

THE POSSIBLE WAYS TO EMPOWERING EFL STUDENTS' SELF-CONFIDENCE IN SPEAKING CONTEXT

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ABSTRACT

Speaking become one of the important skill among other skills in English learning. Speaking must be accompanied by good self-confidence, because it is important to convey the idea orally. However, EFL students feel not confident in English speaking. This study aim to find the ways to increase self-confidence in speaking context for EFL learners. In collecting data, researcher used literature study (Library Research) where library research is the activity of collecting materials related to scientific journals over past 5 years that are worthy of being used as sources for this research. After finish data collection from the journals, researcher analyzing qualitatively. The results of this study hopefully provide insights about how to increase EFL learners' self-confidence in speaking context.

Keywords: English, Self-Confidence, Speaking.

ABSTRAK

Berbicara menjadi salah satu kemampuan yang penting diantara kemampuan-kemampuan yang lain dalam belajar Bahasa Inggris. Kemampuan berbicara harus disertai dengan kepercayaan diri yang baik, karena hal itu sangat penting dalam menyampaikan ide secara lisan. Namun, siswa merasa tidak percaya diri dalam berbicara Bahasa Inggris. Penelitian ini bertujuan untuk mengetahui cara untuk meningkatkan kepercayaan diri dalam konteks berbicara untuk pelajar Bahasa Inggris sebagai bahasa asing. Dalam pengumpulan data, peneliti menggunakan studi kepustakaan (Library Research) dimana penelitian kepustakaan adalah kegiatan mengumpulkan bahan-bahan yang berhubungan dengan jurnal ilmiah selama 5 tahun terakhir yang layak dijadikan sumber penelitian ini. Setelah selesai mengumpulkan data dari jurnal, peneliti menganalisis secara kualitatif. Hasil penelitian ini diharapkan dapat memberikan wawasan tentang bagaimana

meningkatkan kepercayaan diri peserta didik Bahasa Inggris sebagai bahasa asing dalam konteks berbicara.

Kata Kunci: Bahasa Inggris, Berbicara, Kepercayaan Diri.

INTRODUCTION

Speaking is one of skills that should mastery in English learning for EFL students. According to Nadiyah (2019) the advantage of self-confidence is an ability to convey message easily. One of the problems faced by EFL students in speaking English is the lack of confidence. Speaking English must be accompanied by good self-confidence, because it is very difficult for some students to convey their idea orally in English. Even, the students imagine that speaking skill is difficult from other skills. The ability of EFL learners to express a sound or words in spoken language with the aim to state something or to convey the ideas and feelings can be said as the skill that is needed to speak. As for the objectives are to encourage interest and habits in argumentation, improve thinking skills, and have good rhetoric (Namaziandost, Saray & Esfahani, 2018).

As highlighted above, speaking skill could be very beneficial in communication. However, the fact shows that during studying English, a few students lack confidence to say sentences in a spoken way, and most of them suppose that speaking skill is more difficult than different skills. According to Dincer (2017) speaking skill is considered as one of difficult skills among the different 4 skills (writing, speaking, listening, and reading). This increases a special concern for a few researchers and ways to make students get more interested in and improve their speaking are often suggested.

Maulidya and Maulina (2021) state self-confidence and speaking have a significant correlation. Most students can't speak English because they do not have self-confidence in their speaking skill. They are afraid to make mistakes while speaking. As a result, their speaking skill does not have significant progress in the teaching and learning process. Because speaking skill is very important to communication with other students.

In order to master the speaking skills, EFL learners needs a great self-confidence. An individual's evaluation or appraisal to indicate the thoughts of approval, disapproval, like, and dislike is the definition of self-confidence. According to Indrawati (2018), self-confidence is a belief where a person can successfully achieve something or the trust, judgment, ability, strength,

and decisions in themselves. By having a great amount self-confidence, the speaking skill will improved gradually.

In her research found that students faced problems in speaking English related to pronunciation, fluency, grammar, and vocabulary (Meinawati et al., 2020). Previous study have discussed about various problems in speaking English. However, in this study the researcher want to find out what caused the students' confidence in speaking English to decrease. Is it all caused by environmental factors, the situation in the classroom, the way to pronounce words and so on.

Hopefully the results of this research can be useful for students to be more confident in speaking and really help them in the future to improve their speaking level. Hopefully also this research can help teachers in motivating their students to have good confidence in speaking English.

RESEARCH METHOD

The research is library research. The researcher wants to find the ways to increase student's self-confidence in speaking English from other researchers through scientific journals over the past 5 years. After finishing the data collection procedures from the various sources, the data will be analyzing qualitatively. The library research used as a method to make the researcher easier to collecting data without goes to the fields. There are several steps to collecting the data those are, find the sources, read the sources, classify the supporting point and analyzing the data based on the purpose of the research.

FINDINGS

According the research conducted by Nety, Asti, & Nurhaeni (2020), they done the observation class first to see the students activity during in school. It was related with the cause student's lack of self-confidence in speaking English. After that the researchers doing the interview to some students to find the cause student's lack of self-confidence. There are several factors that cause student's lack of self-confidence in speaking English,

1. Anxiety

The researchers found that the students feel anxious when they speak English. Based on interview that have been done, it is clear that student feel anxious when they speak English because the student did not mastery the material and vocabulary well.

2. Afraid of Making Mistakes

Students afraid to making mistakes when they speak English in front of class because they worried if their friend will laugh and receive the negative feedback if they do mistakes in speaking English.

3. Shyness

During the interview, the researchers found that all students as participants feel shy when they speak English. That's happened from beginning class until the end of the class.

4. Lack of Vocabulary

This phenomenon founded in some students during the interview. Actually the students want to say what they to say in English, but lack of vocabulary makes students not want to express it. The students explained it is the big obstacle, so they choose to be quiet.

5. Forming Group

According the participant, forming group can help students to speak English to share their idea. The students also can work hand in hand with other student that have lower skill.

Based on data analysis from finding above then it comes to the discussion. The discussion derived from the problem statement of the factors which cause the students' lack of self confidence in speaking English and strategies could be taken to overcome students' lack of self confidence in speaking English.

Teacher strategies is also important to improve students' self-confidence in speaking English. According the research conducted by Lavani and Listyani (2018) about Teachers' Strategies to Improve Students' Self-Confidence in Speaking. The researchers interviewed several English teacher to find their strategies to improve students' self confidence in speaking English. There were four strategies that the teachers used to improve students' self-confidence in speaking,

1. Role Play

Role play is very helpful to improve students in their speaking skill. From four teachers who have been interviewed, only one teacher use this strategies. Because role play need more time to preparation and special properties should be provided.

2. Small Group Discussion

Based on participant's explanation, small group discussion activity helped the students to enhance their speaking skill, because in this activity they had to speak their ideas or share opinions with

their friends in a small group. This activity also give some advantages. The teacher helped them in giving correction on the pronunciation, and this strategy could also create a conversation between active and passive students.

3. Storytelling

Based on interview that have been done between researchers and teacher, the use of storytelling in speaking class activity is evidently useful to improve students' self confidence in speaking. Usually some students are shy, but in storytelling, they can talk about folktales, short stories, or their own experience. It means that this strategy is quite successful in helping the teacher in speaking class.

4. Songs

Songs are a tool that the teacher used to encourage students who were not confident in speaking. This activity is pretty fun for the students, because they can choose their favorite English songs and also it helps them in pronunciation.

Through game students also can increase motivation and self-confidence in speaking English. The game is Mingling games. According Fransiskus (2020), mingling games is an activity in which students move around and talk to each other to get some information needed. The game procedures are as follows: firstly, the students are taught the expression of asking someone's address, hobby, favorite food dan color. Secondly, the students are given a task consisting of five questions as written in the lesson plan. Thirdly, they have to fill the information in the task by moving around and asking the other students. Finally, after finding the information by mingling around, the students have to present the result of mingling in front of the class confidently.

Mingling game already implement by Fransiskus in his research the title Improving Students' Motivation and Self-confidence in Speaking Using Mingling Games. And the result is that mingling games successfully improved students' motivation and self-confidence in speaking English. The improvements in students' motivation and self-confidence in speaking by using Mingling games were described as follows:

a. The students' intrinsic motivations related to attitude improved very well. The students loved the English subject. They liked listening to people speaking English. Students felt confident and happy speaking English with other students. The students also thought that learning English could inspire them.

- b. The students' intrinsic motivations related to desire improved very well. The students were motivated to spare their time and energy to improve their English ability. They believed that English supports their career in the future. The only contrast thing was that the students prefer watching Indonesian to English television program.
- c. The students' intrinsic motivations related to effort improved very well. The students were motivated to do their best in practicing English and asking the teacher when they had difficulty in learning English. The students also stated that making the mistake might not let them down in learning English.
- d. The students' self-confidence improved very well by using Mingling games. The students had the initiative to come forward without any pressure from the teacher. They dared to speak and perform the presentation in front of the classroom calmly.

Retelling is an activity to deliver the story by own language. Retelling technique can also increase the sel-confidence. This technique have been done by Titin and Hartono (2019). The result is the self-confidence have improved. It can be show from the questionnaire on pre-action, cycle I, and cycle II that have been done by Titin and Hartono. In general, the result of using retelling technique are presented in the following table:

TABLE II. RESULT OF STUDENTS' SELF-CONFIDENCE QUESTIONNAIRES IN PRE-ACTION, CYCLE I, AND CYCLE II

NO.	Aspect	NUMBER OF STUDENTS			Notes
		Pre action	cycle I	cycle II	
1.	Score 91 – 100	0	2	3	
2.	score 83 – 90	4	7	8	
3.	score 75 – 89	14	16	18	
4.	score < 75	19	12	8	
5.	Number of students who achieved a score of 75 (≥ 75)	18	25	29	
6.	Percentage of mastery	48,6%	67,6%	78,4%	

Based on Table 2 above shows that there is an increase of confident students self-confidence from pre-action to cycle I of 18,9% and improvement of student confident character from cycle I to cycle II that is equal to 10,8%.

According Markus and Arnovan (2019), describing people one of the topic in English teaching and learning that study about how to explain out people with their characteristic, like face, hair, skin and etc. This technique has used by Markus and Arnovan to improve students' self-confidence in speaking skill by the second grade of Vocational High School level. To collecting the data, the researcher made two questionnaires. The comparison between classification of frequency and percentage of questionnaire one (Q1) and questionnaire two (Q2) can be shown in the following table :

No.	Category	Score	Questionnaire one (Q1)		Questionnaire two (Q2)	
			F	%	f	%
1	High	88 – 100	1	4	7	28
2	Medium	75 – 87	4	16	11	44
3	Precisely	63 – 74	14	56	5	20
4	Less	50 – 62	5	20	2	8
5	Low	38 – 49	1	4	-	-
6	Very Low	25 – 37	-	-	-	-
Total			67.88		79.76	

In this research, the researcher got the result of the data in finding shown that mean score in questionnaire one (Q1) is 67.88. This means that the self-confidence level in Vocational High School level is classified into precisely category of self-confidence. Then, the researchers used some step in doing treatment, they are : a) explain about describing people, b) teaching how to describe their classmate, c) the researchers command students to describe one of their classmate in front of class (characteristics and physical appearance).

DISCUSSIONS

After doing treatment and gave questionnaire two (Q2), the researchers got the result of the data in finding shown that the mean score in questionnaire two (Q2) is 79.76. This means that the student score in Vocational High School level students in used describing people to improve their self-confidence in speaking skill is classified into medium self-confidence level. It means that the students shown raising of the self-confidence level from precisely into medium after learning using describing people.

CONCLUSION

Self-confidence to be problem in speaking context for EFL students in speaking context. Students must have good confident to convey their idea orally. The purpose from this library research is to find the possible ways to increase EFL students' self-confidence in speaking context. From the explanations above it can be concluded, there are some ways to increase EFL student's self-confidence in speaking context from several scientific journal over past 5 years. Hopefully this study can helpful for EFL student's to increase their confidence in speaking context.

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