

Abstract

The purpose of this study is; 1) To diagnosis the current level of confidence in English communication, 2) To design the appropriate IDI activities to improve students' confidence, and 3) To compare the difference between Pre-IDI and Post-IDI on the Confidence level, Personality and Language Performance of the students. This is derived from a convenient sampling procedure. The research instruments comprised of confidence in communication skills were; t-test result, p- value comparing, and Two- sample t-Test. The results of the profile analysis showed that: the outcome of the confidence level between the pre-IDI, based on the two main indicators of personality performance and language performance in English communication found that the influence of designing IDI activities used to improve students' confidence better. The students had improved English communication skills and improved confidence in English communication, higher than before using IDI activity. Therefore; there was a significant in confidence in English communications based on side of personality and language performance at the level of 0.000* ($p \leq .01$), and the post IDI intervention designed, assertive to improvement a confident for approaching the instructional development interventions had changed students' ability tends to higher level in achievement language learning.

Key words: Confidence improving, Instructional development intervention (IDI), English communication skills, Personality's confidence, Language performance's confidence, Experiential learning, Learning styles, English activities.