

CHAPTER 1

INTRODUCTION

This chapter outlines the research's introduction. It includes the following sections: background of the research, identifications of the research, limitation of the research, formulation of the research, purpose of the research, significance of the research and definition of key terms.

1.1. Background of the Research

English public speaking is an important skill for students in academic and professional settings. Through public speaking, students are able to express ideas, present arguments, and participate actively in discussions. However, for many students, speaking English in front of others is a challenging task. Feelings of anxiety, fear of making mistakes, and low self-confidence often prevent students from performing effectively in English public speaking activities.

According to Heeren et al (2013) public speaking fear creates a serious problem for society. In education, students who are afraid of speaking in public often avoid presentations, class discussions, or speaking exams. As a result, their academic achievement may decrease, even though they may understand the material well. This can be a barrier to students demonstrating their true abilities.

Public speaking anxiety may stand as a hindrance in professional life at the workplace. Employers are frequently expected by employers to speak well at meetings, give presentations or explain ideas clearly. If you fear public speaking, you might avoid these responsibilities, which could impede your career

advancement and job performance. Additionally, long-term fear of public speaking may result in increased use of health care services. People can get stressed out. They can get anxious. They can have physical symptoms. They go to doctors or counselors for help. Fear of speaking in public is thus not just a personal problem, it is a social problem. This means that people need effective training and support to help them become more confident speakers.

Speaking is emphasized by Byram and Méndez (2011) and the Council of Europe (2020), as learners need to use the target language to communicate meaningfully and in real-life context. For instance, they need to share ideas, ask questions or express opinions. It considers not only grammar and vocabulary but also the ability to communicate effectively via the spoken word. Because of this focus, interaction becomes a key part of language learning. Loewen and Sato (2018) state that learners develop their foreign language skills better when they actively interact with others. Through interaction, learners can practice speaking, receive feedback, and improve their accuracy and fluency. Interaction also helps learners become more confident when using the language in real-life communication.

However, research shows that teaching speaking skills is still challenging. Adem et al. (2022) found that speaking instruction in many classrooms does not fully follow the communicative approach. In practice, speaking activities are often limited, controlled, or not meaningful enough. In addition, Goh and Burns (2012) and Ericsson et al (2023) explain that teaching speaking in effective and well-planned ways is difficult for teachers. These challenges show a gap between

theory and practice, and highlight the need for better teaching strategies that support communicative and interactive speaking skills.

According to Barwick et al. (2006), Coopman and Lull (2012), Bebee and Bebee (2012), and Ekoç (2021), public speaking in class involves delivering messages in front of an audience. This skill is very important in today's globalized world, where English is widely used for academic, professional, and international communication. Therefore, lecturers continue to look for effective ways to engage students and improve their public speaking abilities. Learning and mastering a new language is not easy. It requires strong effort, regular practice, and a long-term commitment of time, money, and learning resources. These efforts are necessary if English use is to be facilitated worldwide. According to Chen and Chew (2021) and Dewi et al. (2016), speaking is a social activity that helps people to interact, share knowledge and build relationships that last long. This demonstrates that speaking skills are important not only for language learning, but also for meaningful human communication.

However, many past studies reported that university students still faced difficulties in improving their public speaking skills. Effective speaking strategies, especially self-motivation, are important to improve students, according to Hung (2017), Kessler et al. (2021), and McNatt (2019). These studies imply that good strategies can improve the speaking skills of EFL students, help them develop automatic and confident speaking habits, and help them control their emotions and attitudes toward learning and collaboration. The main difference between earlier studies and the present study is the moderator variable. Previous research has

focused on improving strategies for speaking fluency. However, Irianti et al (2024) explored the correlation between flipped classroom and students' public speaking performance and critical thinking skills. This approach provides a new perspective on how the combination of teaching methods and thinking skills can influence students' success in public speaking.

Student confidence is an important factor when assessing speaking performance in English as a foreign language (EFL). Some students have sufficient knowledge of vocabulary and grammar, but usually keep silent or talk less due to lack of confidence. This condition means that psychological factors especially confidence have large effect on students' capacity to speak English in public.

Traditional English teaching is mostly teacher-centered and offers little chance for students to actively practice speaking. As such, students may not be sufficiently exposed to communicative activities that build up confidence. Therefore, it is important to implement instructional strategies that promote student engagement and a supportive learning environment.

One instructional approach that may be able to address this problem is the use of interactive discussion groups . Interactive discussion groups are groups of students working in small groups in cooperation, to share ideas, to respond to opinions and to have meaningful communication. This way, students can practice speaking in a less threatening atmosphere which can help to reduce anxiety and

increase self-confidence. Frequent interaction with peers can help students slowly gain confidence to express themselves in English.

Previous research has reported that collaborative learning and group discussion could exert a positive effect on students' speaking skills and motivation. Research on speaking anxiety also suggests that interaction in supportive classrooms can reduce anxiety and increase confidence. However, many existing studies mainly focus on speaking performance or fluency, and few studies have specifically studied students' confidence in English public speaking in the form of interactive discussion groups. This study seeks to fill this gap by looking at the role of interactive discussion groups in helping students develop confidence in public speaking in English. The findings of this study are expected to contribute to the teaching of English theoretically and practically, especially on how to establish effective strategies that aim to increase students' confidence in speaking.

1.2. Identification of the Research

Many students in the English language learning settings feel that they are not confident in speaking English in public. The problem is often due to fear of making mistakes, lack of practice in speaking and anxiety in the presence of an audience. Consequently, students do not take interest in speaking activities and their oral communication skills develop slowly. Traditional classroom settings may not offer enough interaction and support to build this confidence up. Thus,

there is a need for creative and engaging methods to help students overcome their fear and increase their proficiency to speak English confidently in public.

1.3. Limitation of the Research

This research aims to improve the confidence of students in English public speaking with an interactive discussion group. The study is limited to a particular cohort of high school students in a specific school or educational setting, thus limiting the extent to which the results can be generalized to other settings or age groups.

Furthermore, the research stresses the confidence side of public speaking with little measurement of other related skills such as pronunciation, grammatical accuracy or vocabulary range. The short sessions of the interactive discussion group may not allow for observation of the long-term effects on students' confidence. Finally, this study does not control for such factors as students' individual motivation, previous experience in public speaking, and outside influences external to the group discussions that may affect the outcomes.

1.4. Formulation of the Research

The formulation of the research is “How is students’ confidence in English Public Speaking developed through an interactive discussion group?”

1.5. Purpose of the Research

This research was designed to address the students' lack of confidence in speaking English in public by examining the effectiveness of an interactive discussion group as a supportive and engaging learning strategy. The aim is to find out how involvement in such groups can help students to overcome anxiety, improve their speaking skills and build self-confidence in speaking English in public. The present study aims to give insights into practical strategies that teachers can use to create a more interactive and confidence enhancing environment in the English language classroom.

1.6. Significance of the Research

For many learners, especially in non-native contexts, the ability to speak English in public is a difficult skill to master, often hampered by a lack of confidence that is the biggest obstacle to effective communication. Low levels of confidence can discourage students from becoming actively involved, thereby restricting their language development and future academic or professional opportunities. This is a big deal because students who gain more confidence can improve their communication skills, classroom engagement, and overall English proficiency.

One practical way to create a supportive atmosphere in which students can practice speaking, reduce anxiety and build confidence over time is to add an interactive discussion group. Solving this problem improves the effectiveness of English teaching and meets the requirements of real-world communication.

1.7. Definition of Key Terms

1. **Self-confidence:** Self-confidence enables individuals to believe in themselves, take risks and overcome challenges, which supports personal growth and success in life, Tarih et al (2024). Self-confidence is a type of confidence that involves trusting in one's own abilities to successfully complete tasks or face new challenges (Carbonell-garcía et al, 2021). It means believing you can do something, and being willing to act on that belief.
2. **Interactive Discussion Group:** An Interactive Discussion A group is a learning activity where a small group of people discuss, share ideas, ask questions and respond to each other in a structured and engaging manner. In this group participants interact with each other, listen to different opinions and build a shared understanding together rather than just listen to a teacher. These discussions are intended to promote active participation, critical thinking and communication skills for all parties involved (Engaging & Experiences, 2021).
3. **Building Confidence:** Building confidence means the process of developing a stronger belief in one's own abilities, value, and capacity to face challenges successfully Tarih et al (2024). It involves practicing strategies and gaining experiences that help a person feel more sure of themselves, act with greater assurance, and reduce self-doubt. Building confidence is not only about feeling better but also about behaving more confidently in real situations, such as learning, presenting, interacting with

others, and solving problems. According to Biswa, (2025) confidence can be built through specific techniques such as teacher and peer feedback, speaking practices, and problem-based tasks. These activities help learners gain experience and practical success, which increases their belief in themselves.

CHAPTER 2

LITERATURE REVIEW

This chapter discusses the theories that are related to the research. The researcher explains several theories related to this research. The researcher gets the theory from other relevant source. This chapter consists of theoretical background, review of related findings, and conceptual framework.

2.1. Theoretical Background

1. Confidence

Confidence is a person's belief or trust in their ability to perform a task or make correct judgments. It involves the thoughts and feelings individuals have about how well they can succeed in a situation. Confidence is described as feelings and judgments during task performance that reflect how sure someone is about their answers or actions, Douglas et al (2023). It can also be understood as belief in one's own ability to act effectively in different situations.

According to Su & Li (2026), In educational psychology, confidence (often linked with self-efficacy) refers to how strongly individuals believe they can use their skills to complete tasks successfully. Confidence in public speaking is an important psychological factor that strongly affects how students perform in communicative tasks. When students feel confident, they are more willing to use English without fear of making mistakes. This confidence allows them to focus on delivering

their ideas rather than worrying about grammar errors or negative evaluation from others. Students who are more confident speak more fluently because they don't stop or pause as often when they're speaking. They can arrange their thoughts better and react more naturally while conversing or presenting. Also, more confident students are more likely to interact actively with their peers. They ask questions, offer opinions, and respond to others, leading to meaningful communication in the classroom Ferrari et al (2025).

With increased confidence, students are also more willing to take part in English speaking activities, e.g. discussions, role-plays and presentations. Confident learners are not afraid of speaking tasks, but see them as an opportunity to practice and develop their skills. This active engagement helps language develop and build speaking skills over time. In addition, the confident learner is less affected by speaking anxiety.

Anxiety often makes students nervous, forget ideas, or not speak up at all. But when students are assured of themselves, they are better able to manage these feelings. So that they can speak fluently and spontaneously even in a foreign language. The ability to speak naturally shows that self-confidence is one of the important factors for positive results in public speaking in English (Ferrari et al, 2025).

Confidence in English public speaking can be understood as a student's belief in their own ability to speak clearly, meaningfully, and effectively in front of other people. When learners feel confident they feel

they can share their ideas, opinions and information in English without too much fear of making mistakes or being judged. This belief is especially important in a foreign language context, where students are often concerned about grammar, pronunciation or limited vocabulary (Aisyah & Palangkaraya, 2025).

Confidence plays a big role in students' participation in speaking activities. Confident students are more likely to raise their hands, participate in discussion, and volunteer to speak in front of the class. They usually speak more fluently because they are concerned with communicating meaning rather than the fear of making mistakes. In contrast, students with low confidence may keep quiet, avoid speaking tasks or give very short answers even when they have good ideas.

A further important aspect of confidence concerns its effect on speaking anxiety. Giving a speech in a foreign language can be nerve-racking. You might be afraid of forgetting words, or of people laughing at you. Students who are confident are better able to cope with this anxiety. They see speaking tasks not as threats, but as learning opportunities to help them stay calm and focused while speaking (Aisyah & Palangkaraya, 2025).

Confidence also influences the way students approach learning processes. Learners with higher confidence are more likely to risk attempting new vocabulary, complex ideas or spontaneous speech. They are also more receptive to feedback and correction as they view feedback

as a means of improvement rather than personal critique. Confident students therefore take a more active part in class and show better overall speaking performance in English public speaking activities.

2.2. Review of Related Findings

1. Public Speaking

The development of confidence in learning is based on Bandura's Self-Efficacy Theory. The theory is concerned with the effects of beliefs about capabilities on actions and performance. This theory argues that students who believe they can be successful are more likely to attempt difficult tasks and persist in their work on tasks when they encounter difficulties. In speaking activities, students with high self-efficacy are more likely to invest more effort and persistence in the public speaking task because they have confidence in their ability to communicate effectively.

This belief also assists students to deal with problems in speaking tasks. Confident learners tend to see mistakes or difficulties as part of the learning process, not as failures. This allows them to bounce back and continue practicing without getting demotivated.

In addition, self-efficacy affects students' emotional response toward speaking. Generally, learners who believe they are able to speak are less anxious and less afraid of being evaluated by other people. They are more comfortable sharing their ideas with an audience. Arianto et al (2023) states that students who consider themselves capable speakers will

be more actively involved, more confidently talk and more willing to communicate in oral English activities.

Students are often nervous in public speaking situations because they fear making mistakes or being judged by others. Discussion groups and other collaborative and interactive activities help to alleviate these fears. Students working in discussion groups do not speak solo in front of the entire class. Instead they exchange ideas with their peers in a supportive and less threatening environment. The setting makes students feel more comfortable and willing to talk (Ulil Albab et al, 2025).

2. Interactive Discussion Group

Discussion groups also enable students to watch their peers. When learners observe their peers articulating ideas successfully in English, they start to believe they are capable of doing the same. They see that they can speak English and that it is possible and achievable and this builds their confidence. Students receive peer and teacher feedback in discussion. Positive feedback and constructive suggestions serve as a means for learners to identify their strengths and weaknesses so as to build confidence in speaking.

Students practice their English speaking skills in interactive discussion groups, working together and supporting one another in a learning environment. In these groups , students are encouraged to share their ideas , to listen attentively to their peers , and to contribute actively in discussions . This collaborative environment helps students to feel that

they are not alone when they are learning and that to speak English is not scary. Suryanto et al (2025) Students learn collaboratively and support each other to improve, not individual performance.

Another important factor is the repetition of practice. Discussion groups give students many opportunities to speak English on a regular basis. Frequent practice makes students feel more at ease talking in front of others and their anxiety lessens steadily. They feel more confident and more prepared to speak in public situations as they get more experience.

This theoretical perspective shows how discussion groups actively build students' confidence. Structured interaction, peer support, feedback and continuous participation are complementary and create a positive learning environment, which motivates students to build confidence in their English public speaking.

2.3. Conceptual Framework

One of the great advantages of an interactive discussion group is that it relieves the individual of pressure. Speaking in front of the whole class can be a source of anxiety for students who are not confident in English. Discussion groups, however, provide a low-anxiety atmosphere, since the responsibility for speaking is shared by group members. This safe space allows students to take risks such as sharing opinions or making mistakes without the fear of being judged. These groups offer peer support, helping students feel accepted and motivating them to become more active participants.

This method is closely related to sociocultural theory which explains that language learning is developed by social interaction and cooperation with others. This theory states that learners are able to improve their communicative abilities thru meaningful interaction and thru guidance of their peers or teachers. In discussion groups, students work together sharing ideas, giving feedback, and modeling correct language use. These interactions help students to gradually improve the ability to spe

Regular participation in interactive discussion groups over time improves students' speaking involvement and fluency. As students become more experienced in speaking in a supportive environment, they receive positive responses and encouragement from peers. This positive social feedback increases their belief in their speaking ability and increases confidence. Therefore, interactive discussion groups are important for the development of students' confidence in English public speaking. Vygotsky's sociocultural theory explains that learning a language does not happen in isolation but rather thru social interaction with others. Learners develop their language skills when they talk, share ideas and solve problems together. From this perspective interaction is not just a practiced activity, but an integral part of the learning process. In interactive discussion groups students are engaged in the active negotiation of meaning. This means that students attempt to understand each other's ideas and to clarify messages when confusion arises. In this approach students learn together by co-constructing knowledge, rather than learning individually by building ideas together.

For example, a student states an opinion, and other students respond, asking questions or giving examples, all of them building a deeper understanding. At the same time, students are promoting each other's development thru sharing experience and giving peer feedback (Suryanto et al, 2025).

This social mediation assists learners in moving from teacher-dependence toward becoming more independent speakers. Students may first consult peers or teachers for help with vocabulary, ideas or sentence structure. Thru repeated interaction and guidance over time, they learn to express themselves more confidently and independently. "Dialogue and collaborative tasks provide constant opportunities to practice speaking, receive feedback, and improve communication skills.

Moreover, group activities with interaction help the students' communicative competence and confidence. Regular interaction gives learners the opportunity to practice real communication in a low pressure environment. Students who feel accepted in a group start to feel they belong to it, and thus, they are less afraid to make mistakes. The safe environment encourages learners to take risks, to speak more, and to learn from what their peers say. In this way, students gradually become more confident and effective in English public speaking.

Discussion groups offer organized opportunities for learners to participate in genuine communication exchange. They provide many chances to practice public speaking skills , enhance vocabulary retrieval , and develop real-life communication scenarios . In these settings, the feedback from peers and teachers

supports the learning progress and motivates students to improve their speaking competence. These practices are in line with the established instructional strategies in communicative language teaching and promote higher speaking confidence (Maisaroh et al, 2024).

Interactive group settings can reduce students' anxiety because they don't have to speak in front of the whole class. Students find the situation of speaking less threatening and more comfortable in small or supportive groups. This lower pressure gives learners the freedom to express their ideas without the fear of making mistakes or being judged by others. Therefore students become more relaxed and ready to use English (Ariani, 2025).

Comfortable speaking space also encourages positive student interaction. Interactive group learners listen to each other, share opinions and give simple feedback. Such warm communication builds trust and a sense of belonging. Students are more willing to answer questions and express their ideas when they know that they have the support of their classmates.

Increased participation is a direct result of lower anxiety and a supportive environment. When students feel comfortable, they are likely to talk a lot, ask questions and participate in discussions. Frequent participation provides them with more speaking practice, which slowly improves their fluency and confidence. Interactive group activities are effective in developing participation and confidence in speaking English in public, Ariani (2025). Gradually, students become confident that they can speak English in the presence of others.

When students are in a group discussion, they are not talking to the whole class. They share ideas but only with a small peer group. This allows students to feel safe and less stressed and are more willing to speak. Students also hear other students expressing similar ideas and begin to realize that making mistakes is normal, which reduces fear and anxiety. Simulations, such as role-plays or real-life speaking situations, allow students to practice speaking in meaningful and realistic situations. These activities prepare students for real communication by giving them clear roles and purposes. According to Annisa (2025), simulations emphasize communication rather than perfection, allowing students to feel more comfortable and confident in expressing their ideas in English.

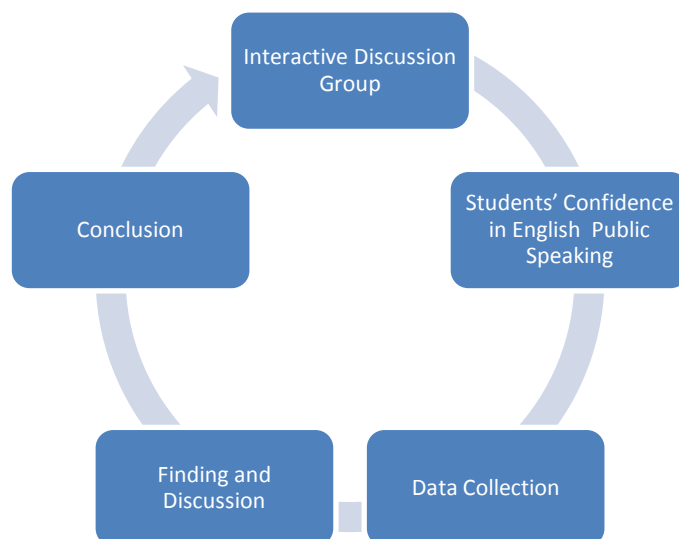
Working with peers gives students more opportunities to practice speaking and get help. Peer interaction creates a friendly learning environment where students can help each other, give feedback and build trust. This constant practice helps them to speak better. Also with time the student feels more confident. Overall, these activities reduce speaking anxiety by creating a comfortable and interactive learning environment. As students practice more and feel supported, their confidence in speaking English gradually increases, Annisa (2025).

According to Asgawanti et al (2025) found that group discussion significantly improved students' confidence, engagement, and willingness to participate in English speaking activities. Students reported feeling more comfortable expressing ideas in a supportive group environment. Maysuroh et al., (2025) state group discussions increased EFL students' speaking ability and confidence. After discussion activities, students' test scores improved and they

became more motivated to speak. In & Classrooms (2025) found that interactive speaking activities (role-plays, debates, group discussions) significantly increased students' confidence in ESL classrooms by creating opportunities for meaningful communication and reducing anxiety.

According to Nurmalia, (2025), discussion-based and role-play speaking learning develops self-confidence by providing social interaction and emotional support. Students felt more willing to speak without fear of judgment. A research of teacher perceptions by Ulpa et al (2025) showed that collaborative learning (especially small group discussions), positive feedback, and safe classroom culture help learners feel confident and more willing to engage in English speaking tasks.

Figure 1: Concept of the research



The conceptual framework of this research showed the process of building students' confidence in English Public speaking through interactive discussion group. The framework consists of five interconnected stages of: Interactive Discussion Group, Students' Confidence in English Public Speaking, Data Collection, Findings and Discussion, and Conclusion.

The main learning strategy is the group interactive discussion that begins the process. At this stage students work in small groups to share ideas, express opinions and to practise speaking English in a supportive learning environment. This activity provides an opportunity for students to be active participants, to give feedback and improve their communication skills.

Next stage is students' self confidence in English Public Speaking The discussion group aims to boost students' confidence in speaking English. Their confidence can be seen in how they are ready to speak up with ideas, show less

nervousness, speak more smoothly, pronounce words better and take part more in class activities.

The researcher performs Data Collection for the study of these changes. Data were collected using questionnaires and interview to obtain information on students' experiences and perceptions on the effectiveness of interactive discussion group in building their confidence.

After the data have been collected, the researcher analyzes the results in the Findings and Discussion stage. The findings are then discussed by relating them to relevant theories and previous studies. Finally, the research ends with the Conclusion stage. Based on the analysis, the research draws conclusions regarding how the interactive discussion group contributes to building students' confidence in English Public Speaking and provides recommendations for English teachers, students, and future researchers.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter explains about the design of the research includes research design, setting of the research, instrument in the research, instrumentation of the in the research, research instrument blueprint, technique of collecting the data and technique of analyzing the data.

3.1. Research Design

This research employs a qualitative research design aimed English public speaking. The research is conducted in cycles, each consisting of planning, implementing, observing, and reflecting on the use of interactive discussion groups as the intervention.

According to Sugiyono (2020) in research by Jusanti et al (2025), qualitative research design is a research approach used to research natural conditions where the researcher acts as the key instrument. It emphasizes meaning, process, and inductive analysis, and the data are presented in the form of words rather than numbers. According to Creswell (2020; 2023) has been cited by the following article ; A Qualitative Study of Effective Leadership in the Non-Governmental Organization (N.G.O) Health Sector by Mawele (2023) qualitative research design is an approach for exploring and understanding the meaning individuals or groups assign to a social or human problem. It involves collecting detailed data through interviews, observations, and documents, and analyzing it inductively to build themes and interpretations.

3.2. Setting of the Research

This research was conducted at the English Education Study Program forth semester, Faculty of Teacher Training and Education, University of Pasir Pengaraian during the even semester of the 2025/2026 academic year. The research was carried out from May to June 2026. English Public Speaking activities thru interactive discussion groups were implemented in speaking classes which is why the setting was selected and it provided an appropriate context for examining how students build up their confidence in English Public Speaking.

3.3. Participants of the Research

The research subjects were the fourth-semester students of the English Education Study Program who had experience joining interactive discussion group activities in English Public Speaking classes. The participants were chosen thru purposive sampling as they met the criteria required for this study. Participant selection criteria were as follows:

1. They were active students in the English Education Study Program.
2. They had taken English Public Speaking classes which included interactive discussion group activities.
3. They were willing to be interviewed and to fill out the questionnaire.
4. They can express their experiences and perceptions concerning confidence building in English Public Speaking.

3.4. Instrumentation in the Research

The research instruments are the tools which the researchers utilize to collect data in a systematic manner so as to answer the research question. In this research, the researcher used two instruments of research, questionnaire as the main instrument and semi-structured as the supporting instrument. The two instruments were developed based on the three indicators of the research, the students' confidence, English Public Speaking and interactive discussion group.

3.4.1. Questionnaire

The main data in this research used a questionnaire to collect students' response about their confidence in English Public Speaking and participation in interactive discussion groups. The questionnaire consisted of 20 statements measured by a five-point Likert scale with the following response options:

Table 3.4.1. Five-point Likert Scale

Scale	Description
1	Strongly Disagree
2	Disagree
3	Neutral
4	Agree
5	Strongly Agree

3.4.2. Interview

The instrument used to support this research is semi-structured interviews. This kind of interview provided the researcher with the opportunity to ask prepared questions, and at the same time, it allowed the participants to describe their experiences and opinions in detail.

This interview was done to know how the students built up confidence in English Public Speaking thru participating in an interactive discussion group. The interview questions were developed based on Bandura's Self-Efficacy Theory which states that confidence is affected by mastery experiences, vicarious experiences, verbal persuasion and emotional.

3.5. Technique of Collecting the Data

Data for this research were collected by the researcher thru semi-structured interview and questionnaire. The interview was the main source of data while the questionnaire was used to get supporting data.

3.5.1. Distributing the Questionnaire

The questionnaire comprised 20 statements based on students' confidence in English Public Speaking thru an interactive discussion group. Each statement was answered by the participants on a five-point Likert scale. A questionnaire was administered to identify students' perceptions and corroborate the findings of the interview.

3.5.2. Conducting the Interview

Purposively selected participants were interviewed using semi-structured interviews. To gain an in-depth understanding of participants' experiences in developing confidence in English Public Speaking thru an interactive discussion group, interviews were conducted individually.

The researcher asked open-ended questions based on the interview guideline during the interview and allowed the participants to explain their experiences freely. Interviews were recorded with the consent of participants to ensure the accuracy of collecting data.

3.5.3. Transcribing and Organizing the Data

After the interviews, the researcher transcribed the recordings into a written form. Thereafter, the interview transcripts and answers to the questionnaire were coded based on the three research indicators. This process assisted the researcher in getting the data ready for the analysis stage.

3.6. Technique of Analyzing the Data

Data in this study were analyzed using qualitative data analysis technique. The data analysis was carried out thru the interactive mode of data analysis proposed by Miles, Huberman and Saldana (2020) which consists of three main steps, namely data reduction, data display and conclusion drawing/verification.

3.6.1. Data Reduction

Data reduction is the process of selecting, focusing and simplifying raw data from the field. In this research, researcher reduced the data by selecting important information from interview transcripts and questionnaire results that were related to students' confidence, English Public Speaking and interactive discussion group.

3.6.2. Data Display

Data display refers to the process of organizing and presenting data in a structured form so that it is easier to understand. In this research, the data were displayed in the form of tables and narrative descriptions. The researcher organized the data based on the four Self-Efficacy sources (ME, VE, VP, and PE) and the three indicators: students' confidence, English Public Speaking and interactive discussion group.