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INVESTIGATING ON STUDENTS' SELF CONFIDENCE IN SPEAKING SKILLS OF EFL LEARNERS

Abstract

This study aims to analyze the self-confidence of speaking English Language Education students at Muhammadiyah Prof. Dr. Hamka. This study uses Quantitative to determine the level and factors of students' self-confidence. The instrument used for data collection is closed questionnaires by the Sugiyono method. The results of this study found that the level of self-confidence in speaking skills is high, and the factors of self-confidence are Optimistic attitude and Potential and adequate abilities.

Keywords: Self Confidence, Speaking Skills, Questionnaire .

Abstrak

Penelitian ini bertujuan untuk menganalisis kepercayaan diri dalam berbicara bahasa Inggris mahasiswa Pendidikan Bahasa Inggris di Universitas Muhammadiyah Prof. Dr. Hamka. Penelitian ini menggunakan kuantitatif untuk mengetahui tingkat dan faktor-faktor kepercayaan diri mahasiswa. Instrumen yang digunakan untuk pengumpulan data adalah kuesioner tertutup dengan metode Sugiyono. Hasil penelitian ini menemukan bahwa tingkat kepercayaan diri dalam keterampilan berbicara mahasiswa adalah tinggi, dan faktor-faktor kepercayaan diri adalah sikap Optimis dan Potensi dan kemampuan yang memadai.

Kata Kunci: Keterampilan. Berbicara, Kepercayaan Diri, Kuisisioner

INTRODUCTION

Despite the fact that self-confidence is crucial in virtually every aspect of life, many individuals struggle to develop it. Such accomplishments will be difficult to attain for individuals who lack self-confidence. Many individuals rarely give much thought to speaking because they do it constantly. The average individual composes tens of thousands of words daily. The act of speaking becomes so routine and indispensable that individuals tend to overlook the difficulty of mastering it until they are compelled to do so once more in a foreign language.

Speaking is verbal communication that a person uses with another person to say something. Speaking skills are one of the most important things because they can help you interact with other (Aras, 2019). Moreover according to Billasari (2020) speaking is a process of conveying messages from someone to interact with others. This is the foundation of human interaction—the exchange of commonplace information. Verbal communication through speaking is required to exchange ideas and information. Speaking is the most important part of the language. Students need to learn how to speak clearly, and teachers need to know how to do that well (Al-Sobhi & Preece, 2018). Therefore, self-assurance is essentially one of the prerequisites for an individual to effectively communicate with others in order to express an idea or viewpoint. This is in line with the opinion Kinasih & Olivia (2022)

Students of English as a Foreign Language (EFL) who are sure of their skills can get past their fears and bad thoughts and become fluent in English. They have faith that they can reach their targets and make their dreams come true. As a result, one thing that helps students do better at learning tasks is their confidence in themselves (Akbari & Sahibzada, 2020). Those

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who are confident in themselves can accomplish their objectives. Numerous individuals today lack confidence in themselves. Although students experience self-doubt during presentations, they are also apprehensive about speaking in front of their fellow classmates. The reasons cited in the initial statements are insufficient physical activity, inadequate subject mastery, vocabulary loss, and public speaking anxiety. Considering the importance of self-assurance when speaking in public, this is a significant vulnerability (Lauster, 2002). It has been stated that an attitude of self-confidence is characterized by optimism, effective interpersonal communication and social skills, adequate and potential abilities, the capacity to maintain composure and react positively in a variety of situations, and a positive self-perception and outlook on others.

Speaking is a difficult language skill because it requires locating concepts or data in order to organize them effectively. Also, in addition, according to Kayi-Aydar (2011), through the use of spoken and unspoken signals in a variety of contexts, speaking entails the creation and exchange of meaning. Verbal communication encompasses both written and spoken forms of interaction. Simultaneously, nonverbal communication encompasses modes of communication that are not dependent on verbal expressions while also incorporating language style, expressions, gestures, and intonation. Speakers engage in communication with others through the medium of speech, which must be distinguished from nonverbal and verbal forms of interaction. The ability to speak has always been considered the most important part of learning a language. English students think this is the most important part of learning a language. Every student wants to speak easily, even when certain things happen (Shofi, 2020). According to Saed et al. (2021), speaking is an essential oral exercise that necessitates complete word comprehension, given that the target language is foreign. The development of students' vocabulary through reading and listening exercises is closely related to their speaking abilities.

Possessing advantageous proficiency, such as proficient speaking abilities, improves students' communication. Speaking is the most effective method to convey your message. (Paranduk et al., 2021) This ability to speak will help a person express interesting ideas verbally. Some of the above ideas about speaking from pros can be seen and learned by students to inspire them to get better at speaking English.

Based on the background, the researcher is very interested in conducting research on the self-confidence in speaking skills of English Language Education students at Muhammadiyah Prof. Dr. Hamka. The researcher identified the students' problems, such as: First, students appear lacking in confidence and feel embarrassed when the lecturer asks them to speak English in front of the class. Second, students do not feel confident in asking or expressing opinions. Third, students do not have self-confidence when asked to do so in front of the class, and lastly, there are still students who do not have a positive attitude towards them.

METHOD

This study was undertaken as a service to research in order to address research issues. The participants in this study comprise the third-semester students enrolled in the English Education Department at FKIP UHAMKA. The method used for getting the data is a questionnaire. The provision or transmission of a survey instrument to the participant along with the expectation that they will complete it constitutes questionnaire-based data collection. According to Sugiyono & Kuantitatif (2009), a questionnaire can be classified into two categories: closed-form and open-form. When someone is asked a question, an open-form questionnaire asks them to write down a detailed answer. A closed-form poll, on the other hand, will help people answer quickly because the researcher gives them more than one answer choice.

The following actions taken by researchers during data analysis is finding out the percentage of each statement. For doing so, the writer used the following formula:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Percentage

F = Frequency

N = The total number of students

After getting the data questionnaire the research analyzed it by using the formula as follow:

$$\frac{TxPn}{Y} \times 100\%$$

Where:

T = Total number of respondents who choose

Pn = Choice of Likert score numbers

Y = Likert's highest score c number of respondents

RESULT AND DISCUSSION

a. Level of Self-Confidence

In this study, the researcher calculated the mean value of the level of self-confidence based on the questionnaire reviewed by the researcher, which was divided into five categories: optimistic attitude, ability to socialize, potential and sufficient, positive attitude, and positive attitude about himself. The following table shows the mean value of each category:

Table 1. Mean of Self-confidence Level

Indicator of Self Confidence	Number of Students	Total Score	Mean
Optimistic attitude	30	557	111.40
Ability to socialize and Communicate	30	103	103.00
Potential and sufficient Abilities adequate	30	283	94.33
Positively attitude and be calm in self confidence	30	283	94.33
Positively about themselves and others	30	96	96.00

From the table above, the largest average level is an optimistic attitude, which has a score of 111.40; potential and adequacy are 109.00; the ability to socialize is 103.00; positive towards oneself is 96.00; positive attitude is 94.33; based on the table above, the indicators of self-confidence in the optimistic attitude point are the most found or have the highest average. Thus, the form of self-confidence indicator most experienced by English education students is an optimistic attitude.

The type of indicator most commonly found is an optimistic attitude, which means that students are more confident in their own abilities, have a positive view of the individual, and are able to do what they want to do well. Students can be positive about their future with this ability.

Next is being positive about themselves and others, which has an average value of 96.00, where most of them think very positively and do not judge others easily. They have positive thoughts, and usually, people who are new to learning are afraid of other people's judgments. Next are potential and sufficient abilities, adequate and positive attitude, and calm self-confidence, where these two indicators have the same results of 94.33. It could be that most students have a good attitude toward both and are used to learning quickly so that they can control themselves in front of many people, which is called adaptability.

b. Factor of Self Confidence

Table 2. Factor of Self-confidence

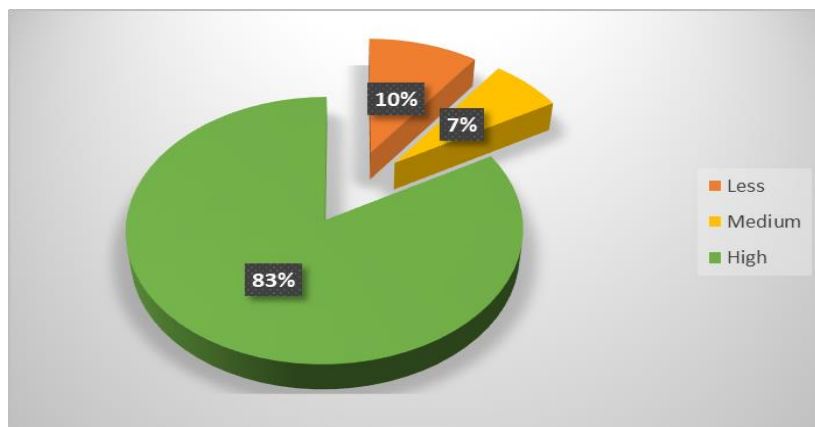
FACTOR OF SELF CONFIDENCE	TOTAL	COLOUMN PERCENT
Optimistic attitude	557	35%
Ability to socialize and communicate	103	6%
Potential and sufficient Abilities adequate	552	35%
Positively attitude and be calm in self confidence	283	18%
Positively about themselves and others	96	6%
		100%

Based on the table above, most of them have a high and moderate sense of optimism, and their potential is 35%. An optimistic attitude is a belief in one's own abilities that has a positive view that individuals are able to do what they want to do well. With this ability, students can have a positive view of their future. Next, with the same percentage, is having sufficient potential and ability. This means that people who are confident usually have good potential or ability and stand out from others. Having more abilities will make someone feel valuable, so it will boost self-confidence to become the highest factor among others.

The next factor is a positive attitude at 18%, which means that a confident person believes they can do something in the face of difficulties. Being positive means having a calm attitude to deal with something calmly. Not easily panicked, not anxious, and not rash in making decisions in action,

The lowest factors of their self-confidence are sociability and positive attitude, at 6%. According to (Sunarto & Hartono, 2008), socialization is essentially a process of adjusting to the social environment and how to live in a group, both in small groups and in the larger community. A person can make friends and play well. Communicating means being able to make verbal and non-verbal contact. Being able to communicate with others also means being able to see yourself and others in a positive light. Self-confidence means feeling valuable and good. Being able to assess oneself means being able to assess one's strengths and weaknesses and being aware that everyone must have strengths and weaknesses so that one does not underestimate oneself or others.

The results of the study found that the students' self confidence level in speaking skills can be seen from the following pie chart:



Picture 1. Pie Chart of the Students Self Confidence in Speaking

The result of the research found that students' speaking skills were categorized as high (83%). One of the most dominant factors of self-confidence among these students is an optimistic attitude. Based on the results of research from 30 students, the average score of optimistic attitude is the highest, reaching 557; it can be said that most students in the third semester have an optimistic attitude, which is considered a form of believing in one's own abilities that has a positive view of individuals able to do what they want well. Therefore, it can be said that the teaching-learning process in terms of self-confidence was high. It was proved by looking at the category of the student's self-confidence score, which is high, medium, or low. This finding is in line with one previous finding regarding self-confidence in speaking. The result of (Songsiri, 2007) findings are that students' confidence in speaking English can be categorized as lacking, whereas some of them lack confidence in their English speaking skills.

The main factor that has the highest percentage value is a sense of optimism (35%), where students are more confident in their own abilities and have a positive view of individuals able to do what they want well. With this ability, students can see their future positively. Then there is a high potential and sufficient of 35% where people who have a confident nature have many abilities to produce someone, so they feel valuable and find self-confidence. The next factor is the positive attitude of 18%, meaning that confident people believe that they are able to do something when it is difficult to be positive, which means having a calm attitude when dealing with all situations calmly.

The lowest factor of their self-confidence is the ability to socialize; as much as 6% of individuals adjust one's social environment in accordance with how an individual should live in groups, including both small and large ones, of the wider community. Most of them are less able to make friends and play less well, and the last is positive about themselves, as much as 6%; they are less positive about themselves and others, they are less able to evaluate strengths and weaknesses, and they lack awareness that they do not underestimate themselves and others.

CONCLUSION

Based on the findings of the research examined and the following discourse, it is possible to deduce that the student possessed a high degree of self-assurance with regard to their speaking abilities. The students' self-assurance in their speaking abilities serves as an indicator of their positive and adequate dispositions, wherein they place a premium on appropriate conduct to ensure that their abilities are effectively coordinated. It can be stated that the students' aptitude for the current semester is commendable, and further improvement is possible provided they diligently refine their abilities and maintain a positive, optimistic attitude.

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