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STUDENTS' SELF CONFIDENCE IN SPEAKING ENGLISH

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Abstract
This research intended to analyze factors of students' lack of self confidence in speaking English. It was also aimed to present possible strategies used to overcome students' lack of self confidence in speaking English. The type of this research was qualitative. This research was conducted in SMA Negeri 4 BauBau. This research focused on obtaining data from the English teacher and students at eleventh grade of SMA Negeri 4 BauBau in the academic year 2018/2019 as the subjects of the research. In collecting data, the researchers used observation, interview. The technique used in analyzing data were three steps, those were data reduction, data display, and conclusion drawing. The result of this research showed that the factors which cause students' lack of self confidence were anxiety, shyness, fear of making mistakes, and lack of vocabulary. Meanwhile, the possible strtaegies to overcome students' lack of self confidence in speaking English were lowering students' anxiety in classroom, improving students' vocabulary, boosting students' self-confidence, and forming group discussion.

Keywords*: students' self confidence, speaking English*

Abstrak
Penelitian ini bertujuan untuk menganalisis faktor-faktor kurangnya kepercayaan diri siswa dalam berbahasa Inggris. Hal ini juga bertujuan untuk mempresentasikan strategi yang mungkin digunakan untuk mengatasi kurangnya rasa percaya diri siswa dalam berbicara bahasa Inggris. Jenis penelitian ini adalah kualitatif. Penelitian ini dilakukan di SMA Negeri 4 BauBau. Penelitian ini

difokuskan untuk memperoleh data dari guru bahasa Inggris dan siswa kelas XI SMA Negeri 4 Baubau tahun pelajaran 2018/2019 sebagai subjek penelitian. Dalam pengumpulan data, peneliti menggunakan observasi, wawancara. Teknik analisis data menggunakan tiga tahap yaitu reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa faktor-faktor yang menyebabkan siswa kurang percaya diri adalah kecemasan, rasa malu, takut salah, dan kurangnya perbendaharaan kata. Sementara itu, strategi yang mungkin dilakukan untuk mengatasi kurangnya rasa percaya diri siswa dalam berbicara bahasa Inggris adalah dengan menurunkan kecemasan siswa di dalam kelas, meningkatkan kosa kata siswa, meningkatkan rasa percaya diri siswa, dan membentuk diskusi kelompok.

Kata kunci: kepercayaan diri siswa, berbicara bahasa Inggris

1. INTRODUCTION

English has four basic skills which are listening, speaking, reading, and writing that to be mastered. Listening and reading are considered as receptive skills while speaking and writing are productive skills (Harmer, 1989).

Since speaking is considered as productive skill, none can deny that active classroom participation plays important role in the success of language learning, Tatar in Tamara Andrea (2014: 19). It means that students who active more in speaking get better in their spoken language. So, speaking is very important to learn in every school. But to make us become a good speaker it needs more self-confidence in order to make communication with the other people. When someone is speaking to us, they are not only passing on information, they are also doing of their strength of belief of the validity of that information.

Self-confidence is an attitude or feeling confident in the ability of oneself so that the person concerned is not too anxious in his actions, can feel free to do the things he likes and is responsible for his actions, warm and polite in interacting with others, have the impulse to excel and be familiar with the advantages and disadvantages.

Based on observation which has been done by the researchers In SMA Negeri 4 Baubau, there were some students who had low self-confidence to speak with the others. They seldom spoke English. They might afraid to ask question and to deliver their opinions. When the teacher asked them to tell their opinions about something, they still answered the question in Indonesia. When They spoke in front of class they would be nervous because they did not have courage to speak, worry if their performance would be laughed by their friends and made mistake in front of their class.

With regard to possible solution to overcome the students' lack of confidence, Ye Htwe in [1]shares the strategy to build students' confidence. He says that maximizing students' exposure to English is a good way to build the students' confidence. In line with this, Kubo (2009) in [1] adds that to build students' confidence to speak English, teachers can provide regular opportunities to practice proper pronunciation and intonation, and to converse freely. By doing this, students will experience a greater sense of ability to speak English. Therefore teacher should create a comfortable atmosphere in which learners are encouraged to talk in English and are praised for talking.

Review of Related Literature

[2] defined speaking is a form of communication, so it is important that what you say is conveyed in the most effective way and it can be as important as what you say in getting meaning across. Meanwhile, according to (Brown, 2001; Burns & Joyce, 1997) speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. In accordance with that [3] also explained that speaking involves expressing ideas and opinions: expressing a wish or a desire to do something, negotiating and /or solving a particular problem; or establishing and maintaining social relationship and friendship.

There are some competence which are acquired through the language

comprehension are showing motivation in learning process, increase self-confidence, able to work individually and cooperate with the others. A deep meaning of this competence is self-confidence has a very important role in people needs because self-confidence is an effort to stand by our own, feeling free and realize about our ability, and also to face all of challenges in our life or faith that we need in order a good result can be appeared. Coopersmith (1996) in [4]explains that when individuals are more active, have a purposeful behavior, eager in carrying out daily life both individual and group tend to have high self-confidence. Confidence factors, as an important aspect of affective factors,is generally assumed to have a significant role in succesful learning (Xiaolu, 2006) in [5].

Meanwhile the characteristic of people who have self-confidence namely:

1. Belief in yourself that someone who has self-confidence will understand the capabilities and know what to do.
2. Not being dependent on others is confident people will be independent and try to do something with the ability itself.
3. Feeling of self-worth that is, those who believe themselves to have a positive cells that esteem of positive self-esteem a person will always be expected by others.
4. No hesitation is confident people will always do the job without hesitation.
5. Not boasting of the ability that someone has, the means is someone who has self-confidence does not necessarily bring to others.
6. Have the courage to act is someone who has the confidence will always feel brave in doing an act.

Self-confidence can provide learners motivation and energy to become positive about their own learning. On the other hand, students who lack confidence 'are usually found to be extremely fearful and timid, reluctant to express their opinions and even unable to utter a complete meaningful sentence in class' (Ni, 2012 in [5]. Low confident learners feel uncomfortable, afraid, and frustrated in the classroom. As a result, they tend to perform with less effectiveness and satisfaction, which is affecting their academic achievement in general' [6].

2. METHOD OF THE RESEARCH

2.1 Design of the research

This research applied a qualitative research. Qualitative research is an approach that is also called investigate approach because researcher usually collect data by face to face and interact with people in a place of research. Qualitative research can also be intended as a type of research whose findings are not obtained through statistical procedures or other forms of calculation The research conducted on August, 2018. The research took place in SMA Negeri 4 BauBau at eleventh grade

The source of data is the subject from which the data can be obtained. The source of data in this research are primary data, and secondary data.

2.2 Technique of Data Collection

The researchers used class observation, and interview to collect the data. Classroom Observation was done in English classroom. The researcher observed every activity and phenomena of teaching learning process and note how students and teachers interact in speaking activity. According to [7], the main purpose of classroom observation as a data collection tool is that it can provide access to get first hand accurate information. This means to know how the teachers performed their lessons, what atmosphere was in the class, what students' attitudes to the lessons were li ke, and what interactions of students are during the lessons. Meanwhile, in doing interview, he researcher himself interviewed the participants in order to obtain deep and comprehensive information related to students' problems in speaking English and possible strategies to overcome the problem.

2.3 Technique of Data Analysis

In analyzing the data during the field, researcher using reference analysis according to Miles and Huberman. According to Miles

and Huberman in [8]suggests that "inner activity of qualitative data analysis is done interactively and continuously until the data is completely saturated. There are three inner activities analysis which are,; Data Reduction, Data Display (Data Presentation, and Conclusion Drawing

3. RESULT AND DISCUSSION

3.1 Result

a. The Result of Observation

The observation was conducted to see the students activity during they were in school it was related with the cause students' lack of self confidence in speaking English. Some things that become a direct observation was the students' activity in the school environment. Especially at the turn of the hour lesson, empty lesson, students' access in library and learning process. Based on the researchers' observation there were various activity that students do in the school especially at the out of hour lesson, at the empty lesson or at the turn of hour lesson mostly the students sit arround in front of the class and chat each others.

b. The Result of Interview

Each of finding was presented with supported data gathered from observation, and interview. The findings could be seen as follows.

(1) Anxiety

The researcher found out that the student felt anxious during speaking English that was why the student did not play significant role in speaking English and tend to be lack self confidence to speak. Below, there is transcript of interview between student and researcher.

Extract I :

Researcher : *Oh ya, Apakah anda sering bertanya atau menjawab dalam Bahasa Inggris.* (Question 2nd)

Students : *Jarang sih kak, Saya tidak terlalu aktif dalam kelas Bahasa Inggris.* (Respondents: 1,2,6,8,15,20)

Researcher : *kenapa jarang, apakah anda merasa kurang percaya diri ketika berbicara dalam bahasa Inggris ?* (Question 3rd)

Student : *Iya kak, sangat kurang percaya diri.* (respondents: 1,3,7,13,19,22)

Researcher : *Apa factor yang membuat anda tidak percayadiri?* (Question 4th)

Students : *Biasa cemas dan takut kak, nanti pada saat ditanya saya tidak bisa menjawab karena saya kadang kurang menguasai materi dan kurang kosakata.* (Respondents: 3,6,10,12,18,21)

(Based on Interview on August 23rd 2018)

Based on interview above it is clear that the student felt anxious in speaking English. It happened because the student did not master the material and also vocabulary very well. The anxiety dominated the student so the student did not take active participation in the class and tend to be lack of self confidence to speak.

(2) Fear or Making Mistakes

Researchers found that students feel afraid of the idea of making mistakes as they are worried that their friends will laugh at them and receive negative evaluations from their peers if they make mistake in speaking English.

Below there is a transcript of interview between researcher and the student.

Extract II :

Researcher : *Sudah berapa lama anda belajar Bahasa Inggris?* (Question 1st)

Student : *Saya belajar Bahasa Inggris sejak SD.* (Respondents : 1,4,10,15,20)

Researcher : *Apakah anda merasa kurang percaya diri dalam berbicara bahasa Inggris?* (Question 3rd)

Student : Ya betul, saya kurang percaya diri dalam berbicara Bahasa Inggris. (Respondents : 2,4,5,9,10,12,18,20,22)

Researcher : Apa faktor yang membuat anda kurang percaya diri? (Question 4th)

Student : saya takut membuat kesalahan, karena Bahasa inggris itu lain tulisan lain pengucapan, sehingga saya takut salah dan di tertawakan oleh teman-teman saya. (Respondents : 2,3,6,9,15,16,21)

(Based on Interview on August 23rd, 2018)

(3) Shyness

According to Juhana [1] shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class. This indicates that shyness could be a source of problem in students' learning activities in the classroom.

During the interview, the researcher found that all the students that involved into the interview felt shy in speaking English. This tendency happened started from the very beginning of the class until the end of the class. Below, there is a transcript of interview between the researcher and the student as an example of the phenomenon.

Extract III

Researcher : Apakah anda selalu mengikuti kelas Bahasa Inggris?

Student : Ya, saya selalu mengikuti pembelajaran Bahasa Inggris.

Researcher : Apakah anda sering bertanya atau menjawab dalam Bahasa Inggris? (Question 2nd)

Students : Jarang kak.

Researcher : Apakah anda malu ketika berbicara Bahasa Inggris? (Question 6th)

Student : Iya kak. Rasa malu buat saya terhambat. Saya malu

berbicara. (Respondents: 2,4,5,7,13,17,19)

Researcher : Apa faktor yang membuat anda malu? (Question 7th)

Student : Saya malu kalau nanti salah-salah. Saya takut ditertawakan (Respondents: 2,4,5,7,13,17,19)

(Based on Interview on August25th , 2018)

From interview above, it can be concluded that shyness also one factor that make student had no progress in speaking English. It happened because the student felt fear to be laughed by their friends in the class and the student also felt fear to make mistakes. This factor finally led students' lack of self confidence.

(4) Lack of Vocabulary

Lack of vocabulary also became one factor that lead students' self confidence in speaking English. This phenomenon founded by the researcher to some students during the interview. Below there is a transcript of interview that show the phenomena mentioned above. The respondent was a student of class XI.

Extract IV :

Researcher : Sudah berapa lama anda belajar Bahasa Inggris? (Question 1st)

Student : Saya belajar Bahasa Inggris sejak SMP. (Respondents:2,3,5,6,7,8,9,11, 18,21,22)

Researcher : Menurut anda factor apa yang paling membuat anda terhambat dalam berbicara Bahasa Inggris? (Question 10th)

Student : Faktor yang terbesar menurut saya kurang kosa kata jadi saya sering sulit atau tidak bisa bicara di dalam kelas. Meskipun ada yang ingin saya ungkapkan seperti pendapat

atau apa saja tapi saya tidak tau cara mengucapkan dalam Bahasa Inggris. (Respondents: 2,3,9,10,23,26,21)

Researcher : *Apa faktor yang membuat anda kurang kosa kata?*

Student : *Mungkin saya kurang belajar dan saya memang kesulitan menghafal Karena kosa kata Bahasa Inggris berbeda tulisan dan pengucapan akhirnya saya susah mengingatnya.* (Respondents: 3, 4, 6, 8, 10, 11, 18, 20)

(Based on interview on August 27th 2018)

From the interview the student explained that lack of vocabulary is the biggest obstacle in class, then she decided to be quiet. She added that she had problem in memorizing English vocabulary because of difficult pronunciation.Therefore, it can be concluded that lack of vocabulary is also factor that lead students' lack self confidence in speaking English.

Strategies could be taken to Overcome Students' lack self confidence in speaking English.

Based on interview and analysis some document as references, there are some strategies that could be applied to overcome students' self confidence in speaking English. Those strategies presented as follows: (a) Lowering the Students' Anxiety in speaking English

Extract V:

Researcher : *Apakah ibu melihat bahwa ada siswa yang cenderung tidak percaya diri dalam berbicara Bahasa Inggris ?* (Question 2nd)

Teacher : *Ya, memang benar, ibu rasa banyak siswa yang malu, kurang percaya diri, penyebabnya beragam mulai dari kecemasan, kurang kosakata atau pronunciation yang kurang.*

Researcher : *Apa strategi yang harus dilakukan untuk mengatasi masalah tersebut ?* (Question 4th)

Teacher : *Pertama harus di kurangi rasa cemas dengan membuat suasana nyaman dan santai dan memberikan pencerahan kepada siswa kalau Bahasa Inggris itu menyenangkan. Selain itu memilih metode yang fun dan tidak Tegang agar siswa terdorong untuk aktif.*

(Based on interview to Mrs.Wa Ode Arsia,S.Pd on September 4th, 2018)

Based on interview above, the teacher revealed that lowering students' anxiety could be a first method to overcome Students' self confidence in speaking English at the very beginning. It can be done by the teacher through setting the class atmosphere to be fun and comfortable for the students and also enlighting the students that learning English could be fun. Then, it will trigger the students to be more active in speaking English. (b) Improving Students' Vocabulary

Based on observation and interview conducted by the researcher, lack of vocabulary is one of factor students' lack self confidence in class room. The students that have less vocabulary cannot express their idea in class properly. Most of them decide to be silent and give insufficient contribution in English class.

In line with statement above, a student explain during the interview that lack of vocabulary is the biggest problem he had.

"Masalah yang paling besar saya hadapi adalah saya sangat kurang kosa kata sehingga saya tidak percaya diri untuk berbicara Bahasa inggris sehingga saya memilih diam. Kesulitan saya saat menghafal kosakata karena lain tulisan lain ucapan".

(Based on interview on August 27th, 2018).

(5) Forming group
Below there is a transcript of interview between researcher and a student.

Extract VI:

Researcher : *Menurut anda metode apa yang paling efektif dalam pembelajaran Bahasa Inggris untuk meningkatkan kepercayaan diri dalam berbicara?.* (Question 6th)

Students : *Menurut saya yang paling efektif adalah diskusi kelompok,*

Researcher : *Bisa anda jelaskan alasanya?*

Student : *Alasannya karena dengan diskusi kelompok kita bisa saling membantu antar siswa yang pintar dan kurang pintar. Kemudian kita juga bisa bertukar ide, pendapat jadi pada saat ditunjuk kedepan kita bisa lebih percaya diri dan tidak malu lagi.*

(Based on interview on August 27th . 2018)

From interview above it is proven that forming group discussion is still in line with students' interest. Regarding to that, the teacheralsoexplainedthat student with good skill can work hand in hand with student that have lower skill. Then, they could sharing ideas each other. Therefore, they will be more confidence to speak above the topic delivered in speaking.Below there is a transcript of teacher's explanation.

"Siswa dapat lebih efektif bekerja dalam kelompok. Siswa yang pintar dan kurang pintar dapat bekerjasama dan saling bertukar ide dan bertukar pendapat satu sama lain, sehingga dapat meningkatkan kepercayaan diri siswa untuk berbicara"
(Based on interview to Mrs. Wa ode Arsia on september 4th, 2018)

From explanation above, it can be concluded that forming group discussion is an effective way dealing with students' lack self confidence in speaking.

3.2 Discussion

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.

The Causes Students' Lack of Self Confidence in Speaking English

a. Anxiety

Anxiety is a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language. The students mostly described that their anxiety made them remain silent in the class. They tend to be passive, or if any, only gave little participation in speaking English. To overcome anxiety, teacher should create ease, relaxed, and fun learning environment in the class room in order to lower students' anxiety. Teacher can also do individual approach to the students by discussing with the students and giving them motivation and enlightenment in order to lower the anxiety. Those ways finally could be effective ways dealing with students' anxiety in speaking English.

b. Fear of Making Mistakes

Fear of making mistakes become one factor lead to students' lack of self confidence in speaking English. The primary reason of fear of making mistake is that students are afraid of looking foolish in front of other people & they are concerned about how other will see those. The researcher founded that all respondent felt fear of making mistakes in speaking English. The student felt afraid of making mistakes as the students were worried that their friends will laugh at them.
There are many ways to overcome fear of making mistakes in classroom. Firstly, that emotional bonds between students and teachers should be build. This way, the students are expected to feel comfort with their teacher and believe that the teacher will help them if they make mistake. Secondly, teacher can create a supporting learning atmosphere that can reduce students' nervousness by applying best method that

suits to students' ability, for instance. It can be successful if there is good teamwork between student to student and students to their teacher in classroom.

c. Shyness

Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English in the class. It is also accumulation of their inability to speak English whether they are lack of vocabulary or not good in pronunciation. The result of this research revealed that most students fail to perform the speaking performance at their best. As they say, their inability to show their ability in speaking is also influenced much by their feeling of shyness. In other words, it can be said that shyness plays an important role in speaking performance done by the students.

The teacher play important rule dealing with students' shyness. The teacher need to give guidance to the student. The teacher can also do personal approach to the students and at the same time teacher can motivate the students by convincing students to look upon shyness as a thing to overcome and do not fear failure or success. By doing this, teacher can directly touch the problem and help the students fixed it.

d. Lack of Vocabulary

Lack of vocabulary is a condition where the students have limited English words to say. Based on interview, all respondent reported to have very limited vocabulary. They decided to be silent because they did not even know what to say in classroom. Even if they had lots things to say, but they did not know how to say it in English. The student also explained that English vocabulary is difficult to say. Lack of vocabulary itself can be solved by reading. The students can read and translate the meaning after all. By doing that the, the students will learn and master amount of vocabulary that can be used in speaking English in the class.

Strategies to Overcome Students' Lack of Self Confidence in Speaking English.

a. Lowering Students' Anxiety in Speaking English

Students' anxiety can be reduced by setting the class atmosphere to be fun and comfortable for the students and also enlighting the students that learning English could be fun. This way can help the students to be more relaxed and feel motivated. Moreover, anxiety can be overcome through strategies below:
1) Demonstrate proper teaching behavior to the students.
2) Reduce learner communication apprehension.
3) Reduce the fear of language testing in learning

b. Improving Students' Vocabulary

The best way to improve students' vocabulary is by reading and translating. The teacher can have the students to read and translate light articles, fable, fairy tale, or English newspaper. Moreover, teacher also tell the students to write their daily activities at home then it can be useful for them to add their vocabulary. Therefore, the students independently can improve their vocabulary and can speak English in classroom.

The students can also improve their vocabulary mastery through listening. Through listening the students can also absorb the amount of vocabulary. The students can have fun way such as listening to English song. Song can be reproductive. It can be considered reproductive when the students reproduce words or rhythm that are made by someone else. Listening and singing can develop students' ability to learn English vocabulary and also at the same time can build their creativity. Thus, it can be concluded that reading, writing, translating, and listening can improve students' vocabulary and directly affect their speaking skill. Therefore, the problem of students' lack of confidence in speaking is solved.

c. Boosting Students' Self Confidence

Boosting students' self confident is a method to overcome students' lack self confidence. It can be applied by motivating

the students or directly approaching the students and give suggestion in order to enhance students' confidence. It can be done also by offering praise and acknowledge students' accomplishment , both in private and on front of their classmates and starting the class with positive statements to boost students' self – confidence. Increasing students' self-confidence also can be achieved by reinforcing students' ability for success (e.g., setting high expectations for students, showing faith in students' abilities, enabling learners to achieve success) and recognizing students' efforts and achievements (i.e., providing them with positive feedback, appropriate praise, recognition, and rewards).

d. Forming Group Discussion

Group discussion is an effective method to overcome students' lack self confidence in speaking English. They can share ideas and help each other to solve the problem. The teacher added that that student with good skill can work hand in hand with student that have lower skill. Then, they could sharing ideas each other. Therefore, they will be more confidence to speak above the topic delivered in learning process. For any group discussion to be successful achieving group goal is essential. Following characteristics are necessary: having a clear objectivemotivated interaction, logical presentation, cordial atmosphere, effective communication skills, participation by all candidates, leadership skills.

4. CONCLUSION

Based on research that has been done by the researchers, there are some factors founded which causes students' lack self confidence, those are; Anxiety, Fear of Making Mistakes, Shyness, and lack of vocabulary. Meanwhile, the strategies to overcome students' lack self confidence in speaking English are; Lowering Students' Anxiety in Speaking English, Improving Students' Vocabulary, Boosting Students' Self Confidence, and Forming Group Discussion.

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