



## Contribution of English Speech Competition on Students' Motivation and Self-Confidence For Public Speaking at SMA Negeri 1 Gebang

Suparjo<sup>1</sup>, Erika Sinambela<sup>2</sup>, Lastri Wahyuni Manurung<sup>3</sup>

<sup>1,2,3</sup>) Universitas HKBP Nommensen

e-mail: [suparjo@student.uhn.ac.id](mailto:suparjo@student.uhn.ac.id), [erikasinambela@uhn.ac.id](mailto:erikasinambela@uhn.ac.id), [lastri.manurung@uhn.ac.id](mailto:lastri.manurung@uhn.ac.id)

### *Abstract*

This research aims to determine the contribution of English speech competitions to students' motivation and self-confidence levels at SMAN 1 GEBANG. Through a descriptive qualitative approach, this research explores a deep understanding of students' experiences participating in speech competitions and their contribution to motivation and confidence. Data collection was carried out with a systematic procedure through filling out questionnaires and interviews with 12 students who participated in the competition from 747 students in classes X, XI, and XII. There were 37.9% strongly agreed, 38.3% agreed, 21.9% disagreed, and 3.1% strongly disagreed, stating that English speech competitions contributed positively to students' motivation, and 9 out of 12 respondents delivered that English speech competitions contributed positively to trust in public speaking. The researcher concluded that English speech competitions contribute positively to their motivation and confidence. These findings highlight the importance of competition activities as a means to develop speaking skills and boost students' confidence in the context of English communication. The implications of this research provide a deep understanding of the benefits of English speech competitions in helping students explore their potential in terms of motivation and confidence in public speaking.

**Keywords:** *Contribution, English Speech Competition, Motivation, Students' Self-Confidence, Public Speaking;*

### INTRODUCTION

An English speech competition is a method to improve speaking skills. Participants can show their abilities in fluency, pronunciation, performance skills, accuracy, clarity, and mastery of materials on topics determined by the committee. Speaking activities are designed to help learners to be able to manage their own goals and time to practice independent speaking exercises/tasks and the like." (Menggo et al., 2019). Cameron (2001: 40) believes that speaking is about making people understand the speaker's feelings and ideas by using language (Phuong, 2022). The English speech competition is designed for

active students who have motivation and are willing to practice individually to develop themselves.

English speech competition is a positive activity, so that students are motivated and dare to convey their ideas and thoughts in public. Speech is part of speaking learning, where participants are expected to be able to pronounce well, have good performance, master vocabulary and fluently convey ideas. Participating in English speech competitions is a very valuable and positive activity for students, as it serves as a powerful motivator that encourages them to step out of their comfort zone and confidently convey their ideas and thoughts in public. Speech, as an important part of language learning, not only improves participants' pronunciation skills but also sharpens their overall performance skills. Through these competitions, students are tested to master a rich vocabulary and convey ideas fluently, which contributes significantly to their language development.

Furthermore, the benefits are not only limited to speech training, but also involve valuable mental and cognitive exercise. Engaging in speech competitions requires participants to improve critical thinking skills, organize their thoughts effectively, and present convincing arguments. This mental training not only fosters their ability to convey ideas clearly but also forms a sense of self-confidence and resilience in the face of public speaking challenges.

Motivation is an internal or external force that drives individuals to act, behave or achieve certain goals. Motivation is recognized as a significant factor that shapes human behavior, guiding actions and playing a pivotal role in ensuring persistence (Moos & Marroquin in Wright, 2007). The significance of motivation has gained increased recognition in recent years, particularly drawing attention in the field of educational sciences. Its effectiveness in influencing education, training, and success has become increasingly apparent, leading to a growing understanding of its importance in these domains (Kılıç et al., 2021). The role of motivation is crucial in shaping success not only in educational endeavors but also in various aspects of an individual's personal and professional life.

Motivation becomes a key aspect that encourages individuals to face obstacles, maintain morale, and allocate their efforts towards achieving goals. In an educational environment, motivation has a meaningful impact on students' learning process. Motivated students tend to show greater perseverance, have a strong passion for learning, and have a greater chance of achieving success in academics.

Motivation is important in education, where motivated learners can achieve high success. In addition, it is also able to provide encouragement, face challenges, and achieve extraordinary achievements. Therefore, a deep understanding of the factors that motivate individuals is essential to achieving success in various aspects of life.

Self-confidence is a psychological state characterized by a belief in one's abilities, competence, and worth, which play crucial roles in an individual's overall well-being and success in various domains of life, such as personal relationships, academic pursuits, and professional. Self-confidence is an individual's belief in their ability to succeed, specific to different tasks. It resembles self-efficacy, where factors like successful performances, vicarious experiences, verbal persuasion, and arousal enhance confidence. Simply put, self-confidence is a self-perceived measure of one's belief in their abilities, shaped by the context, Bandura in Sari al. al., (2015). Self-confidence is influenced by factors such as experience, the influence of others, the environment, and the situation. Developing and maintaining self-confidence can contribute to the achievement of success in various fields.

Strong self-confidence can provide a positive boost in overcoming challenges, taking needed risks, and building healthy relationships. When people feel confident, they tend to be better equipped to face obstacles, learn from experiences, and explore new

opportunities. In an academic environment, self-confidence can be key to high achievement, as students who believe in their abilities tend to have high motivation and perseverance in learning. Students' attitudes towards performance tasks tend to be positive when they have high self-confidence to complete the requested task. However, if their confidence is low related to task performance, then their attitude could be affected. Students' attitude levels are influenced by their confidence levels and how they interact with the surrounding environment. (Moneva & Tribunalo, 2019)

Speech is a form of oral communication in which individuals present their thoughts, ideas, or views to the listener to inform, inspire, or influence. Speeches can be given in a variety of situations, including in public, in a classroom setting, or at a formal event. Speaking competence can be accomplished by practicing it orally through speech. (Safitri et al., 2019)

Speeches can involve a variety of themes, from social and political issues to motivational lectures or award acceptance speeches. A good understanding of the audience and purpose of the speech is essential when designing and delivering a speech to achieve the desired effect.

Furthermore, a good speech needs to pay attention to tone, language, and structure in order to be liked by the listener. Whether to inform, motivate, or celebrate an event, a well-planned speech can make an unforgettable impression and successfully convey the speaker's message. The ability to organize ideas in an interesting way and be able to connect with the listener is very important for the success of a speech.

SMAN 1 Gebang is located on Jln. Diponegoro Gebang Kab.Langkat. By vision *“Mewujudkan sekolah unggul dalam prestasi, berbudaya, peduli lingkungan, memiliki daya saing global, menguasai IPTEK dan IMTAKES serta memiliki profil pelajar Pancasila”*. The number of students is 752, and teachers is 50. There are 6 English teachers. In realizing one of its vision and mission is to explore the potential of students through English speech competition activities. speech competitions helped me to develop my critical thinking skills. I need to research the topic and analyze the information, and my ideas logically and coherently. This process helps me develop my analytical and problem-solving abilities, which are essential skills for success in any field. (Marvell & Starki, n.d.).

The English speech competition is part of the student council program of SMAN 1 Gebang in collaboration with English teachers. This activity is held annually, namely the Art Performance and Creativity Event at SMAN 1 Gebang. The participants will be from class X, XI, and XII. They independently register with the committee. The judges are English teachers appointed by the principal.

But what the author does not know from the number of 752 students, only a few students who always take part in English speech competitions, from some of the information above, the author is interested and decided to do research with the title *“Contribution of English Speech Competition on Students’ Motivation and Self-Confidence for Public Speaking at SMA Negeri 1 Gebang”*.

## **METHOD**

The research design that was used in this study is descriptive qualitative. The research was conducted with a systematic procedure through questionnaires and interviews. To dig deeply into the students’ motivation and self-learning as participants in the English Speech Competition that is held. The population of this study was all students of grades X, XI, and XII, totaling 747 students of SMAN 1 Gebang. The sample of this study was 12 students who participated in the English Speech Competition. In selecting

samples, researchers use an acceptable population and purposive sampling. In this study, researchers used several types of instruments. First, the main instrument in this study is the researcher as the main instrument (Creswell, 2007). The instruments to be used are questionnaires and interviews. Here is the table instrument that will be used to obtain data in this study. The instrument that was used as a device in collecting data is an instrument that has been formatted in the form of a Google form. This is to facilitate the process of data retrieval. These instruments are designed to obtain the information needed to answer a research question or achieve a specific research goal. Sugiono (2008) stated that a questionnaire is a technique of collecting data that is done by giving some questions or statements to respondents. In this study, researchers used an interview guideline to collect the data. Researchers compile, implement, and collect interview data. Ten questions will be distributed to the participating students. Students can answer freely according to their experience related to self-confidence. After collecting the data, researchers analyzed it. In analyzing the data, researchers use a qualitative descriptive. According to Miles and Huberman (1994: 10), the stages of data analysis include data reduction, data display, and conclusion drawing/verification (Karsudianto, 2020).

## RESULT AND DISCUSSION

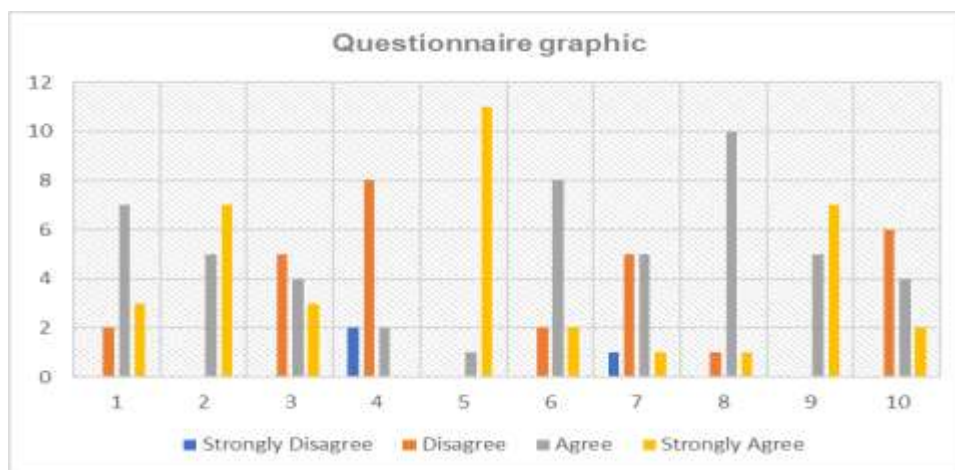
### Result

The findings of this study are presented based on two questions: the first, “How do English speech competitions motivate the students’ participation in the competition?” The second, “How does the speech competition contribute to their self-confidence?” To answer these two questions, researchers gave questionnaires and interviews to 12 respondents.

The questionnaire was used to find the answer to the first question, whether the English Speech Competition contributed to the motivation of the competition participants, and the interview was used to find the second answer, whether the English Speech Competition contributed to Self-Confidence.

#### English Speech Competition Contributed to Students’ Motivation.

The chart below answers the question that arose from whether English speech competitions contribute to the students.



*Figure 1. English Speech Competition Contributed to Students’ Motivation*

From the chart above, it can be concluded that English speech competitions provide significant motivation to students participating in such competitions. The findings showed that most respondents felt good when speaking in public, suggesting that these experiences provided a positive boost.

In addition, the majority of students perceive competition as a challenge that helps contribute to their English skills, as well as part of their own efforts in achieving personal growth. The encouragement of ability, the understanding that the competition is a positive extracurricular activity, as well as the positive contribution to school representation and individual reputation, are also important factors in their motivation.

Further, most respondents found that the theme or topic of the competition was not a major factor in their decision to participate in an English speech competition. Overall, these findings confirm that English speech competitions not only contribute a public speaking experience, but also serve as a means for personal growth, improving English language skills, and increasing appreciation for extracurricular activities that support academic and civic values.

### **English Speech Competition Contributed to Students' Self-Confidence.**

The researcher used interviews to find the contribution of English speech competition on students' self-confidence. As presented in the data analysis. The English speech competitions have a significant role in contribution for participants' confidence, especially in the context of public speaking. Based on the results of interviews with 12 respondents who participated in the competition, it was found that the majority of speech competitions contributed to their confidence. There are several factors that contribute to their confidence, namely courage in public speaking, support from teachers and friends, experience and abilities.

Although most respondents admitted to feeling nervous when delivering speeches in front of an audience, the experience of the competition had a positive impact on their confidence levels. In the perspective of participants, this competition is not only a place to test their English' speaking skills, but also as a means for personal development that is important for their motivation. The findings provide an understanding that English speech competitions make a positive contribution to students' confidence specifically for competition participants.

### **Discussion**

After analyzing all instrument results systematically, and accurately, it was necessary to discuss the result of the study. The aim to find out the answer to the research question. The explanation for each question is as follow: the first research question was "How does English speech competitions motivate the students' participation in the competition?". Meanwhile the second question is "How does the speech competition contribute to their self-confidence?"

In an effort to measure motivation, the most important thing that must be considered is the aspect of knowledge and attitude; According to (Touré-Tillery & Fishbach, 2014) Cognitive and affective measures of motivation include the activation, evaluation, and perception of these goal-related constructs and the subjective experience they evoke. In addition, psychological factors also contribute to the measurement of motivation. according to (Menggo, 2018) psychology factor (motivation) contributes toward students' cognitive and performance domain. "... there were two additional students' motivation to participate in English speech competition, they were: (1) The need

for having relationship for intrinsic Motivation, and (2) The need to have experience for extrinsic Motivation. (Safitri et al., 2019).

Measurement of motivation involves knowledge, attitudes, activation, evaluation, and perception of goals. Psychological factors have an effect on motivation, which also affects the cognitive domain and student performance. Students' motivation in participating in English speaking competitions can stem from a need for relationships and experience.

From the research finding, The English speech competition contributes on students' motivation. The findings showed that most respondents felt good when speaking in public, suggesting that these experiences provided a positive boost.

In addition, the perception of competition as a challenge is an important motivator. Students see these competitions as an opportunity to test their limits, improve their English skills, and demonstrate their personal development. Research also highlights the positive contribution of recognition and encouragement. Students appreciate the support they receive from friends, teachers, and the wider school community, which further motivates them to engage with enthusiasm in the competition.

The importance of emphasizing that the theme or topic of the competition is not the main motivator. Instead, it's the overall experience and intrinsic rewards of participating that drive student motivation. To know about the English speech competition contributes to students' self-confidence, several common indicators can be used to evaluate or measure a person's level of confidence, namely (1) belief in oneself, (2) ability to voice opinions, (3) independence, and (4) positive attitudes towards oneself and others. Ten interview questions consist of the indicator above. Based on the research findings, 12 respondents participated in the competition, it was found that the majority of speech competitions contributed to their confidence.

The researcher findings highlight the transformational contribution of English speech competitions on participants' confidence development, especially in the context of public speaking. Despite initially feeling nervous, most respondents reported a significant increase in confidence levels after participating in the competition. Factors that contribute to this increase in self-confidence include: Mental training: Students develop resilience and learn to manage stage fears through exposure and repetitive practice. Courage in speaking: The experience of delivering a speech in front of a large crowd builds students' courage and comfort in public speaking situations. Social support: Positive feedback and encouragement from friends, teachers, and mentors play an important role in boosting participants' confidence. Positive experiences: Success and learning from competitions provide a sense of accomplishment and confidence in oneself.

The conclusion is that English speech competitions made a positive contribution students to motivation, with the majority of respondents feeling happy and confident after participating. They see competition as a challenge that builds their English skills and boosts their confidence, supported by the recognition and social support they receive. The theme or topic of the competition is not the main factor, but rather the overall experience. English speech competitions contribute to students' self-confidence.

## CONCLUSION

Based on the results of questioners and interviews to find the contribution of English speech competitions on students' motivation and self-confidence of participants, it can be concluded as follows; 1. English speech competition gives a positive contribution to students' motivation who participate in English speech competition held in school; 2. Participation in English speech competitions

contributes to students' self-confidence, as well as mental training and positive experiences

## REFERENCE

- Astuti, 2016. (2016). Attempting to analyze the principal components of the stress response - Kumiko Tabo View metadata, citation, and similar papers at core.ac.uk. *Pengaruh Penggunaan Pasta Labu Kuning (Cucurbita Moschata) Untuk Subtansi Tepung Terigu Dengan Penambahan Tepung Angkak Dalam Pembuatan Mie Kerin*, 15(1), 165–175.
- Astuti, A. D. (2021). Layanan Penguasaan Konten Dengan Media Kartu Bicara Untuk Meningkatkan Rasa Percaya Diri. *Islamic Counseling : Jurnal Bimbingan Konseling Islam*, 5(1), 63. <https://doi.org/10.29240/jbk.v5i1.2452>
- Author 1, Author 2, & Author 3. (2017). Title article. *Seminar Nasional: Jambore Konseling 3*, 00(00), XX–XX. <https://doi.org/10.1007/XXXXXX-XX-0000-00>
- Busetto, L., Wick, W., & Gumbinger, C. (2020). How to use and assess qualitative research methods. *Neurological Research and Practice*, 2(1). <https://doi.org/10.1186/s42466-020-00059-z>
- Darwati, Y. (2012). *Rev-Universum-Vol-9-No-1\_061*.
- Dr. Bhavesh A. Prabhakar, & Dr. Guru Dutt P. Chant. (2023). Assessment of the role of Chandrayaan-1, 2, 3 missions in the backdrop of India's space programmes and ISRO's capability of PSLV, GSLV launchers. *International Journal of Research in Science, Commerce, Arts, Management and Technology*, 09, 410–421. <https://doi.org/10.48175/ijarsct-13062>
- Helwig, N. E., Hong, S., & Hsiao-wecksler, E. T. (n.d.). *No Covariance Structure Analysis on Health-Related Indices in Elderly People Living at Home with a Focus on Subjective Health Perception Title*. Karsudianto, F. (2020). Improving students' motivation and self-confidence in speaking using mingling games. *Journal of Applied Studies in Language*, 4(1), 1–8. <https://doi.org/10.31940/jasl.v4i1.1591>
- Kılıç, M. E., Kılıç, M. Y., & Akan, D. (2021). Motivation in the classroom Muhammet Emre Kılıç Durdağı Akan. *Participatory Educational Research (PER)*, 8(2), 31–56.
- Marvell, J., & Starki, M. (n.d.). *English Corner A Student 's Guide to Winning a Speech Competition*. 91–97.
- Menggo, S. (2018). English Learning Motivation and Speaking Ability. *Journal of Psychology and Instructions*, 2(2), 70. <https://doi.org/10.23887/jpai.v2i2.15979>
- Menggo, S., Suastra, I. M., Budiarsa, M., & Padmadewi, N. N. (2019). Needs analysis of academic-English speaking material in promoting 21 st century skills. *International Journal of Instruction*, 12(2), 739–754. <https://doi.org/10.29333/iji.2019.12247a>
- Moneva, J., & Tribunalo, S. M. (2019). Students' Level of Self-confidence and Performance Tasks. *Asia Pacific Journal of Academic Research in Social Sciences*, 5(May 2020), 42–48.
- Nadiah, Arina, & Ikhrom. (2019). The Students' Self-Confidence in Public Speaking. *ELITE Journal*, 1(1), 1–11.
- On, M., Writing, T., Erzag, N. U., & Program, P. (2021). *The influence of students' self-confidence and motivation on their writing ability at sman 1 benai*.
- Phuong, D. T. N. (2022). Enhancing First Year Students' Speaking Skills through English Club. *International Journal of Social Science and Human Research*, 05(04), 1540–1544. <https://doi.org/10.47191/ijsshr/v5-i4-47>
- Puji, M. (2022). *An Analysis Of Students' Self-Confidence In English Oral Presentations*.

- Rafiola, R. H., Setyosari, P., Radjah, C. L., & Ramli, M. (2020). The effect of learning motivation, self-efficacy, and blended learning on students' achievement in the industrial revolution 4.0. *International Journal of Emerging Technologies in Learning*, 15(8), 71–82. <https://doi.org/10.3991/ijet.v15i08.12525>
- Safitri, E., Bahasa, G., Smpn, I., & Hari, B. (2019). Intrinsic and Extrinsic Student'S Motivation in English Speech Contest in Smpn 3 Batang Hari. *Journal Education of Batanghari*, 1(1), 26–35.
- Sari, I., Ekici, S., Soyer, F., & Eskiler, E. (2015). Does self-confidence link to motivation? A study in field hockey athletes. *Journal of Human Sport and Exercise*, 10(1), 24–35. <https://doi.org/10.14198/jhse.2015.101.03>
- Sarnoto, A. Z. (2012). Belajar dalam Perspektif Psikologi dan Islam. *Madani Institute : Jurnal Politik, Hukum, Ekonomi, Pendidikan Dan Sosial-Budaya*, 1(2), 41–50. <https://doi.org/10.53976/jmi.v1i2.191>
- Touré-Tillery, M., & Fishbach, A. (2014). How to Measure Motivation: A Guide for the Experimental Social Psychologist. *Social and Personality Psychology Compass*, 8(7), 328–341. <https://doi.org/10.1111/spc3.12110>
- Wanabuliandari, S., Ardianti, S. D., Gunarhadi, G., & Rejekiningsih, T. (2021). Study Analysis of Confidence Level on Slow Learner Students. *International Journal of Elementary Education*, 5(4), 584. <https://doi.org/10.23887/ijee.v5i4.39971>
- Wulansari, A. D. (2022). Reliability Assessment of Arabic Speech Contest. *Ijaz Arabi Journal of Arabic Learning*, 5(1), 210–221. <https://doi.org/10.18860/ijazarabi.v5i1.13854>
- Zhang, Y. (2023). The contribution of personal investment theory of motivation in second language acquisition. *Heliyon*, 9(6), e16681. <https://doi.org/10.1016/j.heliyon.2023.e16681>
- Zalukhu, A., Sihite, J. E., Hasanah, U., & Cahyani, A. N. (2025). Improving Students' Business Letter Writing through a Genre-Based Approach. *J-LELC: Journal of Language Education, Linguistics, and Culture*, 5(3), 275–281. <https://doi.org/10.25299/j-lelc.2025.25103>