

**AN ANALYSIS OF STUDENTS SELF - CONFIDENCE
FACTORS IN DEBATING COMPETITIONS IN
BANDA ACEH**

ARTICLE

**Submitted in Partial Fulfillment of the Requirement for the Degree of “Sarjana
Pendidikan” (S1)**

By

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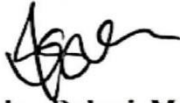
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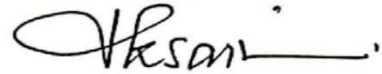


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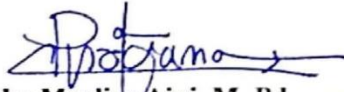
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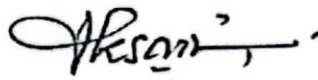
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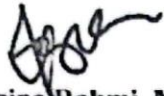
APPROVAL III

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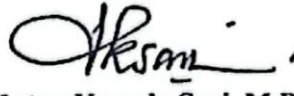
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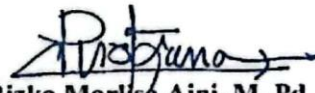
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The researcher hereby declares that this article is her own writing, and, it is true and correct that there is no other's word or statement, except word or statement that is referred in the references. All cited words were quote in accordance with the ethical of academic writing..

Banda Aceh, September 9th 2024



Siti Nur Ainun

MOTTO

Indeed, Allah will never change one's destiny. Leave the bad things in the past
to get the bright future."

(Q.S. Ar-ra'd: 11)

"A secret to happiness is letting every situation be what it is, instead of what you think it
should be."

-ainun

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Praise to the almighty Allah SWT because of his blessing the researcher is able to finish this article with the title “An Analysis Of Students Self-Confidence Factors In Debating Competitions In Banda Aceh”. Peace and blessing upon or prophet Muhammad SAW who has guide us from the darkness to the brightness, who have being motivation, inspiration and encouragement in order to the researcher could do the final project. This thesis is presented to English Department of Bina Bangsa Getsempena University Banda Aceh as partial fulfillment of requirement for degree of Sarjana Pendidikan (S1).

This article cannot be completed without a great deal of help from many people, especially to Regina Rahmi, M.Pd as the first advisor and Intan Kemala Sari, M.Pd as the second advisor who always give their help, guidance, correction and suggestion for the completion of this article. Furthermore, the researcher wants to express gratitude to all lecturers of Universitas Bina Bangsa Getsempena exactly English Department and who has given appreciation to me by waiving the final project and being replaced by including this article, during my participation in the national debate competition.. In this opportunity, the researcher also would like to say thanks to people who have helped the researcher in finishing this thesis, they are:

1. My beloved parents, Mr. Murtala and Mrs. Emiana who always pray and support me in every circumstance. They also give me best support, prayers,

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Finally, the researcher realized that this thesis is still far from the perfect. Therefore the suggestion and criticism are always welcome to improve the quality of the thesis in the future.

Banda Aceh, 9th September 2024

The researcher

Siti Nur Ainun

ABSTRACT

Siti Nur Ainun. 2024. An Analysis Of Students Self Confidence Factors In Debating Competitions In Banda Aceh. Article. Education Department, Bina Bangsa Getsempena University. Advisor I. Regina Rahmi, M.Pd. Advisor II. Intan Kemala Sari, M.Pd.

This research discusses the importance of debate competitions as a tool to improve public speaking skills, critical thinking, and self-confidence among high school students, particularly in Banda Aceh. Using a qualitative approach and case study method, in-depth interviews were conducted with two debaters from SMA Negeri 3 Banda Aceh and SMAN 10 Fajar Harapan who excelled in debate competitions via whatsapp call. The results showed that personal experiences, especially achievements and how to handle failures constructively, greatly contributed to their self-confidence; successful experiences, such as winning national competitions, served as confidence boosters, while failures were seen as opportunities to learn. In addition, social support from family, friends, and educational institutions were also identified as crucial factors in maintaining and enhancing debaters' self-confidence. The conclusion of this study emphasizes the importance of both personal and social factors in the development of debate-related self-confidence. The study also noted limitations, such as the small sample size, and the specific cultural context in Banda Aceh that may affect the generalizability of the findings, thus recommending further exploration to look at the broader context and other factors that may influence students' confidence in debate competitions.

Keywords: Debate, Self-Confidence Factor, Experience, Social Support

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AN ANALYSIS OF STUDENTS SELF-CONFIDENCE FACTORS IN DEBATE COMPETITIONS IN BANDA ACEH

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Abstract

This research discusses the importance of debate competitions as a tool to improve public speaking skills, critical thinking, and self-confidence among high school students, particularly in Banda Aceh. Using a qualitative approach and case study method, in-depth interviews were conducted with two debaters from SMA Negeri 3 Banda Aceh and SMAN 10 Fajar Harapan who excelled in debate competitions via whatsapp call. The results showed that personal experiences, especially achievements and how to handle failures constructively, greatly contributed to their self-confidence; successful experiences, such as winning national competitions, served as confidence boosters, while failures were seen as opportunities to learn. In addition, social support from family, friends, and educational institutions were also identified as crucial factors in maintaining and enhancing debaters' self-confidence. The conclusion of this study emphasizes the importance of both personal and social factors in the development of debate-related self-confidence. The study also noted limitations, such as the small sample size, and the specific cultural context in Banda Aceh that may affect the generalizability of the findings, thus recommending further

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exploration to look at the broader context and other factors that may influence students' confidence in debate competitions.

Keywords: Debate, Self-Confidence Factor, Experience, Social Support

Abstrak

Penelitian ini membahas pentingnya kompetisi debat sebagai alat untuk meningkatkan keterampilan berbicara di depan umum, berpikir kritis, dan kepercayaan diri di kalangan siswa SMA, khususnya di Banda Aceh. Dengan menggunakan pendekatan kualitatif dan metode studi kasus, wawancara mendalam dilakukan dengan dua debater dari SMA Negeri 3 Banda Aceh dan SMAN 10 Fajar Harapan yang berprestasi dalam kompetisi debat melalui via whatsapp call. Hasil penelitian menunjukkan bahwa pengalaman pribadi, terutama pencapaian dan cara penanganan kegagalan secara konstruktif, sangat berkontribusi terhadap kepercayaan diri mereka; pengalaman sukses, seperti memenangkan kompetisi nasional, berfungsi sebagai pendorong kepercayaan diri, sementara kegagalan dipandang sebagai kesempatan untuk belajar. Selain itu, dukungan sosial dari keluarga, teman, dan lembaga pendidikan juga diidentifikasi sebagai faktor krusial dalam menjaga dan meningkatkan kepercayaan diri debater. Kesimpulan penelitian ini menekankan pentingnya kedua faktor pribadi dan sosial dalam pengembangan kepercayaan diri yang berkaitan dengan debat. Penelitian ini juga mencatat beberapa keterbatasan, seperti ukuran sampel yang kecil, dan konteks budaya tertentu di Banda Aceh yang dapat mempengaruhi generalisasi temuan, sehingga merekomendasikan eksplorasi lebih lanjut untuk melihat konteks yang lebih luas dan faktor-faktor lain yang dapat mempengaruhi kepercayaan diri siswa dalam kompetisi debat.

Kata Kunci : Debat, Faktor Kepercayaan Diri, Pengalaman, Dukungan Sosial

INTRODUCTION

Integrating cognitive aspects and communication skills in learning English is a challenge and demand in language classes. Today, communication skills in public have become a necessity among high schools and beyond. Debate is one way to hone these public speaking skills. According to T. Widyaningsih et al (Widyaningsih, 2016), Debate is an appropriate technique used to improve students speaking skills.

Various debate competencies that can hone public speaking skills have been held to find individuals who are proficient in speaking, critical thinking and also to be able to appear confident in public. Debating is an important activity that plays a significant role in developing speaking skills, critical thinking, and understanding complex social issues (Garret, 1996). In Aceh, debating has become increasingly popular among students at various levels of education.

This study focuses on the factors that influence students' confidence in debate competitions especially in Banda Aceh. Debate competitions differ from non-competitive debates due to the pressure to win, judges' judgment, and expectations from the audience, all of which can contribute to participants' confidence levels.. The researchers want to know what exactly makes the High School debaters confident in their own abilities and realize that this confidence is a sign of their success in the debate competition.

In some high schools in Banda Aceh, there must be debate activities that involve students to dare to perform and speak in public. Many students have

participated in debate competitions both among fellow high schools in Aceh, as well as at the national level. Most of them are proficient because they are used to participating in competitions and also because they often practice. Among the schools that often participate in high school debate competitions in Aceh are Methodist High School Banda Aceh, SMA Negeri 3 Banda Aceh, Fatih Bilingual School Banda Aceh, SMA Negeri 10 Fajar Harapan and also MAS Darul Ulum. Not only that, some of the schools mentioned above often become Aceh delegates at the National School Debating Championship (NSDC) and also the Indonesian Language Debate Competition (LDBI) (Pusat Prestasi Nasional, 2023).

According to Saputri and Rasyid who stated that there is a significant contribution from debate to speaking skills through self-confidence (Saputri,2020). Self-Confidence is an important thing that must be owned by a debater. Mastering this confidence when carrying out debating activities can make it easier for a debater to be trusted by the adjudicator for his argument.

Self-confidence requires further analysis as it is an important factor affecting students' performance in debate, especially in terms of the ability to present arguments and respond to debate opponents (Bandura,2022). Self-confidence has a significant impact on academic and non-academic achievement, and its influence may vary depending on the cultural and social context, such as in Banda Aceh. Therefore, a more in-depth analysis is needed to understand how self-confidence plays a role in this local context and how it can be integrated into the curriculum and teaching strategies to maximize students' potential in debate activities.

Students' levels of confidence are often in the moderate range, according to certain research findings (Suhardinata, 2010); very few of them exhibit high levels of confidence. Looking at some facts in the field, research conducted by Ariani (2018), states that students seem to lack confidence when the teacher asks students to ask questions. Weaknesses that impede a person's ability to accomplish their goals in life are indicative of insecurity. Being confident has the benefit of making communication simple. Confident students may talk more easily, especially while giving oral presentations in front of the class, because they can overcome anxieties and negative ideas.

Based on the above facts, the researcher wants to analyze 2 of the several schools in Aceh that often and also excel in debate activities including SMA Negeri 3 Banda Aceh and SMAN 10 Fajar Harapan, This raises questions for the researcher about how they can gain the confidence to argue in debates, given that they are still at the school level which is categorized as beginners when compared to debaters from the university level who do not necessarily have as much confidence as them in debate activities. Self-confidence can make it easier for students to express their ideas in opinion and can improve their own abilities (Andriani, 2019).

The reason why researchers chose these schools over other schools is because the 2 schools indicated that they often become Aceh delegates at the national level (Pusat Prestasi Nasional, 2022) Using a descriptive approach, this study aims to explore what are the factors that affect on their self-confidence.

This research is expected to bring benefits to several stakeholders such as debate trainers, debaters, institutions, and other researchers.

LITERATURE REVIEW

Concept of Self Confidence Factors

Self-confidence is one aspect of personality in the form of belief in one's own abilities so that they are not influenced by other people and can act according to will, happy, optimistic, quite tolerant, and responsible (Ghufron,R, 2010). Confidence does not just appear in a person, there is a certain process within his personality so that self-confidence is formed (Hakim, 2002). According to Lauster (2012) self-confidence is an attitude or belief in one's own abilities, so that in his actions he is not too anxious, feels free to do things according to his wishes and is responsible for his actions, polite in interacting with others, have an achievement drive and be able to recognize one's own strengths and weaknesses (Lauster,2012). The formation of self-confidence is a process of learning how to respond to various stimuli from outside oneself through interaction with the environment.

Based on the opinions of the experts above, it can be concluded that the definition of self-confidence is the belief in one's own ability to be able to achieve targets, desires, and goals to be completed despite facing various challenges and problems and being carried out with full responsibility. Confidence is the nature of being sure and believing in one's own abilities, so that a person does not depend on other people, and is able to express himself completely.

In the context of debate itself, a person is said to be confident when he dares to speak in front of others without feeling obstacles that can hinder him in presenting his arguments such as anxiety, nervousness when speaking so that he cannot convey his arguments properly and correctly to achieve his goal of becoming a winner. According to Lauster (2012) there are five aspects that can form self-confidence, namely, optimism, objectivity, responsibility, confidence in one's abilities, and rational and realistic.

According to Gufron (2011), factors that influence a person's success consist of 2 factors, namely internal factors and external factors. The internal factors include self-concept, self-esteem, physical condition, life experience. Meanwhile, external factors include education, jobs, environment. Al-Hebaish shows that the sources that build self-confidence show that self-confidence comes from several factors. The most important factors are: (1) personal experience. Successful experiences promote the development of high self-confidence, while failure experiences have the opposite effect, (2) social messages received from others. Community, home, school and peers are important for the growth of self-confidence (Hebaish, 2012).

Debate Competitions

A debate competition is an activity in which two or more parties argue formally on a particular topic, with the aim of convincing an audience or judges of the strength of their respective positions (Ying, 2011). The participating parties are usually divided into pro (in favor) and con (against) the issue being debated. In debate, the structure of the argument is crucial, with each side having to present

their arguments in a logical and organized manner in order to effectively influence the audience or judges.

Debate competitions offer many benefits to participants. One of the main benefits is the development of communication skills, as participants are taught to speak in public with confidence (Widiawati,2020). In addition, debating hones critical and analytical thinking skills, as participants need to be able to analyze different points of view and respond quickly to opponents' arguments. The experience of debating can also boost students' confidence in presenting their opinions before a large audience.

Overall, debating competitions provide a wonderful platform for the development of interpersonal and intellectual skills. Not only does it provide an opportunity to win an argument, but it also educates students to collaborate, think critically, and value differences of opinion. The competition reflects the importance of healthy dialog and data-driven argumentation in academic and social life (Crowell,2011).

Recent studies on Self-Confidence

Previous research focused on factor analysis of students' confidence in speaking skills and also public speaking. This quantitative research, in some cases, examines students' confidence in speaking English and others also about confidence and its impact with the learning process (Nadiah, 2019, Omidullah, 2020, Ulfa, 2020).

Some previous research related to current research. The first research is research from (Nadiah, Arina, Ikhrom) from Walisongo State Islamic University Semarang (2019), with the research title "Student Confidence in Public Speaking". This research focuses on describing and analyzing students' confidence in public speaking in the Advanced Speaking Class of the English Education Department of Walisongo State Islamic University in the 2018/2019 academic year. The results of this study show several factors that affect students' confidence in public speaking, namely negative mindset, lack of motivation, lack of practice, lack of vocabulary, lack of ability, and lack of preparation.

Another research by Omidullah Akbari from English Language and Literature Department Kandahar University Kandahar, Afghanistan (2020) with the title Students' Self-Confidence and Its Impacts on Their Learning Process. The purpose of this study was to measure students' self-confidence and find its impact on their learning process at Kandahar University. The results of this study found that students who have self-confidence can make them increase participation, enjoy learning, reduce test anxiety, increase interest in achieving goals, grow comfortable with lecturers and classmates, and help them share experiences and opinions in class.

Then, the third research is from Ulfa Nadila (2020), "Factors of Student Self-Confidence in Speaking English in Banjarmasin". This study aims to identify the factors that influence students' lack of confidence in speaking English, and to find out the most dominant factor that causes students' lack of confidence in speaking English in grade 8 of MTs Noor Aini Banjarmasin.

Next, the research from Schwardmann (2022) “Self-Persuasion: Evidence from Field Experiments at International Debating Competitions” shows that when people have to argue for a given position, they persuade themselves about the position’s factual and moral superiority. This research find self-persuasion in factual beliefs and confidence in one’s position.

Furthermore, the research from Salsabila (2023), “The Correlation Between Students Self-Confidence and Speaking Ability (A Correlation Study at SMAN 11 Banda Aceh)”. The purpose of this study is to determine whether there is a positive correlation between students' self-confidence and speaking ability. The result of research showed the students self-confidence and their speaking test is in the positive category. So there is a positive correlation between students’ self-confidence and their speaking ability of students SMAN 11 Banda Aceh.

Previous research focused on factor analysis of students' confidence in speaking skills and also public speaking. However, this study focuses on analyzing the factors of students' self-confidence in debate competitions in Banda Aceh. The specialty of this research is that it focuses on student self-confidence factors and there has been no previous research that refers to factor analysis of student self-confidence in debate competitions.

These studies have provided valuable insights into english language speaking issues, but they are still limited to a certain period. Therefore, by using the narrative inquiry method, I hope this study can provide a deeper understanding of

English learners' speaking experiences over time and address the gaps in previous research.

METHOD

This research used a qualitative approach. According to Moleong, the qualitative approach descriptively presents the observed object in detail (Moleong, 2007). Therefore, a qualitative approach was chosen for this study because the researcher needed to further investigate these reasons in real situations. This choice is also in line with Moleong's (2007: 60) view that the descriptive qualitative approach shows the observed object in detail, with a focus on analyzing verbal data.

This research utilizes the case study method as the research design model. Case study method effectively analyzes strategy as practice perspective phenomena in organizations, providing insights into dynamic social processes, micro activities, individual behavior, interactions, and processes (Lavarda, 2022)

The case study design is particularly suitable for research on students' self-confidence in debating competitions in Banda Aceh as it allows for an in-depth exploration of the experiences of individuals or groups of students in a specific local context. While case study results may not be widely generalizable, this approach provides detailed and contextual insights into how self-confidence is formed and affects students' debate performance, thus helping to understand the dynamics underlying self-confidence in a very specific context.

a. Data Collection

In this study, data will be collected using a semi-structured interview consisting of several indicators that have been described previously as instruments.

The indicators are briefly explained to enhance understanding and data progressively displayed from the interview guidelines are easily available. This research utilizes the case study method as the research design model.

In conducting the study, the researcher selected debaters from two schools who who often participate both at the regional and national levels debates as research subjects. These two individuals were chosen as research subjects because they have shown positive development from year to year, and has participated in at least more than 15 debate competitions which will be proven by certificates from several competitions they participated in. The first participants were Alya Salsabila from SMA Negeri 3 Banda Aceh and Mulia Aqsha from SMAN 10 Fajar Harapan. The interviews were conducted on March 05-10, 2024.

The researcher used WhatsApp calls to interview participants given the students' time constraints. By using this method, it is expected that the research does not interfere with students' study time.

b. Data Display

There are three methods used in this study to analyze qualitative interview data: data reduction, data display, and conclusion drawing/verification using the Miles and Huberman model (Sugiyono, 2014: 246). The researcher interviewed 2 students by asking 16 questions. This interview was used to obtain information about what things contribute to students' confidence when they debate.

FINDINGS

From the analysis of the interviews with Aqsha and Alya, several key factors affecting their self-confidence in debating activities have been identified. Each indicator comprises four questions being asked to the debaters. These factors are categorized based on Al-Hebaish's (2012) theory of self-confidence development: personal experience that consist from successful experience and failure experience, and then social support. The first interviewee will be coded as P1, the second interviewee as P2.

a. Personal Experience

Both P1 and P2 emphasized the importance of personal experience in building their confidence. P1 mentioned that his confidence increased gradually as he participated in more debates, particularly when he won competitions. P2 also highlighted that her confidence grew over time as she became more accustomed to debating and public speaking.

"My confidence is being increased little by little. Since I have joined various competitions, I think I have a good confidence to overcome every kind of obstacle in my competition." (P1)

"My confidence grows each day by day when I joined this kind of debate competition because a lot of people seeing me presenting the argument ." (P2)

The researcher confirms that both interviewees agree that their self confidence gradually began to increase over time. This opinion is supported by the

statements of those who already have high flying hours in terms of argument and public speaking.

"i believe i have joining several kind of big competition like in the term of university and school debate competition"(P2)

"i think i've gone to the province level and also the national levels" (P1)

Based on that result, researcher conclude those interviewees have participate in the various competitions both at the national, university and inter-school levels, which is of course adding experiences that are very influential in increasing their self-confidence.

Successful Experience

Both interviewees identified successful experiences as crucial in boosting their self-confidence. The proudest moment of one of them is when they was representing Aceh in the National School Debating Championship (NSDC), which they aims to achieve again. Both of interviewees also agree that the highest achievement was not only winning competitions but also developing critical thinking skills and bravery in presenting arguments.

"My proudest moment was when I could represent Aceh for the National School Debating Championship in Yogyakarta." (P1)

"besides winning various competition both at the region or national level, My highest achievement as a debater is I fight myself to be curious and to be brave to talk about a lot of arguments." (P2)

The researcher concluded that Participating in different types of competitions, both local and national, provides a rich variety of experiences and allows participants to face a variety of opponents and debate formats. This helps them to be more confident in various situations. Highest achievements also validate participants' abilities and strengthen their self-confidence, proving that they are able to compete and excel in the competitions they participate in. Success in debate is not only measured by winning but also by increased confidence and communication skills.

Failure Experience

Both participants experienced failures but used these moments as learning opportunities rather than letting them diminish their confidence. P1 discussed the importance of evaluating failures to understand and address team weaknesses, while P2 emphasized focusing on future opportunities and learning from past mistakes.

"When we have a failure, we just focus on the next tournament without any kind of confidence problem." (P1)

"My coach always told me that when I gain this kind of failure, I need to see what's wrong, so that's why we can fail." (P2)

The researchers concluded that when they experience failure, they see it as part of the learning process, understanding that defeat is an opportunity to improve and prepare better for the next competition. Participants who received positive encouragement from family, friends, and coaches were

also more able to bounce back from failure and learn from mistakes and keep their confidence high.

b. Social Support

Social support from family, friends, and teachers played a significant role in enhancing their confidence. Both interviewees received encouragement and motivation from their surroundings, which helped them feel more capable and prepared for competitions.

" ..not only my family, I do get the the support from my friends, especially since I live in dormitory. The support school will look like giving dispensation for example." (P1)

"My supportive parents, my supportive friends, and also my supportive teachers always give me moral support and encouragement. My school also giving facilities for us for the debaters. For examples like when we join a competition there is a few registrations of registration fee and they can pay it for us" (P2)

The researcher concluded that the support both interviewees received in the form of facilities, financing, and moral encouragement all contributed to increased self-confidence. Participants felt valued and supported in all aspects, both material and emotional. Participants felt encouraged to continue participating and try harder because they knew they were supported.

Both also agreed that not only moral and material support, but trivial things that contain attention to them are very meaningful.

"..when I'm so tired at the moment, they will support me by providing some snacks for example in my room. Or maybe just as simple as

having good rest in my room without bothering me without any noise when I want to sleep”. (P1)

“They support me by giving me words of affirmations like giving me reassurance and then encouragement, and then confirming that all of the fear that I've thought in my head was only in my head, and not more than that” (P2)

Based on their statements, P1 can get a comfortable training atmosphere when the surrounding environment cares not to disturb her. Hence, the researcher concluded that both interviewees agreed that the little things they get from their surroundings are very influential on their self-confidence.

DISCUSSION

In this section, data information is selected through interview guidelines. The data will be discussed and analyzed to get the conclusion of data information from the interviewees in this research. The researcher will use each information and response and compare them with one another so that conclusions can be drawn. with one another so that conclusions can be drawn.

This finding is in line with Al-Hebaish's (2012) theory, which emphasizes the interaction between personal experiences, experiences of success and failure, and social support in developing self-confidence. For debaters, these elements are crucial as they face challenges in improving their confidence for public speaking and argumentation.

Personal Experience

Based on the results of research and interviews, experience in debate is very important in building confidence. Their track record as long-time debaters helped them to build their confidence in every competition they participated in. The first participant, who has been debating for two years, revealed that his confidence increased with each competition he participated in, especially when he achieved success.

Meanwhile, the second participant, who started his debating journey in junior high school, found that formal and informal experiences in debating significantly increased his confidence. After participating in various competitions at inter-school, regional, and national levels, the second participant felt an increased courage to speak in public over time. As stated by Al-Hebaish (2011) that “personal achievements and positive experiences in a particular domain contribute to the development of self-confidence by increasing motivation and promoting self-beneficial beliefs”. Based on this, experiences and achievements, such as winning major debate competitions at all levels are considered as one of the indicators that can influence students' personal and professional success in debate competitions.

Experience of success

Successful experiences, as stated by Fagan (2016), are one of the most effective ways to build self-confidence. These experiences provide concrete evidence of an individual's abilities, which can influence their perception of themselves. When individuals achieve success, whether in competition or in other

contexts, they not only feel satisfied but also gain confidence that they are capable of facing more challenging situations in the future. This experience serves as a foundation for individuals to develop resilience and adaptability.

Interviews with participants showed that winning debate competitions played a crucial role in boosting individuals' self-confidence. They emphasized that winning the competition not only provides a sense of achievement, but also increases the level of self-confidence that can motivate individuals to face future challenges. This is in line with their view that personal achievement achieved through winning is a significant indicator of success and directly contributes to increasing self-confidence.

Furthermore, both participants agreed that the appreciation received after winning the competition served to validate their positive feelings. The awards and affirmations they received contributed to feelings of being valued and recognized, which further strengthened their self-confidence. This finding suggests that achievement in debate competitions has a real positive impact on an individual's self-confidence.

Theoretical support for this argument is also found in research conducted by Benabou, who added that belief in one's own abilities can increase overall motivation. When individuals believe in their abilities, they tend to be more risk-taking and committed to achieving more ambitious goals. Therefore, successful experiences serve not only as individual achievements, but also as important factors in the continued development of self-confidence. Thus, it can be concluded that

success in competition not only provides external recognition, but also contributes significantly to an individual's internal development, creating a positive cycle that strengthens self-confidence and motivation to continue developing.

Experience of Failure

The experience of failure has a significant impact on individual self-confidence, both positively and negatively. This has been described in previous research by Nadiah (2019) which explains that when someone faces failure, the initial feelings that arise are often disappointment, frustration, or doubts about their abilities.

The interview results show that the experience of failure can be a turning point for self-development. They dealt with failure by evaluating the cause of the setback and formulating an improvement plan. This approach not only helped them to learn from their mistakes, but also encouraged the growth of greater self-confidence. By feeling more prepared and experienced, they were also able to face the next challenge with a positive attitude.

Meanwhile, participants perceived failure as an opportunity to learn. This attitude is very important, because when individuals see failure as part of the learning process, they are more likely to keep trying and not get stuck in a negative cycle of thinking. This suggests that a growth mentality, where individuals believe that their abilities can develop through effort and experience, can mitigate the negative impact of failure.

Research by Duckworth (2016) shows that “Facing failure and uncertainty can increase mental resilience and self-confidence when individuals continue to try and learn from the experience.” Perseverance and resilience built through the experience of failure help individuals to not only bounce back, but also build a stronger foundation of self-confidence. In this way, the experience of failure can transform into a positive experience that leads to increased confidence and motivation to face future challenges.

Overall, the experience of failure can serve as a catalyst for personal growth if individuals adopt the right approach. By applying constructive self-evaluation, developing a growth mentality, and utilizing social support, individuals can transform negative experiences into opportunities to strengthen their self-confidence.

Social Support

Social support from family, friends, and school play an important role in building and maintaining an individual's self-confidence (Yeon, 2022). Based on the interview results, participants highlighted that the moral and material support from their family, as well as the training facilities provided by the school, significantly strengthened their self-confidence. They felt that the presence of such support gave them an additional push to excel.

Similarly, they also emphasized the importance of support from family and school. The results of this study revealed that the encouragement and resources provided by the surrounding environment created a sense of responsibility to strive

for excellence. The realization that there are people who support them encourages them to be more committed in facing challenges especially when they participate in debate competitions.

In this context, Ozbay (2008) explains that “social support serves as a hedge against stress and boosts self-confidence by providing emotional encouragement as well as practical assistance, thus promoting good physical and psychological health.” This suggests that social support not only assists individuals in coping with stress, but also contributes significantly to the ongoing development of self-confidence.

Thus, it can be concluded that support from close people serves as a key factor in boosting an individual's self-confidence. When individuals feel supported and valued, they are more likely to take risks and face challenges, which in turn strengthens their self-confidence.

CONCLUSION

Based on the analysis of the data from the interview guide, the researcher concluded that the debaters' responses indicated the presence of factors that supported their confidence in their debating activities. There were several key factors found in debating activities in Banda Aceh. These factors include personal experience, experience of success, handling failure, and social support.

The debaters acknowledged that their personal experiences, especially in participating in various debate competitions, contributed greatly to their increased confidence. Winning competitions, such as representing Aceh at the national level,

was a successful experience that greatly affected their confidence. On the other hand, they faced failure with a constructive approach, using the opportunity to learn and improve, which also played a role in maintaining their confidence. Social support from family, friends and school played an important role in building and maintaining their confidence, by providing moral encouragement and practical help.

Therefore, the debating activities in Banda Aceh showed the existence of several key factors that influence debaters' self-confidence, including positive personal experiences, consisting of successful as well as failed experiences and their handling, and strong social support.

LIMITATION

This study, while providing valuable insights into the factors affecting self-confidence among high school debaters in Banda Aceh, has some limitations that may affect the interpretation and generalizability of its findings. The small sample size, consisting of only two debaters from each of the two schools, may not be representative of the wider population, thus limiting the generalizability of the results.

In addition, interviews conducted via WhatsApp calls may not fully capture the depth of participants' experiences due to the absence of non-verbal cues and potential technical issues. Self-reported data may introduce response bias, which affects accuracy, and the study's focus on certain factors such as personal experience, success, failure and social support may overlook other relevant

variables such as individual personality traits or socio-cultural influences. These limitations suggest the need for further research with broader samples, diverse methodologies, and consideration of additional factors to achieve a more comprehensive understanding of self-confidence in debating activities.

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Appendix I

Transcript Recording of P1

1. I've been a debater for 2 years, I start joining the debate when I come to my high school
2. I join a lot of competition, usually I join English debate competition but one, I did join a bahasa debate competition and I won the competition at the first champion. And the most of the uhh ompetiotion itselfis held on English competition.
3. Actually we don't spend our time in practicing too much, simply because in our school we need to do a lot of activities, also bimbel for example and going to school for example. So, we just do practice when it comes into a competition. When we decide to join a competition, then we will do an intensive practice for one until two weeks before the competition itself. So for now, since there is no competition, then I don't do any kind of practice.
4. I think to increase my confidence, uh it really, it is actually increase when I win a competition. for each competition. i think uh my confidence is being increased uh little and little. Since I have join all competition, for now I think I have a good confidence to overcome every kind of obstacles in my competition itself. Since I have a lot of experience uh in uh for NSDC i choose the sample. So that I think for now I think I have a great confidence.
5. For debater, I think my proudest moment when I could represent Aceh for national school debating champhionshop in Yogyakarta, which is that is my first goal of the year and for now I also aiming to get that position of aceh at the second time. So yeah get representative of my region is the proudest moment in my life.
6. I don't think I have a specific training in this yer, the one of the training to do for the example. But I think something that make it different love to think outside the debate, I love to you know having a thinking about something, having a comparision about a lot of think outside the debate. so when it come into the debate itself, I've been used to to those kind of thing and it makes me so much here in doing the debate.

7. I think that such as the debate itself, something that you need to have as a consistency will look like when it comes into practicing you will be consistent to take it seriously, I think the most uh keypoint that you could do, and the correlation to increase my confidence when I'm being consistent for a while, it makes me think uh, it will give me that opinion that I think I'm ready enough for this kind of competition, since I've been so consistent in my practice or what so ever. So that I think the most correlating thing with the confident itself is the consistency.
8. Of course I do. Most of the appreciation or support from my society, from my surrounding will affect my confidence, simply because when it comes into an appreciation, I think I'm a better person when people appreciate me. With that being said, every kind of appreciation or for each appreciation, it will increase my confidence since I think I'm being better and better for each appreciation. When I have won a lot of competition and I got a lot of appreciation. I think for right now I'm good enough to join any kind of debate competition with that, uh with those confidence that I got my from those kind of appreciation.
9. I think most of the obstacles in my debate journey is time scheduling. And with that being said, I think to make it clear I just need to set them properly. It will look like making a schedule for the training, for example. That is the first thing that I will do. But secondly, most of the time the problem when I'm doing a debate is not when I don't have any kind of preference to to be to be in the debate since I have lack of knowledge for example. when it happens, I think something that I will do is read a lot of articles, read a lot of journal or what so ever. It helps me a lot in overcoming this kind of problem, since with that I'll offer from the main that make this problem which is the lack of the knowledge itself.
10. Since I have a lot of competition that I have joined before. Of course for some competition I have a bad lot for example and when it happens, when I could progress into the final for example, I could not progress into the breaking time for example. Something that I will do evaluate our and when it comes to the evaluation itself when we could mapping what problem that we have in the team, what is the problem that make us kind of go into the next one. For example, when we could do the mapping itself, I think we will understand about the problem itself and we will try to overcome this kind of problem. Most of the time, One thing that difficult for our team is we have a lot of confidence. Sometimes we have offered confident for example when it happens something that we will do is just having a calm down and don't just you know

tell our friend or tell our. So not having a big head for example for that you could do it properly. We will not underestimate our opponent. Yeah, that's nothing that we will do when we have a difficulties.

11. I think when it comes in the failure in one specific experience, something that will inspire us is oh, we are not. We will have the next tournament. Rather than focusing on the failure, our team or my team will just focus on how to get a better result in our next tournament. That is the the main motivation that we will glorify and we have this kind of disappointment. We will not focus anymore in that specific competition and just look on the next competition then. How it will help our confidence. I think to make it clear in that kind of competition our main problem is we have of our confidence. So actually even though sometimes you have the failure, it is not affected or it will not affect our confidence for example. So I don't think we have any kind of problems, this kind of thing since when we have the failure, we just will focus on the next tournament without any kind of confidential problem.
12. I cannot really remember about the specific, the specific one but if you want me to talk, we tell it about our failure in National School debate championship which is when I represent Aceh at that time when we lose at the Octo of octo finals. Yeah, it is our biggest failure since we got a responsibility to keep present the Aceh the Aceh province. To overcome this kind of failure or and this kind of particular moment happen. Something that gives our an encouragement for us is OK We understand that we are representing Aceh, we have a bigger more responsibilities on this. We have a bigger moral responsibility on this and we cannot make this kind of mistake anymore. So with that it will tell us to make a better result or to give a better output in the next tournament or in the next NSDC, which is we are aiming to have a bit a better result in this year, in NSDC 2024. It will develop our confidence since actually at the very first place when we hire a higher point of achievement or higher aim, we think we have a higher standard linearly at that moment. And when it comes into the higher standard, it will not those kind of small obstacles, for example, will not bring our confidential anymore since we know that, oh, this kind of thing will not be so important to our end since we have a higher one. So just focus on that thing and don't really think about those kind of smallest like obstacle. So it will ruin any kind of our confidence.
13. Yeah, I do receive some support from my parents and especially for from my colleague. They will support me in terms of for example, or in terms of verbal support for example. For me and not only my family, I do get the the support

from my friends, especially since I live in dormitory. There are a lot of close friends for me. They will support me when I go to every kind of competition, especially when I represent my school. Yeah, i get a lot of support from my surrounding.

14. Most of the time the support will look like the most part, They will inspire me by motivate me by giving or dictation or this kind of this kind of motivation. But then they will also support me with, you know, when I do a lot of practice and when I'm so tired at the moment, they will support me by providing some snacks for example in my room. Or maybe they will also give me my comfortability by, you know, just as simple as having good rest in my room without bothering me without any noise when I want to sleep. I think those kind of thing is a simple one, but however effects a lot since I do think that they are caring me with that, with that action. So yeah, I think that is the most supportive thing that I have ever received from them in a specific way.
15. OK. For my school, I think they also have a lot of support. They give a lot of support for us since actually when we represent so it means that we are fighting for their name. So of course our schools want to better expect a better result for example. So they try to support us. The support will look like giving dispensation for example, so that we could do more practice or whatsoever. They also provide a coach or sometimes they provide some snacks so that we could do more enjoyable practice. For my coach. I really love it. The not all. They are not always providing such as like matter or whatsoever for the debate purpose, but also the profile, the mental support. I think it becomes so important, especially since when I just start to do the debate itself and I have no confidence or whatsoever when I'm doubting myself, those kind of mental support really matter for me. It is really, it was really important for me. So that. those kind of support is something that also motivates me to get a result in my competition.
16. Yeah, I think those kind of support from my environment will affect so much in my participation of the debate competition since you know when it comes into support, when it comes into the into the motivation for example, it makes me have a lot of motivation to get better results. It also will make a splash in my heart so that I will try to have more practice. I will try harder in getting one specific aim, and it will increase my confidence simply because when they give me the motivation, something that I really love it, they give me motivation by glorifying our team. It will look like ah, your team will be the win debate competition. Since it is very easy for you for example, I know it sounds like so

arrogant but something that they really end our team. So yeah, those kind of things will really make us be so much more confident than before.

Appendix II

Transcript Recording of P2

1. Yes. I've been like for two and a half years, specifically.
2. um, for debate competitions. I've been to a very, very active level. But for the specific type of debate, debate competitions, I've only go for gone to like an Asians parliamentary type. But for the level debate, I think I've gone to the province levels and also the national levels
3. It's very depends if like a daily debate practice with go for like one week, one training just so that we don't have it, don't downgrading skills or like debate skills. But if there was like a specific competitions, we usually have like 1 or 2 weeks type of training before the competitions for a like province level. But if it was like for a national competitions, we prepare, prepare and intensive for like 4 or 3 weeks.
4. Based on my experience in debate, I think my confidence grow very, very significant as significant because, uh, in debate you are demanded to be able to do public speaking and in a very, very convincing way. So it creates, like this thought in your head to be always be confident in order for people to actually convince to your speech or your argument, or else they would not hear you. Right. So yeah, I think that's pretty much how it grows my confidence.
5. My highest achievement is to being able to represent Aceh at two times in national levels, specifically in National School Debating Championship, which was uh, made by the Kemendikbud, which is a really, really, I think, high type of competitions. Um, yeah. And also being able to be in top 16th team in the last year. In Jogja, specifically in National School Debating Championship 2023.
6. Yes, to actually achieve for like being in national level, I quite trained myself harder than I was in province levels because it was really, really important for

me to be in national teams, which gratefully I make it. Uh, the training is specifically doing the testing speech. It's simply like repeating your speech every time you say are, um, or like, it's essentially to makes me better in my speech and not wasting my time during the delivery. And not only that, I also read news for like three times in a day in order for me to be much more up to date. Because in debate you were very, very demanded to be able to be trained because the issues was likely is a trend issues that occur in society.

7. I think the way that I assess or measures whether I succeed, succeed, succeed in debate or not is by seeing how am I able to see a couple of point of view through an issues that exists, because I think the highest levels of you as a debater is to be able to see through whatever the problem is, even though it might actually crossing the line of your belief or your value. I think it's really, really important for you to be able to also see what people sees. And I think it does correlate into my confidence. It's necessarily increasing. The way that I, you know, deliver my opinion when it comes into public, especially because I know that, oh, actually as like a problem or an issues is not only seen into one point, it makes me realize, uh, how to say it, it makes me more secure in delivering for my opinion, because I feel like it's okay to be different and be confident about it.
8. Yes, it really does. Because as much as winning a debate felt so good, great even. But somehow you also felt like you want to be appreciated for all of the blood and sweat, sweat and tears that you already put and pour it into the competitions. So yeah, when somebody are actually appreciating all of those effort, it's actually boosting my confidence.
9. Usually when there is like difficulties, I take a break, especially when the difficulties are like. Struggles or issues in debates are getting a bit too overwhelming. Like I can't solve it for like 30 or 30 minutes into like 60 minutes, I will likely to take a break simply to clear. And is my mind first because it probably because I was a bit too overwhelmed by the debate, or I've been overworking or overtraining. And after that, after taking a break, I usually reach out for a senior like who have much, much, much longer experiences in debate. Like for my case, I was in debate for like two and a half years. So I usually search for those who are in 4 or 5 years, a debate experience so that I could actually consult to him or to her or to them regarding the issues in the debate itself.

10. Yes, I've been experience with failing in debate, but, um, I will not say it's necessarily failing in a way. Like really, really failing. It's more of me not being able to having the consistent achievement that I've already like, you know, get throughout the years. Uh, the failure was like me getting second place in a competitions after actually representing Aceh in 2022, which is such a shock for me.
11. Doing reflections really helped me. I was like going to the toilet and having my own time and having my own space to actually reflect on why am I disappointed, what's happening and blah blah blah. It's more of like after the grooving then I have to collect myself and told that oh, it's okay. And telling that that it's actually better for me to, you know, fail eventually because it's actually helped me to, you know, decrease the opportunity for me to fail in the futures. So, yeah, I think that's how I built my confidence back to say like, oh, hey, it's okay. Uh, anyway, there is next time's. So this could be like an experience that you could learn for.
12. Actually, yes. It was when the I think the adjudicator forget that I was in the room and he was accidentally talk about, um, how I, being in national levels representative like the last year but then failed to getting the first place. That's specific moments exactly. Make me feel like, oh, did I just get how to say it? It's more of like the feeling of disrespect that create me to build up my confidence more because like, it will felt so good when you could prove someone's that, oh, you are not like how they thought you were. I think that specific moment.
13. Yes, I do receive support from my surrounding. Um, it wasn't necessarily my family. Whether my parents or my siblings, simply because I don't really tell them if I go to a competitions or whatever, because I felt like the burden was a bit too big to hold because they expect you, usually they expect you to wins. But it likely comes from my colleague and also my friends and classmate. Probably they. Yeah, it's actually come from the schools and the English club itself.
14. They support me by giving me words of affirmations like giving me reassurance and then encouragement, and then confirming that all of the fear that I've thought in my head was only in my head, and not more than that, that all of the efforts and all the trainings that I do was actually going to work out. So, yeah. I think that's pretty much from them. Are they probably like coming to the debate competitions and then like giving some support and then talk to me throughout,

like the debate competitions. Not during the debate, but like after debate in the competitions, simply to like it's me out for my nervous.

15. For my teachers. Um, since they are pretty busy so they can't really like, teach me or do some materials, you know, bringing our study case, saying we can't really do that simply because she's quite having a lot in her plate. So she, however, helps me to, you know, provide the facility to actually running the debate trainings, like in a specific classes who have air conditioners. So we don't really like getting sweating throughout like the debate training. And for the mentors and coach, there is no specials support. I think it's pretty casual. We keep it casual, especially because. The coaches was not necessarily from the teachers or from the semantic schools itself is usually that we pay another people's from a USK adjudicator usually. So yeah, we just like keep it casual and there is no but they do like saying like good luck and everything's word of encouragement but nothing more than that.
16. Yes, I think it plays a huge roles because I think everyone's needs support at the end of the day. So when there is a support from my environment, it does making me want to participate into many, many more competitions just so that I could, you know, make them proud and everything's. And it does also make me much more confidence because I felt like, you know, even though that I will make mistakes or I probably going to do mistakes because, however, we're humans. We think, I think that it will be okay because you know that they were not going to judge you. They will be there and they will be like, you know, reassures and helps you too through overcomes and not just letting you alone there. So yeah, I think it does play. It does play a huge role.

AUTHOBIOGRAPHY



Siti Nur Ainun was born on May 1st, 2002 at Sei Rotan, Medan, Sumatera Utara, Indonesia. She is the oldest children from Mr. Murtala and Mrs. Emiana. She has 3 young brothers and a young sister. Ainun completed her Primary School at YP. MIS Madinatussalam (2008-2014), then continue her Junior High School at SMPN 1 Teupah Tengah (2014-2017). She continued her study at Senior Vocational School (2017-2020). In 2020, Ainun went to University to achieved her Bachelor Degree at English Education Department, Teacher Training and Education Faculty, Bina Bangsa Getsempena University. During her studies, Ainun was also active in a debate community called INSIDERS, which helped her improve her academic performance. She often participated in debate competitions at both the provincial and national levels. Eventually, she completed her final project and graduated in 2024.