempat penelitian yang akan dilaksanakan.
2. Penelitian tidak menyimpang dari Izin yang diberikan
3. Mentaati semua Perundang-Undangan yang berlaku dan mengindahkan adat istiadat setempat.
4. Pelayanan Terpadu Satu Pintu dan Badan Kesatuan Bangsa dan Politik Kab.Majene
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat Izin ini tidak mentaati peraturan diatas

Demikian surat izin ini dibuat untuk dipergunakan sebagaimana mestinya

Dikeluarkan di : Majene

Pada Tanggal : 04-06-2025

Kepala Dinas



**H. LIES HIRAWATI THAHIR, S.Sos, M.Adm.Pemb**

Pangkat: Pembina Utama Muda

Nip. 196809281992032011

## Appendix 2 Instrument: Test

### Speaking Test To Measure English Confidence

#### Task 1: Self-Introduction

- Introduce yourself (Full Name, Age, Hometown, Job, Reason for learning

English, etc.)

- Speak for 1-2 minutes.

#### Task 2: Describing a Picture

- The examiner will provide a picture and give you 1 minute to prepare.
- Describe the picture using as much detail as possible (e.g., objects, people,

colors, activities, etc.)

- Speak for 1-2 minutes.

#### Task 3: Giving your opinion

- The examiner will give you a statement or topic and ask for your opinion. Researcher can choose one of the topics below:

1. Morning Routines
2. Favorite Hobbies
3. Memorable Experiences
4. Future Aspirations
5. Free Theme

- Speak for 1-2 minutes.

Rule:

1. Each student will speak according to the assigned task
2. After students finish each task. Then the researcher can determine the value

obtained for each student according to the assessment rubric that has been

determined to student performance.

## Appendix 3 Instrument : Questionnaire

### Format Angket

#### ANGKET KETERLIBATAN ORGANISASI MAHASISWA

##### A. IDENTITAS

NAMA :

ORGANISASI YANG DIKUTI :

##### B. PETUNJUK DALAM PENGISIAN

Untuk setiap pernyataan-pernyataan dibawah ini terdapat beberapa pilihan jawaban. Untuk setiap pilihan jawaban berikan tanda (√) sesuai dengan kenyataan yang ada. SS (sangat setuju), S (setuju), RG (Ragu-ragu), TS (tidak setuju), dan STS (Sangat tidak setuju).

NO	PERNYATAAN	SS	S	RG	TS	STS
<b>A. PARTISIPASI DAN KEAKTIFAN</b>						
1	Saya rutin mengikuti kegiatan yang diadakan oleh organisasi kampus yang saya ikuti.					
2	Saya aktif menghadiri rapat atau pertemuan organisasi.					
3	Saya sering ikut serta dalam pelaksanaan program atau acara organisasi.					
4	Saya terlibat dalam					

	organisasi setidaknya satu kali dalam satu bulan.					
5	Saya ikut organisasi bukan hanya sekadar terdaftar sebagai anggota.					
<b>B. DURASI DAN KONSISTENSI</b>						
6	Saya telah menjadi anggota aktif dalam organisasi kampus selama lebih dari satu semester.					
7	Saya tetap aktif dalam organisasi meskipun memiliki banyak tugas akademik.					
8	Saya menunjukkan komitmen jangka panjang terhadap organisasi yang saya ikuti.					
<b>C. PERAN DAN TANGGUNG JAWAB</b>						
9	Saya pernah memegang posisi penting (seperti pengurus inti) dalam organisasi.					
10	Saya sering diberi tanggung jawab khusus dalam kegiatan organisasi.					
11	Saya merasa dipercaya oleh anggota lain dalam menjalankan tugas organisasi.					
<b>D. INISIATIF DAN LOYALITAS</b>						
12	Saya pernah mengusulkan ide atau program baru untuk organisasi.					
13	Saya merasa bangga menjadi bagian dari organisasi yang saya ikuti.					
14	Saya tetap mendukung kegiatan organisasi					

	meskipun tidak terlibat secara langsung.					
15	Saya bersedia mengorbankan waktu pribadi demi kelancaran kegiatan organisasi.kemampuan speaking mahasiswa.					

#### Appendix 4 Informed Consent

##### PERNYATAAN PERSETUJUAN PARTISIPASI PENELITIAN (INFORMED CONSENT)

Saya yang bertanda tangan di bawah ini:

Nama :

Umur :

Jenis Kelamin :

Alamat :

Dengan ini menyatakan bahwa:

1. Saya telah mendapatkan penjelasan secara lengkap tentang penelitian yang berjudul: "The Influence of Organizational Involvement on Students' Confidence In Speaking English"
2. Saya memahami bahwa partisipasi saya dalam penelitian ini bersifat sukarela dan saya berhak untuk mengundurkan diri kapan saja tanpa konsekuensi yang merugikan.
3. Saya memahami bahwa data yang saya berikan akan dijaga kerahasiaannya dan hanya digunakan untuk kepentingan akademik.
4. Saya bersedia untuk berpartisipasi dalam mengisi angket atau kuesioner dan melakukan tes kepercayaan diri pada saat berbicara Bahasa Inggris.

Oleh karena itu, saya (**bersedia/tidak bersedia**) secara sukarela untuk

menjadi subyek penelitian dengan penuh kesadaran serta tanpa keterpaksaan.

Demikian pernyataan ini saya buat dengan sebenarnya tanpa tekanan dari pihak manapun.

Majene, Mei 2025

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#### Appendix 5: TBI 21 Participant





Appendix 6: TBI 22 Participant





**Appendix 7: TBI 23 Participant**





#### Appendix 8: Curriculum Vitae



Nur Aisyah was born in Sangatta on October 12, 2003. She is the eldest daughter of Abdul Rauf and the late Susanti Lusiana. The author completed her elementary school education at SDN 005 Muara Jawa in 2015. Then she continued her junior high school education at SMPN 02 Majene in 2015. After that, the author completed her senior high school education at SMAN 01 Majene in 2021. After graduating, Nur Aisyah continued her education at STAIN Majene in 2021 and graduated in 2025 with an English education study program.

Since she was little, the late mother Nur Aisyah always taught about things related to English such as introducing children's songs but in

English versions, pronouncing words that are often used every day in English little by little because the deceased had worked with foreign citizens when she was still working as a teenager and the deceased also really wanted to go to school because she was very interested in English but was hampered by the economy so the deceased had a strong determination to teach her child about English until she graduated. At the end of her education at the STAIN Majene campus, the author managed to achieve a cum laude degree as a bachelor of education because she completed her education in less than 4 years.