

AN ANALYSIS OF STUDENT SELF-CONFIDENCE
PRACTICE IN PUBLIC SPEAKING AT THE TENTH GRADE
OF ICT MAJOR OF SMK CANDA BHIRAWA PARE

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Abstract

Oral English ability is a challenge for Indonesian students, as an oral skill that students must master when learning English. Therefore, before speaking English, we must be confident in public speaking. Without confidence, we cannot communicate our ideas to the public. One of the successes in learning English can be measured by proficiency in English language skills. Confidence in speaking English needs to be improved again, practice every day so that confidence in speaking English is always changing and can be improved. The researchers of this study are currently analyzing the student self-confidence practice in public speaking at the tenth grade of ICT major of SMK Canda Bhirawa Pare. This research used qualitative research method. This qualitative research method was conducted through four instruments. They were as follows: (1) Observation (2) Interview (3) Questionnaire (4) Documentation. The result of this research is to know the strategy the teacher to build self-confident and the students' responses toward self-confidence at SMK Canda Bhirawa Pare. The research result showed that the students of SMK Canda Bhirawa showed that some students lack confidence when speaking in public, which is determined based on data from teachers and direct observations from the author. The Researchers asked about students' responses self-confidence, and students also have a high negative thought, do not believe in their abilities and are always pessimistic.

Keywords : *Self-Confidence, Public Speaking.*

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Introduction

1. Research Background

English is the most important language in terms of number of speakers and the third most widely spoken national language in the world after Mandarin Chinese and Spanish. It is the most widely spoken second language and is one of the official languages or official dialects of some 60 sovereign countries. More people learn it as a second language than native speakers. Bough (2008:7) "English is the mother tongue of countries whose numerical prominence is impressively endorsed by a combination of political influence, economic soundness, commercial activity, social well-being, and scientific and cultural contributions to civilization". English is, therefore, the main key to unlocking vast treasures. A treasure trove of world knowledge as the lingua franca of the world with its rich vocabulary and rich history, English can serve and bridge nations and even the world⁴.

As Ur (1991; 120) states, "Of the four skills (listening, speaking, reading and writing), speaking intuitively seems to be the most important". "A person who has mastered a language is called a speaker of that language, as if speaking includes all other kinds of knowledge." Speaking is a very important skill for conveying ideas. Students studying English as a foreign language need to acquire speaking skills in order to communicate their ideas easily, effectively and confidently⁵.

There are some students who claim English is difficult, therefore they find it challenging to speak English in front many people, unlike speaking Indonesian. This is a common issue among Indonesian students who have a strong influence from their mother language and may not perceive the importance of learning English. Additionally, building confidence in speaking, which is usually a big concern for many Indonesian students, is a major problem for teachers to solve. Students feel embarrassed when they are wrong and feel bad when they make mistakes when speaking. Communicating with unfamiliar words and sounds can be stressful and difficult. Researcher believe that this is the main reason why English is becoming an international language today, and because the age of globalization is coming, the ability of non-English-speaking people to use English is essential in the age of globalization. It concludes that it is necessary to consider that there is number it concludes that it is necessary to consider that there is number. Moat (2016:88) "say speaking appears to be an important skill for learners must get. When it comes to skills that are very important for students to learn and master, it is the basis of language learning. Speaking of maintaining an important role her speaking goal in learning English is to help students become proficient in oral English communication". Conversation is necessary for humans to interact with each other. When speaking many things to keep in mind not just

⁴ Teddy Setiawan, "The Effect of Students Self-Confidence and Vocabulary Mastery On Speaking Skills Inference," *INFERENCE : Journal of English Language Teaching*, Vol.4 No.1, April-July 2021, p. 46-47.

⁵ Markus Deli Girik Allo, "Students' Self-Confidence in Speaking Skill" *Jurnal Studi Guru dan Pembelajaran*, Vol.2, No.1, January-April 2019, p. 1.

related to what is being said, who the interlocutor is, as well as the language used. Additionally, a good speaker should: pay attention to the topic he/she is talking about, the language he/she is speaking. It was easily understood by listeners and interlocutors. With this, speech is a tool for communicating ideas that are arranged and developed according to the needs of the listener (Taiga, 1987, cited in Masada, 2008). This means that the speaker must strive to articulate his thoughts and ensure that those thoughts are well received according to what the listener wants⁶.

Speech skills are the ability to speak fluently and express thoughts and ideas. To develop this skill, speakers must master vocabulary and phrases, have correct pronunciation, and speak confidently. The ability to speak with confidence is the ability to speak in greater detail in the form of statements and ideas in the early stages of speaking, better deciphered and not afraid to express them. According to Nunan (2003), speaking is an oral skill, a system language for conveying meaning. He adds that speaking is his ability to express ideas, feelings, thoughts, feelings and responds verbally to other speakers. Speaking is the productive ability of oral language when students speak. The product of text and it should make sense with the kind of communication students can find speaker, listener, message, feedback. That speaking is an activity here are some examples of speaking activities to verbally express feelings and thoughts lines, interviews, speech acts, etc⁷. Cameron (2001:10) says that "Speaking is the active use of language to express meaning in a way that others can understand it. To speak in a foreign language and share understanding with others requires the precise details of the language attention must be paid to." Some researchers believe that speaking skills are an important part of the language curriculum⁸.

Self-confidence is one of the factors that play an important role in determining self-worth. Learners' willingness to communicate about speaking ability confidence is an important part language skill which is inspired, motivate and motivate learners. Because when learners have a high level of self-confidence, they perform best achievement of speaking fluency. Confidence plays an important role in communication games, especially for learner willingness to communicate. Because confidence affects their abilities, high self-confidence may be positively correlated with oral performance. Therefore, students who are more confident than others students are good at communicating. So you have better language skills in English than other students. This is supported by the statement that contextual self-awareness in communication plays an important role in determining a learner's motivation to learn willingness to communicate. (Lee and Park, 2004:206)⁹. From

⁶ Fatimah, "An Analysis of Students Difficulties in Speaking a Descriptive Study At Second Grade Year Students Of SMPN 1" *Journal Ilmiah Mahasiswa*, Vol.2, No. 1, April 2021. p.2.

⁷ Fatimah, "An Analysis of Students Difficulties in Speaking a Descriptive Study At Second Grade Year Students Of SMPN 1" *Journal Ilmiah Mahasiswa*, Vol.2, No. 1, April 2021. p.2.

⁸ Diyan Febriyani, "An Analysis on Students's Self-Confidence In Speaking Skill," *JELTE Journal of English Language Teaching and Education*, Vol.1, No.1, 2020. p.2.

⁹ Roysmanto, "A Correlation Between Self-Confidence and The Students' Speaking Skill," *Research and Innovation Language Learning*, Vol.1(1) January 2018, pp.1-8. p. 2.

the above description, we all know how important self-confidence is in helping students' learning process. There is a lack of self-confidence in learning speaking among students due to several factors. In order to know exactly what students in general, and students in SMK CANDA BHIRAWA PARE, face with this problem, researcher observed and organized the results of this study to identify the factors that influence student of self-confidence. Based on the background above, the researcher will analyse the problem by conducting a research under the title “AN ANALYSIS OF STUDENT SELF-CONFIDENCE PRACTICE IN PUBLIC SPEAKING AT THE TENTH GRADE ICT MAJOR OF SMK CANDA BHIRAWA PARE”.

2. Research Objectives

The objective statement can formulated as this aims To analyze students' responses toward self-confidence practice in public speaking.

3. Research Contributions

The significance of the study actually is able to give beneficial for students, readers and writer. This research is divided into several parts, including:

1. For the students

The result of the research, the researcher hopes to help them to know their students' self-confidence in speaking. In order to they can consider and able to undertake a decisions about how they should be have a certain confidence to start speaking in front of the class with no shyness and nervousness. They can also can develop and use of it in daily life in learning activities more actively and can speak confidently.

2. For the Readers

The writers hope that the results of this study can improve their speaking and to be able to apply confidence to speak.

3. For the writers

The results of this study, the researchers hope that it can be useful for English learner who do not have self-confidence in public and the researcher hopes the writers can be add the knowledge to the thesis who wants to conduct research an analysis of student self-confidence practice in public speaking.

Research Method

According to Creswell “Research design is planning, research procedures that make decisions based on common assumptions detailed methods of data collection and analysis”. Decisions affect Researchers incorporate the following strategies into their research conduct: methodological approach, data collection strategy, sample of participants, and technology to analyze data¹⁰. The research design of this study is

¹⁰ Hummaira Azwir, “An Analysis of Teachers' Strategies to Encourage Student's Self-Confidence in Speaking”, 2020, p. 16.

qualitative descriptive research. This study is conducted to explain the student's self-confidence practice in public speaking at the tenth grade ICT major of SMK CANDA BHIRAWA PARE. According to (Bryman, 2012) Qualitative research is educational research researchers leverage participant experience to analyze data by participants' words and paragraphs rather than by quantification data collection and analysis¹¹. In qualitative research, the importance of individuals or groups sharing social or human problems is explored and understood. Data collected from participants are analyzed from specific to general before interpreting the meaning of the data¹². Therefore, this survey is suitable to apply in this study to obtain information from participant. Data can be obtained through interviews, documentation, observations, audiovisual and image sources. In this study, researcher would like to use interviews as a data collection tool¹³.

The research was conducted at SMK CANDA BHIRAWA PARE. SMK CANDA BHIRAWA is located in Jln. PB. Sudirman Pare Kec, Pare Kab. Kediri-East Java. ICT class of SMK CANDA BHIRAWA in Tenth grade have 3 Classes, In this research the researcher chose ICT of 2, The total number of the students is 40. The participants involved in this research are 2 teachers whom the researcher interviewed and 2 students whom the researcher interviewed. In collecting data, the researcher planned to research the students of ICT in SMK CANDA BHIRAWA PARE on May 16th, 2023.

The population of this study was chosen which the students of SMK CANDA BHIRAWA PARE were the subjects. The subjects were students of ICT 2 at tenth grade of SMK CANDA BHIRAWA PARE. The researcher used the simple random sampling as the technique. Simple random sampling is a widely used sampling method in scientific research. For populations with high homogeneity, simple random sampling is used and research participants are randomly selected to participate in the study¹⁴.

Technique of Data Collection the most important thing in this research is collecting the data that can determine the result of the research. The research instruments for qualitative is following:

1. Observation

Observation takes place in the classroom and beyond during the learning process. Observation during learning was done to detect student lack of self-confidence. During observation, non-learning work was performed to acquire supporting data. To measure student confidence, researcher counted students who showed signs of self-confidence¹⁵. This technique was used by the researcher in her research the first day she

¹¹ Muslimah Puji, "An Analysis of Students' Self-Confidence Strategies in English Oral Presentations", 2021, p. 27.

¹² Hummaira Azwir, "An Analysis of Teachers' Strategies to Encourage Students' Self-Confidence in Speaking", 2020, p. 28.

¹³ Hummaira Azwir, Ibid.

¹⁴ Badru Zaman, "An Analysis of Students's Interest in Learning Speaking", 2022, p. 36.

¹⁵ Dyah Hedy Sastri Parwati, "Upaya Meningkatkan Kepercayaan Diri Siswa Melalui Layanan Bimbingan Kelompok Dengan Teknik Diskusi pada Siswa Kelas XI TKJ SMK BHINEKA KARYA SIMO", 2020, p. 396.

have permission to the teacher, the teacher allowed her to research in there. And the researcher gave the letter to the teacher in office. The teacher asked to the researcher to the next day for waiting the information for her research. Then she accepted to do it. The researcher did observation in SMK Canda Bhirawa Pare, the class which was chosen by the teacher was TKJ 2, In TKJ Major there were 3 classes of tenth grade in SMK Canda Bhirawa Pare. But, the researcher got TKJ 2 the teacher picked the researcher up to the class. In the class was crowded due to the students consist of 40 students, most of them boys and the girls are a half of boys. The teacher opened the class and introduced herself to the students; in her research the teacher introduced to them for about her planning to come there for researcher their class. They heard her well and she told them that she needed their hands to help the researcher finish her research. The researcher said to them that she would give them questionnaire, interview and observations their class also. During the class the researcher observed their class was active students and also they liked togetherness each other's. During the activity the researcher saw the way of learning activity the teacher gave the explanation the material about produce text and gave them the example about it. The teacher gave the sources to them from Google or another. The teacher asked them to do it the task which the teacher gave and before conducting the task the teacher asked them to make a group it consist of 5 group.

2. Interview

(Creswell : 2012) Interviews are used when researcher interview a subset of participants and record their responses to obtain detailed information about the participants' thoughts, knowledge, reasons, motivations, beliefs, and feelings about a topic¹⁶. After doing observation, the researcher did the interview with the two teachers and two students. In this interview was used to get the information from the participants and each participants interviewed about 10-15 minutes. The researcher did the interviewed by using a questions which the researcher made. The questions consist of 10 questions and the questions for about self-confidence of students in SMK Canda Bhirawa. The interview was using a smartphone to record the result of interview.

3. Questionnaire

Questionnaires (Sugiyono, 2018) explain that a questionnaire is a technique of data collection that involves posing a series of questions or requesting written responses from respondents. The purpose of questionnaires is to collect information from respondents in the form of reports about themselves or knowledge they have¹⁷. And that each participant completed the questionnaire on Google form and the questionnaire consists of 10 questions¹⁸. The third technique which the researcher used was

¹⁶ ABD. RAFID, "The Effect of Community of Practice on Students' Confidence In Public Speaking", 2020, p. 36.

¹⁷ VRISKA E. KANSIL. "ANALYSIS OF THE EFFECT OF STUDENTS' SELF-CONFIDENCE ON SPEAKING SKILL" JoTELL Journal of Teaching English, Vol. 1, No. 5, p.659.

¹⁸ Sugiyono. 2018. Metode Penelitian Kuantitatif. Bandung: Alfabeta.

Questionnaire. The benefit of using the questionnaire is the study of what they think about self-confidence if speaking in public. and how they deal with if they lack confidence.

4. Documentation

This technique shows the data in the form of picture. The pictures will be collected by using smartphone as the instrument. The documentation could take in the school of activity their studying, their interview. In the research the researcher took the documentation or the processing in learning activity and the process of interview with the teachers and students.

Presentation the data is collecting of information that consists of inference possibilities, showing the data in graphic, matrix, or narrative type. It is designed for semantic and easy to understand¹⁹.

The display of reduced data in the form of a pattern is referred to as data display. This is helpful in helping onlookers comprehend the facts. The data to be picked and concentrated are formed and grouped as in a narrative text, which will be supported by observations, on the basis of data presentation.

The researcher showed the data presentation by using 4 instruments. The first was observation the researcher display the data did the observation in the place which the researcher took. The researcher observed the learning activity in the class and observed the teacher taught.

The second the researcher used the interview. The researcher showed it by using interview with 2 teachers and 2 students. The researcher served the question to the 2 teachers and 2 students.

The third was questionnaire. The researcher used question because she wanted to know the problem of students and what the student responses about the problem which is made. It can show the results for questionnaire, and the results also can show in the diagrams in 4 chapters. The last was documentation, the researcher used to know the way of learning activity in their class.

Findings and Discussion

A questionnaire is a technique of collecting data by making questions to the respondent with the hopes that they will respond the questionnaire. Questionnaire techniques are used to gather information from a larger sample that cannot be obtained through face-to-face interviews. The researcher has given 10 of questionnaire for the students to know the result about their self-confidence. There are 40 students of ICT 2 and this are the results of questionnaire will be concluded in the below:

1. I feel more confident when I speak English in public

There were 29,6% result of students said “cannot speak English”, there were 44,4% result of students said “not fluent in pronunciation and they like to use java

¹⁹AULIA RIZKA, “AN ANALYSIS OF STUDENTS’ SPEAKING PERFORMANCE IN PRESENTATION AT PROPOSAL SEMINAR OF ENGLISH EDUCATION DEPARTMENT IAIN BUKITTINGGI,” 2018, p. 53.

language”, there were 29,6% result of students said “lacks of confidence, like using English in forum and sometimes they forget the material when she delivered”, there was 3,7% result of student said “like English subject”, and 0% result of student said “she did not master in English and feel shy”.

2. I feel embarrassed when I ask my friends in English.

There were 7,4% result of students said “cannot speak English and does not understand English”, there were 18,5% result of students said “not fluent in pronunciation and like to use java”, there were 33,3% result of student said “liked to use Indonesian language and confuse in English”, there were 37% result of students said “lacks of confidence and afraid of making mistake”, there was 7,2% result of student said “English is difficult and dislike to asked in their friends better “answer as we could”.

3. I feel confident when speaking English correctly.

There were 7,4% result of students said “English is difficult and English is easy and not complicated and no expert in English. There were 40,7% result of students “lacks of confidence, afraid of mistake and they were not sure in their English and not fluent in pronunciation”, there were 44,4% student said “less of vocabulary, they could not speak English”. There were 11,1% result of student said “English could increase, feel confidence and never think their English”.

4. I feel nervous when presenting in English.

There were 7,4% result of students said “afraid of mistake”, 3,7 result of students said “lacks of confidence”, 11,1% result of students not fluent in pronunciation, cannot speak English and do not understand English”, 51,9% result of student “liked to use English in presentation, and they do not feel shy” and 29,6% result of student “feel nervous”.

5. I would like to have an English area at school.

There were 44,4% result of students said “English could increase and hone a skill and agree if in the school there were English area”, there were 7,4% result of students said “English made us dizzy”, there were 14,8% result of students said “they cannot speak English and afraid of making mistakes”, there were 22,2% students said “they are not interested in English” and there were 18,5% students said English could train the children who could not speak English.

6. I dare to participate in an English speech competition.

There were 29,6% students said “lacks of confidence, were not sure in their English and feel nervous”, 59,3% students said “not fluent in English, cannot speak English and dislike speech”, 14,8% student said “brave to join the competition, like English and they wanted to be expert in English”.

7. Speech using English can train our confidence in using foreign language.

There was 3,7% student said “English is not easy and difficult”, there were 11,1% students said “Cannot speak English, English is international language”, There were 74,1% “Train English everyday will be expert in English, English can increase our self-confidence”, there were 11,1% students said “We could answer in English easily

when we talked with foreign, it can change our self-confidence and Public speaking is important”.

8. I will eliminate the shame of being confident.

There were 7,4% students said “They lack of confidence, depend on mood”, there were 11,1% “We must struggle and change our self-confidence, it will be easy in job”, there were 70,4% Self-confidence is important, it can increase self-confidence”, there were 11,1% said “It will be easy to interact to the others and English is amazing”.

9. Try to calm down if we embarrassed when speaking English.

There were 18,5% students said “feel nervous, lacks of confidence”, there were 25,9% students said “it can motivate our self, be brave to face all the problem and everyone has a different skill”, there were 48,1% students said “to face all the material we must be calm, our concentration disturbed”, and there were 7,4% students said “do as we can, do not see them and try to be focus in our material”.

10. English is a difficult lesson.

There were 3,7% students said “English is difficult subject”, the were 18,5% students said “cannot speak English, English is complicated, the students did not know the meaning and there is a material that do not understand”, there were 55,6% students said “English is fun, Sometimes English can understand well”, there were 11,1% students said “English is easy, we must struggle to understand in English”, there were 14,8% students said “the teacher is nice in teaching, Brings a English subject to be nice subject”

The researchers gave the students about questionnaire of self -confidence and the questionnaire consists of 10 questions which should be answered by the students in ICT 2 Major.

The first questionnaire was about “I feel more confident when I speak English in public”. The researchers asked to the students about it, most of them have a various answers like they cannot speak English; They not fluent when speaking English and always nervous when speaking in public and lack of confidence and fear of mispronunciation. So from this explanation that it showed the students are still afraid of speak in fornt of public.

The second questionnaire was about “I feel embarrassed when I ask my friends in English”. The researcher was asked about it, due to know the activity in the class the students did when they asked to their friends. so the students gave the answer that using an Indonesian language is comfortable than English language to ask, the students said that they cannot speak English and do not understand English , most of their friends it is a Javanese people so they used their language, and English is complicated language.

The third questionnaire was about “I feel confident when speaking English correctly”. The researcher asked the students feeling about speak English correctly, most of them said that their English was not sure correct, lack of vocabulary, they are no expert in English and they are still study about it.

The fourth questionnaire was about “I feel nervous when presenting in English”. The researcher asked about the students respond by using this questionnaire and the students has a various answer as like they do not understand English, not fluent in English,

afraid of making mistake, felt shy, nervous, they also could not arrange the words correctly, and they are not confident in public.

The fifth questionnaire talked about “I would like to have an English area at school”. The researcher has an students answer about their responses, if most of them said agree because English area will develop their English, could train the students who could not speak English, English area can grow students interest in learning English. And the students who did not agree with the questionnaire they have an answer as like they are afraid and shy to speak, English makes them dizzy and they said that they did not interested in English.

The sixth questionnaire talked about “I dare to participate in an English speech competition”. The researcher asked about students respond about dare to join speech competition, the students has a big answer that was disagree about that questionnaire they also had an answer as like they were not sure their English, lack of confidence, feel nervous, dislike speech in English, cannot speak English, and some of students has an answer that they like speech in English, want to be an expert in English and brave to join in competition.

The seventh questionnaire talked about “Speech using English can train our confident in using foreign language”. The researcher gave the questionnaire that speech using English can train our self-confidence for the students in ICT major and the result after giving the questionnaire, most of the ICT students said agree if using English could train their self-confidence and everyday use English will be expert in English, English is amazing, International language, and also it can make hem easily to answer when they talked with foreigner. And another answer that the students have another opinion like they could not speak English and English was difficult.

The eighth questionnaire talked about “I will eliminate the shame of being confident”. The researcher asked the students eliminate shame of being confident, in this questionnaire that the researcher got the result students said it depend on their mood, lacks of confidence, and also another students has an opinion that we must struggle and change our self-confidence, it can increase self-confidence, self-confidence is important and it will be easy to interact to the others.

The ninth questionnaire talked about “Try to calm down if we embarrassed when speaking English”. In this questionnaire showed that a big result of the student’s responses was agree, if they felt shy it made them felt nervous and lost concentrate and it would be disturbed and another response was everyone has their own ability, if they embarrassed in English so that they will be a good motivation for them, is not only English subject it is in all subject we have to be calm to face it.

The tenth questionnaire talked about “English is a difficult lesson”. The researcher would know their responses about English subject was difficult for them, the students gave the answer about it that English is difficult and is not easy to understand and they also less their English like in cannot speak English, pronunciation and meaning, but another said that English is fun and easy to be understood . From that answer they key is that we have to study hard and do not forget to practice.

Conclusion

Based on the results of this research, the researcher draw the conclusion of the problem of the study, the students responses in public speaking and the importance of confidence in English language which will be described as follows :

Students' responses and the importance of confidence in English language Based on the results of analysis and discussion, it can be concluded the students' self-confidence practice in public speaking at the tenth grade ICT Major of SMK Canda Bhirawa in popularization was less classified. From students self-confidence practice in public speaking still have difficulties communication in speaking, less of practice, lack of self-confidence, less their vocabulary, afraid of making mistake in grammar and pronunciation and feel nervous when delivered the speech. And the importance of confidence is make us looking for a job and can interact with people outside (foreigner) and can have many friends.

Suggestions

Based on the explanation above, the researcher has a suggestion for the students, the teachers and also the further researchers. The expert of researcher could give some suggestions who were involved in this research. The suggestions will be explained as the following:

1. For the students

They must believe in their ability to speak English and set aside enough time to practice English at school and in the daily activity in home. In addition, students need to use English to communicate in real life.

2. For the teachers

When teaching English to students, teachers should consider the student's level, especially in terms of speaking skills to know the best techniques to use during the learning process. Teachers should be flexible in their use of teaching techniques. The teachers can use interesting and engaging techniques in the classes to motivate their students to study and to give them confidence in speaking English. The teacher's attitude during class is also important to build the confidence of the students. In order for students to be more active during the learning process, they need to be friendly.

3. For the further researcher

4. The final project can be used as the references to conduct in the next research. The researcher suggests conducting broader or more specific research on teacher strategies and student confidence for the following researchers. Therefore, research will be more interesting and detailed in order to obtain better results in the future.

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