THE POTENTIAL DEVELOPMENT: STUDENTS' SELF CONFIDENCE IN ENGLISH COMMUNICATION AT THE EMPATHY STAGE OF THE DESIGN THINKING METHOD

A RESEARCH REPORT

Submitted to the Faculty Training and Education Universitas Muhammadiyah Makassar in Part Fulfillment of requirements for the Degree of Education in English Education Department

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MOTTO AND DEDICATION

Motto

"Allah tidak membebani seseorang melainkan dengan kesanggupannya" (Q.S. Al-Baqarah: 286)

"I am responsible for completing what I have started as best as possible."

Dedication

"I dedicate this thesis to myself who is still holding on, my beloved parents, my supervisors who never gave up on me, and my friends who have always accompanied and supported me through the meaningful steps in this journey."

ABSTRACT

Nathania, 2025 – This study investigated the influence of the Empathy stage in the Design Thinking method on students' self-confidence in English communication during real-life interactions with foreign tourists in the Thematic Community Service Program in Tana Toraja. Using a Convergent Parallel Mixed-Methods Design, data were gathered through the Rosenberg Self-Esteem Scale (RSE), the Personal Report of Communication Apprehension (PRCA-24), and semi-structured interviews. Quantitative analysis revealed a significant negative correlation ($r = -0.758$, $p = 0.018$) between self-confidence and communication apprehension, indicating that higher self-confidence is associated with lower anxiety. Qualitative findings showed that students' confidence was shaped by vocabulary mastery, prior speaking experience, peer support, and coping strategies such as humor and gesture use. The Thematic Community Service environment, enriched by authentic communication with foreign tourists, provided meaningful opportunities to develop linguistic competence, intercultural understanding, and adaptive communication skills. The Empathy stage, emphasizing observation and interviews through the POEMS framework, enabled students to engage in human-centered communication, overcome fear of mistakes, and build greater self-assurance. This research highlights the value of experiential, context-based learning in enhancing students' English-speaking confidence, suggesting that integrating Design Thinking into higher education can effectively bridge the gap between language proficiency and communicative competence.

Keywords: ***Self-Confidence, English Communication, Empathy Stage, Design Thinking, Thematic KKN, Cross-Cultural Communication.***

ABSTRAK

Nathania, 2025 – Studi ini meneliti pengaruh tahap *Empathy* dalam metode *Design Thinking* terhadap kepercayaan diri mahasiswa dalam berkomunikasi menggunakan Bahasa Inggris saat berinteraksi langsung dengan turis asing dalam Program Kuliah Kerja Nyata (KKN) Tematik di Tana Toraja. Dengan menggunakan desain *Convergent Parallel Mixed-Methods*, data dikumpulkan melalui *Rosenberg Self-Esteem Scale (RSE), Personal Report of Communication Apprehension (PRCA-24)*, dan wawancara semi-terstruktur. Analisis kuantitatif menunjukkan korelasi negatif yang signifikan (r = -0.758, p = 0.018) antara harga diri dan kecemasan komunikasi, yang mengindikasikan bahwa semakin tinggi kepercayaan diri, semakin rendah tingkat kecemasan dalam berkomunikasi. Temuan kualitatif menunjukkan bahwa kepercayaan diri mahasiswa dibentuk oleh penguasaan kosakata, pengalaman berbicara sebelumnya, dukungan teman sebaya, dan strategi coping seperti penggunaan humor dan gerakan tubuh. Lingkungan KKN Tematik, yang diperkaya oleh komunikasi autentik dengan turis asing, memberikan peluang bermakna untuk mengembangkan kompetensi linguistik, pemahaman lintas budaya, dan keterampilan komunikasi adaptif. Tahap *Empathy*, yang menekankan pengamatan dan wawancara melalui kerangka POEMS, memungkinkan mahasiswa untuk terlibat dalam komunikasi yang berpusat pada manusia, mengatasi rasa takut membuat kesalahan, dan membangun kepercayaan diri yang lebih besar. Penelitian ini menyoroti nilai dari pembelajaran kontekstual dan berbasis pengalaman dalam meningkatkan kepercayaan diri berbicara Bahasa Inggris, serta menyarankan bahwa integrasi *Design Thinking* dalam pendidikan tinggi dapat secara efektif menjembatani kesenjangan antara kemahiran berbahasa dan kompetensi komunikasi.

Kata Kunci: Kepercayaan Diri, Komunikasi Bahasa Inggris, Tahap Empathy, Design Thinking, KKN Tematik, Komunikasi Lintas Budaya.

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CHAPTER I
INTRODUCTION

A. BACKGROUND

In today's globalized world, communication skills play a crucial role as they serve as a fundamental tool for international interaction, business, and personal growth. The ability to communicate effectively is not only an important soft skill but also a necessity for achieving professional success and fostering cultural integration (Rifiyanti et al, 2025). As a global language, English enables individuals from various backgrounds to interact and exchange ideas. However, in the field of education, many students still struggle with confidence when using English, particularly in real life situations such as conversing with native speakers. One of the key psychological aspects influencing students' ability to communicate in English is selfconfidence (Sumanto et al, 2023).

Self-confidence is the belief in one's own abilities that allows an individual to act without excessive anxiety. Self-confidence is necessary for communication to be more effective. It enables individuals to interact warmly and politely with others and take responsibility for their actions (Destiawati et al, 2024). However, several factors contribute to the lack of confidence in speaking English, including limited vocabulary, lack of speaking experience, and foreign language anxiety, such as feelings of embarrassment, nervousness, and fear of making mistakes (Nety, 2020). This lack of confidence significantly affects the effectiveness of interactions, particularly in situations requiring English proficiency. For instance, in professional or academic settings, students' ability to fully participate in discussions or negotiations may be hindered by their fear of making mistakes or being misunderstood (Hasan, 2022). Given these challenges, it is crucial to address this issue by providing learners with opportunities to develop their speaking skills in a supportive environment where they can practice without fear of judgment.

This research aimed to identify the factors that influence students' confidence in communicating in English with native speakers. According to Albert Bandura's Self-

Efficacy Theory, understanding the factors that affect confidence allows individuals to develop effective strategies for enhancing their self-assurance in various situations. In line with this, Fitri et al. (2018) emphasized that recognizing these factors can help individuals identify areas for improvement and design measures that support the development of their confidence in communication.

Although numerous studies highlight the importance of confidence in English communication, a significant gap remains in understanding how experiential learning strategies can effectively help students overcome this challenge. Despite growing interest in experiential learning, few studies have specifically examined how the Empathy stage of the Design Thinking method can enhance students' self-confidence in real-life English communication, particularly in interactions with native speakers. This research gap underscores the need for approaches that bridge immersive, user-centered learning methods with psychological factors such as self-confidence in second language acquisition. Traditional language learning methods often focus heavily on technical aspects such as grammar and vocabulary, yet they tend to neglect real-world interaction opportunities that are essential for building communicative confidence (Aryal, 2024). Without sufficient practical exposure, students may find it difficult to apply their language skills in authentic settings, especially when engaging with native speakers. Therefore, an alternative method is needed that not only develops linguistic proficiency but also encourages learners to build confidence through meaningful, real-life communication experiences.

Compared to traditional language learning methods that focus heavily on grammatical accuracy, the design thinking method fosters experiential learning by immersing students in real-life situations. This method enables learners to develop communication skills holistically, incorporating both linguistic competence and socio-cultural awareness (Swallow, 2024). Design Thinking is a way to solve problems by focusing on learning what users need and how they experience things. According to Fitri (2023), Design Thinking is based on the principles of user-centered research, which focuses on deeply understanding user needs and creating effective solutions for them. The Design Thinking method has four main

stages, which are *sense and sensibility, empathy, ideation, and prototyping*. The empathy stage is particularly crucial, as it requires deep understanding through active listening, keen observation, and emotional awareness. The empathy stage consists of two main methods: observation and interviews. Observations are conducted using the POEMS framework (*People, Objects, Environment, Messages, and Services*). Meanwhile, interviews involve open-ended questions directed at stakeholders in tourist locations, including foreign tourists. After data collection, researchers will analyze the findings through transcription and clustering.

The Empathy stage provides students with opportunities to observe and interact directly with native English speakers, allowing them to experience the challenges and benefits of cross-cultural communication. According to Dzhubanova (2024), exposure to different cultures significantly enhances language acquisition, particularly in vocabulary expansion, pronunciation, and understanding cultural nuances. This process not only improves their language skills but also boosts their confidence in speaking English, helping them overcome their fears and uncertainties These interactions help students understand the role of context, intonation, and non-verbal cues, thereby strengthening their confidence in cross-cultural communication.

This research focused on understanding the self-confidence and communication apprehension experienced by students when speaking English with native speakers during their participation in the Thematic Community Service Program in Tana Toraja. The research involved students from Universitas Muhammadiyah Makassar and Indonesian Christian University of Toraja (UKI-T) who engaged in this collaborative program, which implemented the Design Thinking method to address local issues, especially in the tourism sector. Although the research was not conducted during the KKN program itself, it gathers data retrospectively from students' perspectives and experiences. During the program, students had the opportunity to interact directly with the local community and foreign tourists visiting several tourist destinations in Tana Toraja, including Kete Kesu, Buntu Burake, and Bori' Kalimbuang. These locations were chosen due to their high number of foreign visitors, making them an ideal environment for observing and analyzing how students adapt to cross-cultural communication.

Through the Design Thinking approach, particularly the Empathy stage, students conducted observations and interviews to identify communication challenges and develop experience-based innovative solutions. According to Swallow et al. (2024) this process allowed them to gain firsthand insights into cross-cultural communication barriers, enhance their English communication skills in real-life contexts, and build confidence in interacting with native speakers. By actively engaging with local communities and foreign tourists, students were encouraged to listen deeply, understand diverse perspectives, and respond with empathy. As a result, their learning became more meaningful and personal, fostering both linguistic growth and a stronger sense of self-efficacy in international interactions.

Thus, this research explored the factors influencing students' self confidence in English communication with foreign tourists and examined how the empathy stage in design thinking method contributes to enhancing their confidence. The findings of this research are to contribute to the development of more effective English language learning strategies, particularly in higher education institutions. By integrating experiential learning approaches such as design thinking, teachers can create more engaging and confidence-building activities for students.

B. RESEARCH QUESTION

1. Is there a significant relationship between students' self-confidence and their communication apprehension in English interactions with foreign tourists?
2. How does the empathy stage in Design Thinking influence students' self-confidence and communication apprehension in English communication?
3. What key factors and mechanisms do students perceive as contributing to their self-confidence during real-life English interactions with foreign tourists in the KKN program?

C. RESEARCH OBJECTIVE

The objective of this research was to examine the relationship between students' self-confidence and communication apprehension in English communication during real-life interactions with foreign tourists, and to explore how the empathy stage in Design

Thinking contributed to enhancing students' self-confidence and reducing communication apprehension by identifying key factors and mechanisms perceived by the students themselves.

D. SIGNIFICANT OF STUDY

1. For Students

   This study helps students understand the impact of the empathy stage in Design Thinking on their self-confidence when communicating in English. By participating in real-life interactions with foreign tourists during the empathy stage, students can improve their confidence and communication skills.

2. For Teachers

   Teachers can use the findings to design language learning activities that emphasize the empathy stage, which encourages students to interact with native speakers directly. This approach supports the development of both language skills and self-confidence in authentic contexts.

3. For Future Researchers

   This study provides a foundation for further research on the role of the empathy stage in enhancing students' confidence and language abilities through experiential learning. Future researchers can examine the effectiveness of the empathy stage in different educational and cultural settings.

E. SCOPE OF THE STUDY

This study explored students' self-confidence in English communication skills during direct interactions with native speakers in the empathy stage of Design Thinking. The subjects were students from the English Education Department of Universitas Muhammadiyah Makassar and Christian University of Indonesia Toraja who participated in the Thematic KKN in Tana Toraja. Data were collected through questionnaires and interviews in July 2025, focusing on students' experiences of informal spoken English communication with foreign tourists at Buntu Burake, Kete Kesu, and Bori Kalimbuang. This study was limited to the empathy stage and did not include other stages of Design Thinking or other aspects of English skills.

CHAPTER II
LITERATURE REVIEW

A. PREVIOUS RELATED STUDY

Several previous studies have addressed the importance of communication skills, self-confidence, and innovative learning approaches in supporting students' English-speaking development. Kovalchuk (2021) emphasized that communication skills play a crucial role in students' personal and professional growth. Effective communication enables individuals to manage emotional and psychological challenges, show empathy, give constructive feedback, and respond appropriately in social interactions. These competencies are strongly associated with leadership and assertiveness, and assessing students' communicative abilities is considered vital for planning targeted improvements. This is especially relevant to the current study, as the skill to communicate effectively in English is essential for building self-confidence in cross-cultural interactions, such as communicating with foreign tourists.

Mega (2020) explored the relationship between students' English-speaking habits, their self-confidence, and speaking performance in the context of promoting local tourism and culture. The results showed that consistent speaking practice correlated with higher speaking proficiency, and that self-confidence had a strong influence on students' ability to speak effectively. These findings support the importance of fostering both communication habits and self-assurance in language learning environments.

In a more quantitative study, Laela et al. (2024) found that students with higher levels of self-confidence tended to demonstrate better English-speaking skills. With data collected from 70 students, the regression analysis revealed a statistically significant relationship between self-confidence and speaking skill. This study confirms the central role of confidence in the development of students' communicative competence, particularly in real-life interactions such as speaking with foreign language users. Similarly, Zanyar (2023) asserted that self-confidence is a key determinant of success in

learning English. Students who possess higher confidence are more fluent, more capable of handling learning challenges, and tend to perform better in oral communication tasks. These findings reinforce the importance of incorporating confidence building and learner centered innovations into English language teaching.

Supporting this perspective, Kamal (2021) reported that students tend to be more confident and perform better when speaking in familiar contexts, with familiar topics and audiences. However, the study also emphasized the need to expose students to more authentic communicative situations in English to help them improve their proficiency. The research suggests that practical experience and structured support are essential in preparing students for spontaneous and meaningful communication.

Finally, Cleminson and Cowie (2021) investigated the use of Design Thinking in English as a Foreign Language (EFL) classrooms. Their study found that students involved in DT-based learning demonstrated creative thinking, linguistic playfulness, and insightful reflections. Survey data showed a positive correlation between DT and increased enjoyment, communicative confidence, and flexible thinking. The researchers concluded that DT can foster collaboration and support the development of communicative competence and 21st century skills. These insights are especially relevant to the present study, which seeks to explore how the empathy stage of Design Thinking, implemented in a real-world community engagement context, contributes to students' self-confidence and English communication skill particularly in authentic interactions with international tourists.

B. PERTINENT IDEAS

1. English Communication Skill

Communication is the process of conveying, receiving, or exchanging ideas, information, or messages, whether verbally or nonverbally. It can be classified into verbal, written, and nonverbal communication, all of which require active listening and feedback to be effective (Alshumaimeri, 2021). Therefore, mastering strong communication skills is essential for English learners.

English communication skills encompass the ability to effectively transmit and understand messages in English through speaking, listening, reading, and writing. These skills are fundamental to achieving professional success, excelling academically, and fostering personal growth, as they enable individuals to interact and integrate seamlessly into diverse environments. Effective English communication consists of several key elements essential for meaningful interactions. These elements involve not only articulating thoughts clearly but also accurately interpreting messages and responding appropriately. Among these components, speaking and listening hold particular importance in facilitating successful communication.

Speaking skills are crucial for expressing ideas in a structured and understandable manner. One essential aspect of speaking is clarity and pronunciation, as correctly articulating words ensures that the listener grasps the message without confusion. Moreover, fluency and confidence contribute significantly to the smooth flow of speech, reducing unnecessary pauses and fostering natural communication. Additionally, grammar and vocabulary play an important role, as employing correct sentence structures and a broad vocabulary enhances both accuracy and expressiveness. Furthermore, intonation and stress significantly impact meaning, as variations in tone and emphasis can alter a sentence's interpretation, making the speaker's message more compelling and effective.

Similarly, listening skills are equally vital in effective communication. A fundamental aspect of listening is active listening, which entails full concentration on the speaker, comprehending the conveyed message, and responding appropriately. Effective listeners must also be adept at interpreting both verbal and nonverbal cues, such as tone of voice, facial expressions, and gestures, which provide additional context to spoken words. Furthermore, the ability to understand various accents and speech patterns is essential, as English is spoken in diverse accents worldwide. Engaging in listening exercises or real-life conversations with different accents enhances adaptability and overall communication proficiency.

In conclusion, strong English communication skills, particularly in speaking and listening, are crucial for effective interactions in academic, professional, and social settings. By developing these abilities, English learners can enhance their capacity to convey ideas clearly and understand others more accurately, ultimately promoting more meaningful and successful communication.

Recognizing the significance of effective communication, it is essential to cultivate specific attributes, such as a high degree of self-confidence. Confidence plays a pivotal role in enabling individuals to communicate more effectively by reducing anxiety, improving clarity, and fostering more engaging interactions. This is especially important for students when conversing with native speakers, as self-confidence helps them overcome language barriers and engage more naturally in real-world situations.

2. Self-Confidence

Becoming a good speaker requires a high level of self-confidence to communicate effectively with others. According to Suriyati et al. (2024), self-confidence is a positive evaluation of oneself, including attitudes toward personal beliefs and abilities, which allows individuals to act without excessive anxiety. It enables them to engage freely with others, take responsibility for their actions, and interact warmly and politely. A self-confident individual is not only motivated to succeed but also aware of their strengths and weaknesses (Nety et al., 2020).

Several factors influence students' self-confidence in speaking English, particularly psychological and knowledge-related factors. Psychological factors such as anxiety, shyness, and fear of making mistakes are common barriers that hinder students from communicating effectively in English (Nety et al., 2020). These emotional challenges often cause hesitation and reluctance to speak, leading to lower confidence levels. In addition, Muqorrobin et al. (2022) found that a student's perceived ability, particularly their vocabulary knowledge, plays a significant role in their confidence. Students who feel they lack sufficient command of the language

tend to avoid speaking activities (Destiawati et al., 2024). Consequently, this lack of self-confidence negatively impacts their ability to engage in meaningful conversations, especially in situations where English proficiency is crucial.

In professional and academic contexts, a student's fear of making mistakes or being misunderstood can limit their participation in discussions and negotiations. Addressing this issue requires creating opportunities for students to develop their speaking skills in a supportive environment where they can practice without the fear of judgment (Aryal, 2024). One way to build confidence in English communication is through real-life interactions, such as conversing with foreign tourist. Tran et al (2024) stated in their research that authentic conversational experiences, whether face-to-face or through online platforms, significantly enhance students' speaking skills, boost motivation, and enhance self-confidence in using English. Students who have opportunities to interact with native speakers, even virtually, report higher levels of confidence and proficiency compared to those without such experience.

Self-confidence is a crucial factor in oral communication, particularly for foreign language learners. According to Nety et al. (2020), self-confidence allows individuals to interact without excessive anxiety, engage in conversations more freely, and take responsibility for their communication. In the context of this study, self-confidence plays a significant role in students' ability to speak English with foreign tourists. Many EFL (English as a Foreign Language) students, despite having a good understanding of the language, often experience anxiety that prevents them from expressing themselves effectively.

To address this issue, this study aims to explore how the empathy stage in the Design Thinking method can enhance students' self-confidence in English communication. Akimova et al. (2022) state that a lack of self-confidence can hinder effective communication, particularly in situations requiring active and accurate language use. Therefore, creating a supportive environment that fosters direct interaction with foreign tourists is essential in helping students develop their speaking confidence. Through such interactions, students can gradually overcome their fears, enhance their

communication skills, and build the confidence needed to engage in meaningful conversations in English.

3. Design Thinking

Design Thinking method is a problem-solving approach that emphasizes understanding users' needs and experiences. According to Fitri (2023), Design Thinking is based on the principle of "human-centered research," which focuses on deeply understanding users' challenges and creating effective solutions. This method consists of several stages:

a. Sense and Sensibility, involves direct observation of the tourism site to gather information about its attractions and facilities that contribute to visitor satisfaction while also identifying any issues visitors may encounter.
b. Empathy stage is a process of gaining a deeper understanding by actively listening, observing, and experiencing situations from another person's perspective. This process is conducted through two methods: observation and interviews. The observation phase focuses on elements categorized within the POEMS framework (People, Objects, Environment, Message, and Service). Additionally, interviews are conducted as part of the empathy process. Once the observation and interview stages are completed, the researcher analyzes the collected data by transcribing and organizing the interview results into relevant categories.
c. Ideation stage is a phase focused on critical thinking to generate multiple ideas that address the need statement. During this process, the researcher engages in brainstorming. Following this, the researcher categorizes the generated ideas and concepts based on the identified issues at the tourism destination.
d. Prototyping is the stage of developing a basic sketch or an initial model that assists innovators in identifying areas for improvement in their designs.

Among these, the Empathy stage is critical, as it involves gaining an in-depth understanding of users' experiences, emotions, and challenges. In this study, the *Empathy* stage is utilized to help students build confidence in speaking English,

particularly when interacting with native English-speaking tourists or educators in tourism destination. By focusing on empathy, students are encouraged to view communication from the perspective of foreign tourists, leading to a more effective and comfortable interaction. The opportunity to engage in direct conversations allows students to overcome anxiety and hesitation, fostering a sense of ease when using English in real-life situations.

The *Empathy* stage also enables students to observe and interact directly with native English speakers, experiencing both the challenges and benefits of cross-cultural communication. According to Dzhubanova (2024), exposure to different cultures significantly enhances language acquisition, particularly in expanding vocabulary, improving pronunciation, and understanding cultural nuances. This process not only improves students' language skills but also strengthens their self-confidence by helping them navigate communication barriers and develop a more natural speaking style.

Moreover, this approach allows students to gain a deeper understanding of non-verbal communication aspects such as intonation, facial expressions, and body language, which are crucial in effective communication. Through firsthand experiences with foreign tourists, students learn to appreciate the importance of context and non-verbal cues, ultimately reinforcing their confidence in speaking English. By incorporating the *Design Thinking* method—specifically the *Empathy* stage—this research aims to provide students with meaningful, real-world experiences that contribute to their growth as confident English speakers in an international context.

CHAPTER III
METHODOLOGY

A. RESEARCH DESIGN

This research used mixed-methods research approach, specifically the Convergent Parallel Design as outlined by Creswell and Plano Clark (2018). This design included the simultaneous collection of both quantitative and qualitative data, which were analyzed separately and then combined later during the interpretation phase. The main goal of using this design was to obtain a comprehensive understanding of students' communication confidence and anxiety during the empathy stage of the Design Thinking method, implemented in the Thematic Community Service Program in Tana Toraja. By comparing and combining both types of data, the researcher aimed to enhance the validity and depth of the findings through cross-verification.

The mixed-methods strategy was particularly appropriate for this research, as it allowed for the exploration of both numerical patterns and personal experiences. Quantitative instruments, such as the Rosenberg Self-Esteem Scale (RSE) and the Personal Report of Communication Apprehension (PRCA-24), were used to assess the students' levels of self-confidence and communication apprehension. In parallel, semi-structured interviews were conducted to gain insight into the students' real-life experiences and emotional responses when interacting with foreign tourists. The combination of these data sources provided a richer, more holistic perspective on how students perceive and respond to communicative challenges in a cross-cultural context.

B. THE RESEARCH PLACE AND TIME

The research employed both online and offline data collection methods. The data collection was conducted offline for students of Universitas Muhammadiyah Makassar, while the online method was used for students or participants from the Christian University of Indonesia Toraja. Data were collected through questionnaires and interviews during July 2025.

C. RESEARCH POPULATION AND SAMPLE

The research included students from the English Education Department at Universitas Muhammadiyah Makassar and Universitas Kristen Indonesia Toraja. The participants were chosen through purposive sampling, based on these specific rules: (1) students who took part in the Thematic Community Service program in Tana Toraja, and (2) students who completed the Empathy stage when using the Design Thinking method. This way, the group included people who had actual experience with real-life cultural interactions involving foreign tourists during the KKN program.

D. PROCEDURE OF THE RESEARCH

This research applied a Convergent Parallel Mixed-Methods Design, in which both qualitative and quantitative data were collected simultaneously, analyzed separately, and then integrated to provide a comprehensive understanding of the students' communication experiences in English. The study aimed to investigate the relationship between students' self-confidence and communication apprehension, and to explore how the empathy stage in the Design Thinking method influenced these two aspects during real-life English interactions in the Thematic Community Service program (KKN Tematik).

The first phase of the research involved distributing online questionnaires to student participants who took part in the Thematic Community Service program, which adopted the Design Thinking approach. The quantitative data collection utilized two standardized instruments: the Rosenberg Self-Esteem Scale (RSE) and the Personal Report of Communication Apprehension (PRCA-24). The RSE, developed by Rosenberg (1965), consisted of 10 items that measured global self-confidence, while the PRCA-24, developed by McCroskey (1982), included 24 items that evaluated communication apprehension across four contexts: public speaking, meetings, group discussions, and interpersonal conversations. These instruments were chosen for their reliability and relevance in measuring psychological factors that affected students' confidence in English communication, especially when interacting with foreign tourists.

The second phase of the research consisted of conducting semi-structured interviews with a selected number of participants. These interviews aimed to gather deeper insights into the students' perceptions of their self-confidence and communication apprehension, and how the empathy stage in Design Thinking shaped their communication experiences. Participants were encouraged to share their real-life experiences, challenges, and the factors they believed helped them become more confident in using English. The qualitative data obtained from the interviews were transcribed and analyzed thematically to identify recurring patterns and meaningful insights.

Finally, the results from both the quantitative and qualitative phases were analyzed in parallel. The responses from the RSE Scale were scored based on the official scoring system provided by W. W. Norton & Company, in which certain items were reverse-coded. The PRCA-24 responses were processed using the scoring guide developed by McCroskey, which calculated total and sub-scores for communication apprehension. The data were analyzed using Microsoft Excel and IBM SPSS Statistics to obtain descriptive statistics and Pearson correlation values. Meanwhile, the qualitative data were coded and categorized using thematic analysis to uncover student-reported mechanisms that influenced their confidence development. In the final interpretation stage, findings from both strands of data were merged to provide a holistic view of how the empathy-based KKN experience impacted students' psychological readiness and confidence in English communication.

E. DATA COLLECTION

This study employed a combination of quantitative and qualitative data collection methods, namely questionnaires and semi-structured interviews. The questionnaires included two standardized instruments: the Rosenberg Self-Esteem Scale (RSE Scale) and the Personal Report of Communication Apprehension (PRCA-24). The RSE Scale consisted of 10 items rated on a 4-point Likert scale, ranging from strongly agree (3) to strongly disagree (0). The PRCA-24 comprised 24 statements rated on a 5-point Likert scale, from strongly disagree (5) to strongly agree (1). It measured communication

apprehension in four contexts: group discussion, meetings, interpersonal communication, and public speaking. Both questionnaires administered to the Thematic KKN program participants to assess any changes in self-confidence and communication apprehension following participants' direct interactions with foreign tourists. The instruments distributed in person to participants from the English Education Departments of Muhammadiyah University of Makassar and the Indonesian Christian University of Toraja (UKIT).

In addition to the quantitative data, semi-structured interviews conducted to gain deeper insight into the participants' personal experiences. This interview method allowed flexibility, using a set of guiding questions while remaining open to spontaneous responses and follow-up prompts (Rotjanawongchai, 2024). Interviews conducted in two ways: online for students at the Indonesian Christian University of Toraja and offline for students at the Universitas Muhammadiyah Makassar. The interviews aimed to uncover participants' perceptions, challenges, and self-reflections regarding their confidence in using English in real-life communication situations.

F. DATA ANALYSIS

Based on the steps in Convergent Parallel Design, the data that had been collected then been analyzed separately. For quantitative data, participants' responses first were scored using official online calculators: the RSE scores calculated through the W. W. Norton & Company scoring tool, and PRCA-24 scores processed using the Across Cultures PRCA calculator. After obtaining the raw scores, further statistical analysis conducted using SPSS to examine the correlation between participants' self-confidence levels and their communication apprehension. This step aimed to identify whether there was a statistically significant relationship between self-confidence and communication apprehension in speaking English.

Following the distribution and analysis of questionnaires, semi-structured interviews conducted with each participant. For qualitative analysis, the interview transcripts analyzed using thematic analysis with the aid of Nvivo software. This software facilitated the process of coding and categorizing data by identifying recurring

keywords, expressions, and patterns across participants' responses. Themes developed based on the most frequently mentioned and contextually significant factors. This approach allowed the researcher to specify key influences on students' self-confidence, such as prior speaking experience, language exposure, peer support, or perceived judgment from listeners.

To ensure validity, triangulation applied by comparing the results of the questionnaire data (quantitative) with themes emerging from interview data (qualitative). This integration of findings from both methods helped enrich the understanding of how self-confidence and communication apprehension are experienced and interpreted by participants during the Thematic KKN program.

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CHAPTER IV
FINDINGS AND DISCUSSIONS

A. FINDINGS

This chapter presents the findings on students' self-confidence in speaking English with foreign tourists based on data from the Rosenberg Self-Esteem Scale (RSE), PRCA-24, and in-depth interviews.

1. Rosenberg Self-Esteem (RSE) Scale

Table 4. 1 Rosenberg Self-Esteem (RSE) Scores of Participants

Participant Code	RSE SCALE	Self-Esteem Category
M1	26	High Self-Esteem
M2	14	Low Self-Esteem
M3	24	High Self-Esteem
M4	17	Normal Self-Esteem
M5	13	Low Self-Esteem
M6	15	Normal Self-Esteem
M7	11	Low Self-Esteem
M8	7	Low Self-Esteem
M9	17	Normal Self-Esteem

This data consists of nine participants, each labeled with the codes M1 through M9. Each participant was assessed using the Rosenberg Self-Esteem Scale. The results show that four participants (M2, M5, M7, and M8) fall into the low self-esteem category, with scores ranging from 7 to 14. Three participants (M4, M6, and M9) are in the normal self-esteem category, with scores between 15 and 17. Meanwhile, only two participants (M1 and M3) are in the high self-esteem category, with scores of 26 and 24, respectively.

2. Personal Report of Communication Apprehension (PRCA-24) Scale

Table 4. 2 Personal Report of Communication Apprehension (PRCA-24) Scores of Participants

Participant Code	PRCA-24 SCALE	Communication Apprehension Category
M1	55	Low
M2	68	Moderate
M3	44	Low
M4	66	Moderate
M5	78	Moderate
M6	79	Moderate
M7	71	Moderate
M8	70	Moderate
M9	68	Moderate

Based on the data above the PRCA-24 scores range from 44 to 79, with the highest score recorded by participant M6 and the lowest by participant M3. The range between the highest and lowest scores is 35, indicating a noticeable variation in the levels of communication apprehension among the participants. Seven participants, who are M2, M4, M5, M6, M7, M8, and M9, scored between 66 and 79, placing them in the moderate communication apprehension category. Meanwhile, participant M1 scored 55 and participant M3 scored 44, both of which fall into the low category.

Table 4. 3 The Correlation between RSE Scale and PRCA-24 Scale

Correlations

	RSE TOTAL	PRCA TOTAL
Pearson Correlation	1	-.758*
Sig. (2-tailed)		.018
N	9	9
Pearson Correlation	-.758*	1
Sig. (2-tailed)	.018	
N	9	9

*. Correlation is significant at the 0.05 level (2-tailed).

A Pearson correlation test was conducted to examine the relationship between students' self-confidence (measured using the Rosenberg Self-Esteem Scale) and their communication apprehension (measured using the PRCA-24 Scale). The analysis revealed a significant negative correlation between the two variables, with a Pearson correlation coefficient of $r = -0.758$ and a significance level of $p = 0.018$ ($p < 0.05$). This indicates that students with higher levels of self-confidence tend to have lower levels of communication apprehension. In other words, increased confidence is associated with reduced anxiety in communication, particularly in interactions such as speaking with foreigners or in unfamiliar social settings.

3. Qualitative analysis of interview transcript

In addition to the quantitative data, the researcher also conducted an interview to gain a deeper understanding of the participants' experiences in using English, particularly

during interactions with foreign tourists throughout the KKN Thematic program. From the interview responses of nine participants, five key themes emerged: (1) self-confidence in speaking English, (2) key challenges in using English, (3) coping strategies for managing speaking anxiety, (4) contribution of the KKN environment, and (5) motivation and progress in English practice.

a. Self-Confidence in Speaking English

Participants demonstrated varying levels of confidence when speaking English. Many stated that their confidence was influenced by their lack of English skills such as pronunciation, as expressed by M1 and M2, *"I feel less confident speaking English because my skills are still limited."* (M1). "*I feel that my English speaking skills are still lacking, especially since my pronunciation is still not very good.*" (M2)

Several other participants mentioned feeling nervous or insecure in unfamiliar environments or when speaking with people perceived as more fluent, as expressed by M3 and M5.*"My confidence depends on my interlocutor's English level. Usually I start to lose confidence when the interlocutor often uses advanced vocabulary."* (M3). *"I'm confident with friends, but afraid of being judged when talking to someone better." (M5).*

These responses indicate that students' self-confidence is situational and often tied to their own linguistic ability and their perception of others' fluency.

b. Key Challenges in Using English

Many reported difficulties in using English, including limited vocabulary as M3 stated, *"I can still speak with everyday vocabulary, but I'm starting to struggle with advanced vocabulary*." (M3). There are also those who say that the unfamiliar accent of native speakers is quite a challenge when speaking with them, as said by M5. *"Some tourists have accents I don't understand. I usually ask them to speak more slowly."* (M5). Others expressed anxiety about making mistakes, such as using incorrect grammar and not being understood, as M9 noted, *"I worry that my grammar is wrong and that I won't be understood when I ask questions."* (M9).

These experiences demonstrate that language-related concerns, particularly around accuracy and comprehension, significantly impact students' willingness to engage in conversation.

c. Coping Strategies for Managing Speaking Anxiety

To overcome their nervousness, participants used several strategies such as pausing to think about what else they wanted to say or using gestures like moving their hands or feet to feel more relaxed, as stated by M6 and M8, *"I admit I'm still learning, so when I speak with a native speaker I usually pause to calm myself and think about what I should say or ask next"* (M6). *"I calm my nerves by moving my legs or hands."* (M8).

Some of them also directly communicated their limitations to the native speaker and asked them to simplify their language, as quoted by M3 *"I politely asked the tourist to repeat or explain myself using different words."* (M3). These coping methods helped reduce anxiety and allowed them to continue the conversation.

d. Contribution of the KKN Environment

The KKN setting, particularly during the Empathy phase of Design Thinking, provided authentic opportunities to interact with foreign tourists and exposure to real-life communication. M4 stated, *"Toraja is a well-known tourist destination and is loved by foreign tourists, so this gave me the opportunity to speak English directly with foreigners."* (M4). Participants noted that the environment, particularly the presence of peer support, positively contributed to their learning and confidence. M6 and M7 expressed, *"Presenting our ideas helped boost my confidence."* (M6). *"Seeing the confident UNISMUH students inspired me to learn more."* (M7).

e. Motivation and Progress in English Practice

After the KKN experience, many participants reported an increase in their motivation to continue learning and practicing English. Factors such as peer support, successful experiences with tourists, and self-reflection contributed to their progress, as explained by M5, M6, M9, *"I wanted to speak even more after interacting with tourists."* (M5).

"The program helped me improve my speaking skills a lot." (M6). *"Seeing my friends speak English made me want to do the same."* (M9).

B. DISCUSSIONS

In this chapter, the findings are examined in light of relevant theoretical frameworks and recent studies. The discussion highlights three central themes: students' self-confidence, English communication skill, and the contribution of the Empathy stage of Design Thinking method to their speaking ability.

1. Relationship Between Self-Confidence and Communication Apprehension

The significant negative correlation found between the Rosenberg Self-Esteem Scale and PRCA-24 suggests that students with lower self-confidence are more likely to experience communication apprehension. This supports earlier research by McCroskey (1977), which noted that high levels of communication apprehension are commonly linked to low self-perception and poor confidence in social situations. In this study, four out of nine participants exhibited low self-confidence and also scored in the moderate category of communication apprehension, reinforcing this theoretical relationship.

This result aligns with Laela et al. (2024) and Zanyar (2023), who stated that self-confidence is vital in influencing English-speaking performance. The consistency of these studies indicates that self-confidence is a dependable indicator of communication comfort. However, as Kamal (2021) highlighted, confidence can vary based on the situation, which clarifies why even individuals with typical self-confidence in this research exhibited moderate degrees of anxiety.

Interestingly, even participants with normal self-confidence still showed moderate levels of communication apprehension, indicating that while self-confidence is a key factor, it is not the sole determinant of anxiety in speaking situations. Contextual factors such as language environment, exposure to foreigners, and perceived judgment, also influence a participant's communicative comfort.

2. Insights from the Interview Data

The qualitative findings enrich the understanding of the statistical results by providing real-life illustrations of how students experience communication in the KKN context. Participants revealed that their self-confidence in speaking English was highly situational and dependent on whom they were speaking with. Several participants reported that their confidence fluctuated based on the perceived fluency of their interlocutors. This aligns with Bandura's theory of self-efficacy, which emphasizes that people's belief in their capabilities is influenced by contextual factors.

These findings align with Mega (2020), who discovered that speaking practices and continuous exposure contribute to enhancing confidence, and with Cleminson & Cowie (2021), who demonstrated that creative methods like Design Thinking can enhance communicative confidence. Likewise, the current interviews emphasize how genuine interaction in the KKN environment allowed students to practice and refine their communication strategies instantaneously.

Participants described various challenges, such as limited vocabulary, difficulty understanding accents, and fear of making grammatical errors. They made efforts to keep their messages simple and clear to avoid misunderstandings, as illustrated by M3's statement: "I asked the tourist to repeat or explained myself using different words." This indicates an attempt to maintain clarity and coherence, two key components of effective communication (Hasan N et al., 2022).

Furthermore, as Hasan N et al. (2022) emphasize, effective communication is not merely about transferring information, but also about influencing behavior and building social connections. Within the KKN setting, participants were not only learning to speak English; they were also learning to connect with people from different cultural backgrounds. For example, M6 mentioned that watching peers confidently present their ideas in English inspired and motivated him to try as well.

Therefore, the interview responses suggest that the students' English communication experiences during KKN were not purely linguistic, but also deeply interpersonal and affective. This supports Hasan et al.'s view that communication is a complex process shaped by emotional and social factors.

3. The Role of the Empathy Stage in the Design Thinking Method

The empathy stage of design thinking, which requires students to understand the needs, behaviors, and experiences of others, offered an authentic context for real-life interaction. During KKN, participants had to interact directly with foreign tourists, prompting them to step out of their comfort zones. This immersion contributed to experiential learning, where participants learned by doing and reflecting, a key concept in Kolb's experiential learning theory.

This finding is consistent with Cleminson and Cowie (2021), who showed that Design Thinking based learning promotes communicative confidence and pleasure. It similarly reflects Dzhubanova (2024), who highlighted that engaging in intercultural interactions enhances both language skills and self-assurance. The present results build on these studies by demonstrating that utilizing the empathy phase in a practical, community involvement program can lead to significant enhancements in students' confidence and communication skills.

Interview responses also revealed how the KKN setting, peer support, and successful communication experiences helped reduce anxiety and gradually build confidence. For example, M6 and M7 mentioned how presenting ideas and observing confident peers enhanced their motivation. These findings highlight the importance of social learning and modeling, as proposed by Bandura (1986), in building communicative confidence.

Moreover, the use of coping strategies such as asking for repetition, using humor, or body language, suggests that students were developing adaptive communication skills. This aligns with the concept of communicative competence, not just as grammatical accuracy but as the ability to manage real-life interactions effectively (Canale & Swain, 1980).

4. Implications for Future Practice

The combination of low to moderate communication apprehension and fluctuating self-confidence indicates the need for structured support systems in similar community-based programs. Incorporating reflection sessions, confidence-building exercises, and pre-engagement language preparation could further enhance the impact of such initiatives.

These implications aligned with Aryal (2024), who claimed that secure learning settings lessen students' anxiety about making errors, and with Tran et al. (2024), who demonstrated that real conversational chances greatly enhance motivation and self-assurance. Thus, incorporating design thinking, particularly its empathy stage, into language education presents a valuable approach to enhance both linguistic and emotional competencies in diverse cultural settings

Additionally, the findings suggest that design thinking can act as a catalyst for both cognitive and affective development**.** The empathy stage, in particular, offers rich opportunities for language practice, emotional growth, and interpersonal skill development**,** which are essential for students operating in multicultural or global contexts.

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BAB V
CONCLUSION AND SUGGESTION

A. CONCLUSION

This study aimed to understand how the empathy stage in the Design Thinking process contributes to enhancing students' self-confidence in English communication during their interactions with foreign tourists in the KKN Thematic program. The findings show that the empathy stage provides students with authentic and meaningful opportunities to engage in real-life communication, which positively influences their confidence and reduces communication apprehension. Quantitative results revealed a significant negative correlation between self-confidence and communication apprehension, indicating that students with higher self-confidence tend to experience less anxiety when speaking English. This finding aligns with Rosenberg's Self-Esteem Theory, which emphasizes that individuals' beliefs in their own abilities can reduce anxiety and improve performance.

Furthermore, the qualitative data highlighted that students' self-confidence is influenced by a combination of internal factors such as language proficiency and prior experience, as well as external factors including the interlocutor's fluency, a supportive peer environment, and effective coping strategies. The empathetic understanding fostered through the Design Thinking process enables students to better connect with foreign tourists, making their communication more effective and boosting their motivation to practice English. This supports the argument by Dzhubanova (2024) that exposure to different cultures enhances language acquisition and cultural competence, which in turn strengthens communication confidence.

Overall, the empathy stage serves as an important catalyst in helping students overcome psychological barriers such as anxiety and fear of making mistakes, allowing them to develop greater self-confidence in using English in cross-cultural settings. By emphasizing human-centered communication and real-world practice, this approach addresses the limitations of traditional language learning methods that focus primarily on grammar and vocabulary, thereby fostering holistic language development.

B. SUGGESTION

Based on the results of this study, the following suggestions are proposed:

1. **For English Teachers:**

   Teachers are encouraged to implement teaching methods that incorporate practical communication experiences, similar to those encountered in the empathy phase of the Design Thinking Method. By focusing on significant interaction and cultural awareness, teachers can assist students in overcoming communication fears and developing better self-confidence in utilizing English.

2. **For Students**

   Students are advised to actively participate in programs or activities that involve authentic English communication, such as interacting with foreign tourists during community service. These experiences can enhance their language skills, reduce anxiety, and foster greater self-belief when using English in real-life situations.

3. **For Future Researchers**

   Future researchers are encouraged to explore the impact of other stages of the Design Thinking model on language learning. In addition, comparative studies across different institutions or cultural settings may provide broader insights into how empathy-based approaches influence communication confidence and intercultural competence.

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GLOSSARY

RSE Scale	Rosenberg Self-Esteem Scale; a widely used 10-item questionnaire designed to assess an individual's overall self-esteem.
PRCA-24 Scale	Personal Report of Communication Apprehension; a 24-item instrument developed by James C. McCroskey to measure individuals' level of communication apprehension in various contexts.
KKN Tematik (Thematic Community Service Program)	A structured community service program for university students in Indonesia, integrating academic knowledge with real-world social or developmental challenges. Thematic KKN focuses on specific themes, in this study, the program incorporated the Design Thinking method, allowing students to apply empathy-based approaches during interactions with local communities and foreign tourists.

UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN

APPENDIX

APPENDIX I QUESTIONNAIRE

A. Rosenberg Self-Esteem (RSE) Scale

This instrument consists of 10 statements concerning the measurement of self-confidence. Please indicate the extent to which each statement applies to you by marking whether you:

Strongly Disagree : 1
Disagree : 2
Agree : 3
Strongly Agree : 4

1. I feel that I am a person of worth, at least on an equal plane with others.
   ○Strongly Agree ○Agree ○Disagree ○Strongly Disagree

2. I feel that I have a number of good qualities.
   ○Strongly Agree ○Agree ○Disagree ○Strongly Disagree

3. All in all, I am inclined to feel that I am a failure.
   ○Strongly Agree ○Agree ○Disagree ○Strongly Disagree

4. I am able to do things as well as most other people.
   ○Strongly Agree ○Agree ○Disagree ○Strongly Disagree

5. I feel I do not have much to be proud of.
   ○Strongly Agree ○Agree ○Disagree ○Strongly Disagree

6. I take a positive attitude toward myself.
   ○Strongly Agree ○Agree ○Disagree ○Strongly Disagree

7. On the whole, I am satisfied with myself.
   ○Strongly Agree ○Agree ○Disagree ○Strongly Disagree

8. I wish I could have more respect for myself.
   ○Strongly Agree ○Agree ○Disagree ○Strongly Disagree

9. I certainly feel useless at times.
   ○Strongly Agree ○Agree ○Disagree ○Strongly Disagree

10. At times I think I am no good at all.
    ○Strongly Agree ○Agree ○Disagree ○Strongly Disagree

Source : Rosenberg, M. (1979). Conceiving the Self. New York: Basic Books.

B. Personal Report of Communication Apprehension (PRCA-24) Scale

This instrument is composed of 24 statements concerning feelings about communicating with others. Please indicate the degree to which each statement applies to you by marking whether you:

Strongly Disagree : 1
Disagree : 2
Neutral : 3
Agree : 4
Strongly Agree : 5

1. I dislike participating in group discussions
   ○Strongly Agree ○Agree ○Neutral ○Disagree ○Strongly Disagree

2. Generally, I am comfortable while participating in group discussions.
   ○Strongly Agree ○Agree ○Neutral ○Disagree ○Strongly Disagree

3. I am tense and nervous while participating in group discussions.
   ○Strongly Agree ○Agree ○Neutral ○Disagree ○Strongly Disagree

4. I like to get involved in group discussions.
   ○Strongly Agree ○Agree ○Neutral ○Disagree ○Strongly Disagree

5. Engaging in a group discussion with new people makes me tense and nervous.
   ○Strongly Agree ○Agree ○Neutral ○Disagree ○Strongly Disagree

6. I am calm and relaxed while participating in group discussions.
   ○Strongly Agree ○Agree ○Neutral ○Disagree ○Strongly Disagree

7. Generally, I am nervous when I have to participate in a group discussion/meeting.
   ○Strongly Agree ○Agree ○Neutral ○Disagree ○Strongly Disagree

8. Usually I am calm and relaxed while participating in group discussion/meeting.
   ○Strongly Agree ○Agree ○Neutral ○Disagree ○Strongly Disagree

9. I am very calm and relaxed when I am called upon to express an opinion at group discussion/meeting.
   ○Strongly Agree ○Agree ○Neutral ○Disagree ○Strongly Disagree

10. I am afraid to express myself at group discussion/meeting.
    ○Strongly Agree ○Agree ○Neutral ○Disagree ○Strongly Disagree

11. Communicating at meetings usually makes me uncomfortable.
    ○Strongly Agree ○Agree ○Neutral ○Disagree ○Strongly Disagree

12. I am very relaxed when answering questions at a group discussion/meeting.
    ○Strongly Agree ○Agree ○Neutral ○Disagree ○Strongly Disagree

13. While participating in a conversation with a new acquaintance, I feel very nervous.
    ○Strongly Agree ○Agree ○Neutral ○Disagree ○Strongly Disagree
14. I have no fear of speaking up in conversations.
    ○Strongly Agree ○Agree ○Neutral ○Disagree ○Strongly Disagree

15. Ordinarily I am very tense and nervous in conversations.
    ○Strongly Agree ○Agree ○Neutral ○Disagree ○Strongly Disagree

16. Ordinarily I am very calm and relaxed in conversations.
    ○Strongly Agree ○Agree ○Neutral ○Disagree ○Strongly Disagree

17. While conversing with a new acquaintance, I feel very relaxed.
    ○Strongly Agree ○Agree ○Neutral ○Disagree ○Strongly Disagree

18. I'm afraid to speak up in conversations.
    ○Strongly Agree ○Agree ○Neutral ○Disagree ○Strongly Disagree

19. I have no fear of giving a speech.
    ○Strongly Agree ○Agree ○Neutral ○Disagree ○Strongly Disagree

20. Certain parts of my body feel very tense and rigid while giving a speech.
    ○Strongly Agree ○Agree ○Neutral ○Disagree ○Strongly Disagree

21. I feel relaxed while giving a speech.
    ○Strongly Agree ○Agree ○Neutral ○Disagree ○Strongly Disagree

22. My thoughts become confused and jumbled when I am giving a speech.
    ○Strongly Agree ○Agree ○Neutral ○Disagree ○Strongly Disagree

23. I face the prospect of giving a speech with confidence.
    ○Strongly Agree ○Agree ○Neutral ○Disagree ○Strongly Disagree

24. While giving a speech, I get so nervous I forget facts I really know.
    ○Strongly Agree ○Agree ○Neutral ○Disagree ○Strongly Disagree

Source : McCroskey, J. C. (2005). An introduction to rhetorical communication (9th ed). Englewood Cliffs, NJ: Prentice Hall

APPENDIX II INTERVIEW GUIDANCE

Research Title : *The Potential Development: Students' Self Confidence in English Communication at the Empathy Stage of the Design Thinking Method*

Interviewer : Nasywa Nathania

Respondent Information

Name :

Campus :

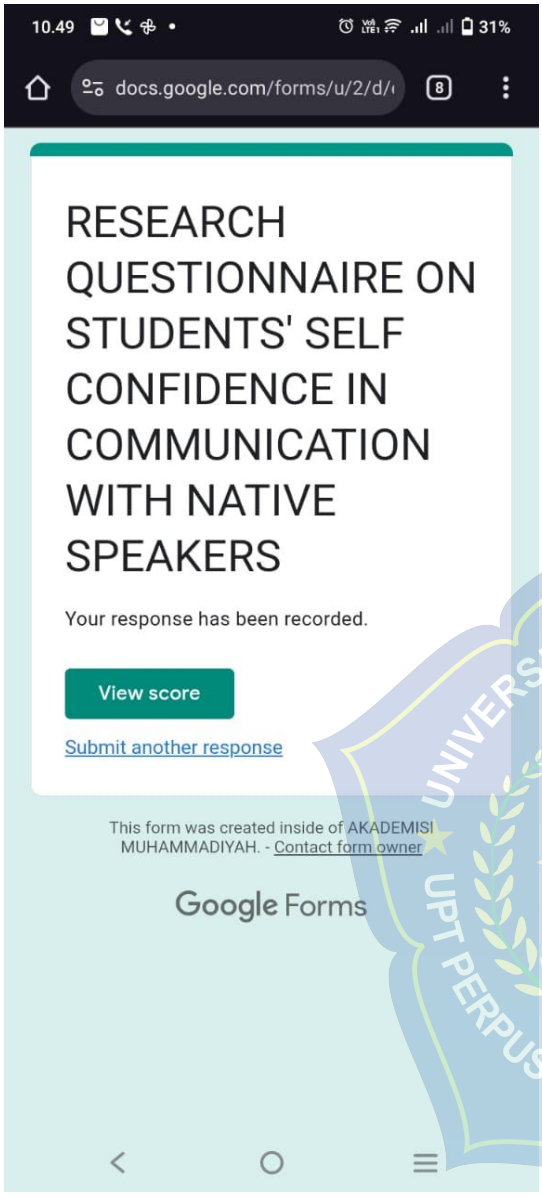
Grade :

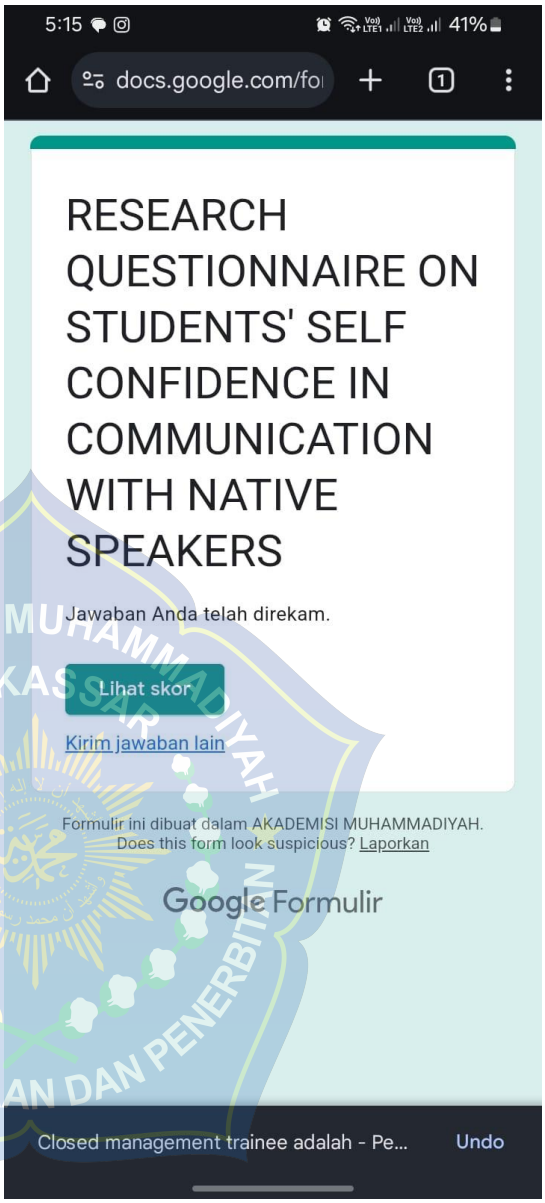
Main Questions

1. Could you describe your initial feelings when you were asked to interact with foreign tourists in Toraja as part of the empathy stage during the design thinking process?
2. How did the empathy activities (such as observing, interviewing, or shadowing tourists) affect your comfort and confidence in using English?
3. What challenges did you face while gathering data or understanding tourists' needs, and how did you address them?
4. Were there any moments during the empathy stage that made you realize a boost in your self-confidence in speaking English?
5. How did applying the empathy stage in real situations contribute to your communication skills, especially for future educational or professional contexts?
6. After going through this design thinking experience, do you feel more prepared and confident for other communication tasks, such as public speaking or group presentations?
7. In your opinion, what are the main benefits of the empathy stage for students in the education field who want to improve their English-speaking and communication skills?
8. What advice would you give fellow students about overcoming nervousness or lack of confidence when interacting with foreigners in real contexts?
9. Looking back, what have you learned from applying the empathy stage of design thinking that has the biggest impact on your personal or professional growth?

(Adapted from Rotjanawongchai, 2024)

APPENDIX III PROOF OF QUESTIONNAIRE COMPLETION





UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN

APPENDIX IV SURAT KETERANGAN BEBAS PLAGIASI

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN
Alamat kantor: Jl.Sultan Alauddin N0.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Nasywa Nathania

Nim : 105351105521

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	1%	10 %
2	Bab 2	2%	25 %
3	Bab 3	6%	10 %
4	Bab 4	3%	10 %
5	Bab 5	4%	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 26 Agustus 2025
Mengetahui,

Kepala UPT- Perpustakaan dan Pernerbitan,

Nursinah, S.Hum, M.I.P
NBM. 964 591

Jl. Sultan Alauddin no 259 makassar 90222
Telepon (0411)866972,881 593,fax (0411)865 588
Website: www.library.unismuh.ac.id
E-mail : perpustakaan@unismuh.ac.id

APPENDIX V SURAT PENGANTAR PENELITIAN

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0411-860837/860132 (Fax)
Email : fkip@unismuh.ac.id
Web : https://fkip.unismuh.ac.id

بسم الله الرحمن الرحيم

Nomor : 0549 /FKIP/A.4-II/VIII/1447/2025
Lamp : 1 Rangkap Proposal
Perihal : **Pengantar Penelitian**

Kepada Yang Terhormat
Ketua LP3M Unismuh Makassar
Di,
Tempat

Assalamu Alaikum Warahmatullahi Wabarakatuh
Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan dengan sebenarnya bahwa benar mahasiswa tersebut di bawah ini:

Nama	:	**Nasywa Nathania**
NIM	:	105351105521
Prodi	:	**Pendidikan Bahasa Inggris**
Alamat	:	Jl. Dg Ramang
No. HP	:	082188408337
Tgl Ujian Proposal	:	**4 Agustus 2025**

akan mengadakan penelitian dan atau pengambilan data dalam rangka tahapan proses penyelesaian **Tugas Akhir Kuliah (Skripsi)** dengan judul : "**The Potential Development: Student's Self-Confidence in English Communication at The Empathy Stage of Design Thinking Method**"

Demikian **Surat Pengantar** ini kami sampaikan kepada Bapak/Ibu, atas perhatian dan kerjasamanya ucapkan terima kasih
Jazaakumullahu Khaeran Katsiraan.
Wassalamu Alaikum Warahmatullahi Wabarakatuh.

28 Shafar 1447 H
Makassar ----------
22 Agustus 2025

Dekan
FKIP Unismuh Makassar,

Dr. H. Baharullah, M.Pd.
NBM. 779 170

APPENDIX VI SURAT PERMOHONAN IZIN PENELITIAN

UNIVERSITAS MUHAMMADIYAH MAKASSAR
LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT
Jl. Sultan Alauddin No. 259 Telp. 866972 Fax. (0411) 865588 Makassar 90221 *e-mail:* lp3m@unismuh.ac.id

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

Nomor : 359/LP3M/05/C.4-VIII/VIII/1447/2025
Lampiran : 1 (satu) rangkap proposal
Hal : Permohonan Izin Pelaksanaan Penelitian

Kepada Yth:
Bapak Kepala FKIP
Universitas Muhammadiyah Makassar
di-
Makassar

Assalamu Alaikum Wr. Wb
Berdasarkan surat:Dekan Fakultas Keguruan Dan Ilmu Pendidikan, nomor: 0549 tanggal: 24 Agustus 2025, menerangkan bahwa mahasiswa dengan data sebagai berikut.

Nama : NASYWA NATHANIA
Nim : 105351105521
Fakultas : Keguruan Dan Ilmu Pendidikan
Prodi : Pendidikan Bahasa Inggris

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan laporan tugas akhir Skripsi dengan judul: :
"THE POTENTIAL DEVELOPMENT: STUDENTS' SELF CONFIDENCE IN ENGLISH COMMUNICATION AT THE EMPATHY STAGE OF THE DESIGN THINKING METHOD"
Yang akan dilaksanakan dari tanggal 28 Agustus 2025 s/d 28 Oktober 2025.
Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan jazakumullahu khaeran katziraa.
Billahi Fii Sabilil Haq, Fastabiqul Khaerat.
Wassalamu Alaikum Wr. Wb.

Makassar 1 Rabiul Awwal 1447 / 25 Agustus 2025

Ketua LP3M Unismuh Makassar,

Dr. Muh. Arief Muhsin, M.Pd.
NBM. 112 7761

APPENDIX VII KARTU KONTROL PENELITIAN

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp. (0411) 1782101 (Secretary)
Email : prodibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بسم الله الرحمن الرحيم

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : **Nasywa Nathania**
NIM : **105351105521**
Judul Penelitian : **The Potential Development: Students' Self Confidence In English Communication At The Empathy Stage Of The Design Thinking Method**
Tanggal Ujian Proposal : **4 Agustus 2025**
Tempat/Lokasi Penelitian : **Universitas Muhammadiyah Makassar**

No	Hari/tanggal	Kegiatan Penelitian	Nama Responden	Paraf Responden
1	8/8/2025	Pemberian Kuisioner dan Wawancara	Alivia	
2	8/8/2025	Pemberian Kuisioner dan Wawancara	Ain	
3	8/8/2025	Pemberian Kuisioner dan Wawancara	Wahyu Nurul	
4	9/8/2025	Pengisian Kuisioner dan Wawancara	Mutmainnah	

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

بسم الله الرحمن الرحيم

5	9/8/2025	Pengisian Kuisioner & Wawancara	Ifah	
6	11/8/2025	Pengisian Kuisioner & Wawancara	A. Zikrillah	
7	11/8/2025	Pengisian Kuisioner & Wawancara	Feby	
8	11/8/2025	Pengisian Kuisioner & Wawancara	Diana	
9	11/8/2025	Pengisian Kuisioner & Wawancara	Nic	
10				

Makassar, Agustus 2025

Mengetahui,

Ketua Program Studi Pendidikan Bahasa Inggris,
FKIP Unismuh Makassar

Dr. Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

Kepala SLB-A YAPTI Makassar

Subu B, S.Pd.
NIP. 19660731 200012 1 001

PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS TERAKREDITASI UNGGUL LEMBAGA AKREDITASI MANDIRI LAMDIK
RESEARCH GROUP
RESEARCH ACADEMY
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APPENDIX VIII LETTER OF ACCEPTANCE (LOA)

APSPBI International Conference and Annual Business Meeting 2025
"Transforming English Language Education: Innovation, Inclusion, and Impact"
Bali, Indonesia
September 26th-27th, 2025

LETTER OF ACCEPTANCE (LoA)

Number: 078/LoA/ICON−ABM/APSPBI/VIII/2025
Date: August 21, 2025
Full Paper ID: IDF78#

Dear **Nasywa Nathania,** Ummi Khaerati Syam[(2)], Ismail Sangkala[(3)]

On behalf of the International Conference and Annual Business Meeting 2025 Organizing Committee, we are delighted to inform you that your submission, **The Potential Development: Students' Self Confidence in English Communication at the Emphaty Stage of the Design Thinking Method** has been officially **accepted** for presentation at our conference. Congratulations!

Your work was selected from numerous submissions and has been recognized by our reviewers for its high quality and relevance to the conference theme or topics. We invite you to prepare your presentation and join us at the conference.

Conference Details:

Date: September 26-27, 2025
Venue: Hotel Swiss-Belresort Watu Jimbar Sanur, Bali, Indonesia

To confirm your attendance and secure your spot, please complete your payment by the deadline of **August 25, 2025**. You can find all payment details here: https://apspbi.or.id/conference2025/#registrationConference or contact our treasurer: +62 823 4343 2060 (Ariana)

We are excited about your contribution and believe that your presentation will be a valuable addition to the conference program. We look forward to seeing you at the International Conference and Annual Business Meeting 2025!

Sincerely,

Prof. Abdullayeva Lola Tohirovna, Ph.D
(Editor in Chief)

The International Conference and Annual Business Meeting 2025
ICON-ABM 2025
APSPBI/ELESPA

CURRICULUM OF VITAE

Nasywa Nathania was born on August 17, 2003, in Sorong City. She is the third child of Mr. Wahyudin and Mrs. Rasnawati. She began her formal education at SD Aisyiyah Muhammadiyah 3 in Makassar and graduated in 2015. Then, she continued her education at SMP UNISMUH Makassar and completed her junior high school education in 2018. After that, she continued her senior high school education at MAN 3 Makassar and graduated in 2021. In the same year, she was accepted as a student in the English Language Education Study Program at the Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. During her time at university, she actively participated in the English Department Student Association (EDSA) and various international collaboration programs. Thanks to the grace of God and the continuous prayers and support of her family, the researcher was able to complete her studies at Muhammadiyah University of Makassar. She successfully completed her undergraduate thesis entitled "**The Potential Development: Students' Self-Confidence in English Communication at the Empathy Stage of the Design Thinking Method**"

UNIVERSITAS MUHAMMADIYAH MAKASSAR
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