

SELF CONFIDENCE FACTORS OF STUDENTS IN SPEAKING ENGLISH IN BANJARMASIN

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ABSTRACT

Speaking is one of the four language skills taught in the teaching of English. People speak in order to express their idea, their feeling or respond to the other's talk. There are some features that make speaking a difficult language skill. Besides the students lack of vocabulary, their less confidence to speak and judgments of English as a difficult subject make speaking as the difficult language skill. This research aims to identify factors affecting the students lack of self confidence in speaking English, and to know the most dominant factor causing the students lack of self confidence in speaking English at the 8th Grade of MTs Noor Aini Banjarmasin. To reach the purpose, the researcher used descriptive quantitative method. To collect the data, the researcher used questionnaire as an instrument. The population of this research was all the students at the eight grade of MTs Noor Aini Banjarmasin, while the sample was 15 respondents. Then to analyze the data, the researcher used the formula to find out the percentage for each number on the questionnaire. Result of analysis shows that factors affecting the students lack of self confidence in speaking English are they feel ashamed or afraid of classmates' responses when speaking English incorrectly, lack of English language knowledge including lack of pronunciation, vocabulary and grammar knowledge, and lack of preparation before English class begins. Meanwhile, the most dominant factors causing the students lack of self confidence in speaking English is lack of English knowledge that include lack of vocabulary and lack of grammar which each have 73% respondents, 86% for lack of pronunciation and 93% for lack of preparation. What the researcher gained from the experience of students in the English class provided information that lack of confidence in speaking English is real. They tell about anything that can cause their lack of self confidence.

Keywords: *Self Confidence; Speaking*

1. INTRODUCTION

Emotions are important in the classroom since it has impact on speaking. They influence learners ability to process information and to accurately understand what they encounter. Brown states that emotions effect learning in the most fundamental way because they are the foundation of the learning strategies and techniques. In other words, emotional state can encourage or discourage learning. For

example, students learn and perform more successfully when they feel secure, happy, and excited about the subject matter. Emotions have the potential to energize students thinking and also have the potential to interfere with speaking. Negative emotions such anger, anxiety, lack of self confidence and sadness have the potential to distract students learning efforts.

In the case of foreign language learning, students emotions tend to be more discouraging rather than encouraging. One of the emotional states that make such process become difficult is lack of self confidence. Emotional states such as lack of self confidence can distract students in the language learning process. Feeling of tension, worry, and nervousness will impede students ability to perform successfully in a foreign language classroom.

The problem that usually happened in the classroom is when the teacher asked them to speak in English, they preferred to keep silent. However, the students were able to write, read and listen. This is due to lack of self confidence in those who are afraid, shy, lacking mastery of vocabulary, lack of the grammar and incorrect pronunciation, so the students prefer to remain silent. Based on the facts above, that is why the researcher to research why do the students have lack of self confidence in speaking English? And what factor is the most dominant causing the students lack of self confidence in speaking English?

2. METHOD

The design of this research is a descriptive quantitative design. Descriptive research method with a quantitative approach is used if it aims to describe or explain an event or an event that is happening at the moment in the form of meaningful numbers. (Nana Sudjana, 1997:53).

The location of this research was conducted at MTs Noor Aini Banjarmasin. This school is located at Jalan SMAN 8 Rt 23 No.83, Alalak Tengah, South Borneo. Population of this research was all students of the eighth grade of MTs Noor Aini Banjarmasin. They are divided into four classes, class VIIIA, class VIIIB, class VIIC and class VIID. Total number of population was 114 students. In this case the sample of this research was the eighth grade of MTs Noor Aini Banjarmasin with the number of students are 15 students.

To collect the data, the researcher used questionnaire as an instrument. It has been distributed to the sample of research in the form of close questionnaire that

consists of 10 numbers. Closed questionnaire means that the researcher has provided the choice of answer and the respondent only needs to fill in the answer or check list only. It can be 'yes or no' questions or opinions 'agree to disagree'. The advantage of using closed questionnaire is that the data processing is much easier because the answers are not too many, so they only require a little time. Here is the questionnaire that the researcher used: (on the appendix page).

In this descriptive quantitative research, the researcher will use descriptive statistic to analyze the data. Descriptive statistics is a statistical presentation of data through tables, graphs, mode calculations, average calculations, distribution values and standard deviations (Rangkuti, 2006). Descriptive statistics are statistics used to analyze data by describing or describing data that has been collected. To draw conclusions from the data obtained, the researcher will involve some steps as follows:

To prevent the misunderstanding, the questionnaire is administered in Bahasa because all participants learn English as a foreign language. The researcher will give a questionnaire containing 10 statements to 15 participants who have been asked, namely VIII graders to be filled or checked according to their opinions. And when the data is obtained, the researcher will calculate the percentage of an answer using the following formula:

$$P = (F / N) \times 100\%$$

Information:

P: Percentage

F: The frequency of each answer that the respondent has chosen

N: Number of respondents

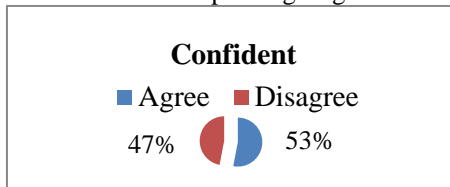
According to Supranto (2007) in research students distrust using a four-level scale consisting of strongly agree, agree, disagree, and strongly disagree. The four assessment levels of approval are given the following values:

1. Answers strongly agree rated 4
2. Answers agree with a grade of 3
3. Answers disagree with a grade of 2
4. Answers strongly disagree with a grade of 1

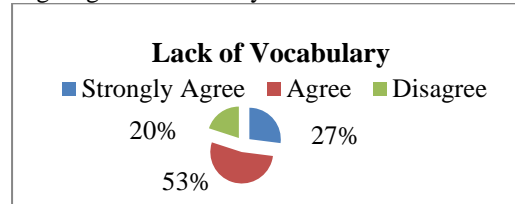
This formula is applied to find what percentage or how many students feel less confident when speaking in English and to find out which reason more respondents choose.

3. FINDINGS AND DISCUSSION

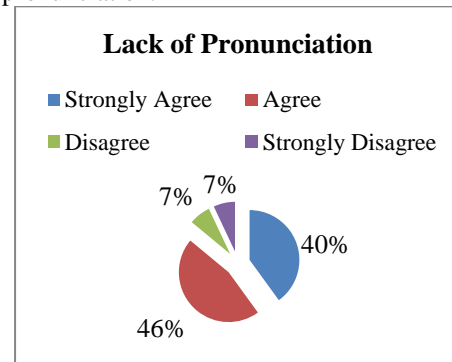
1. I am not confident when speaking English in classroom.



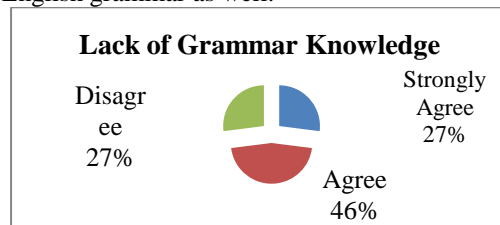
2. I am not confident speaking English because I do not master English vocabulary.



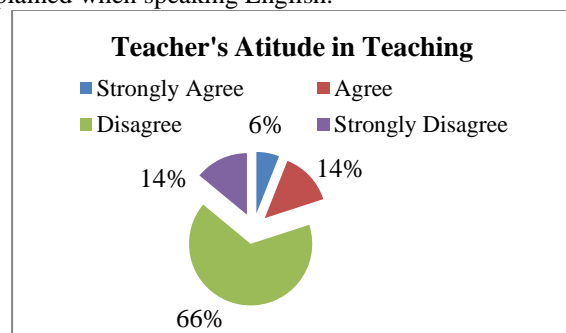
3. I am not confident speaking English because I feel lack of English pronunciation.



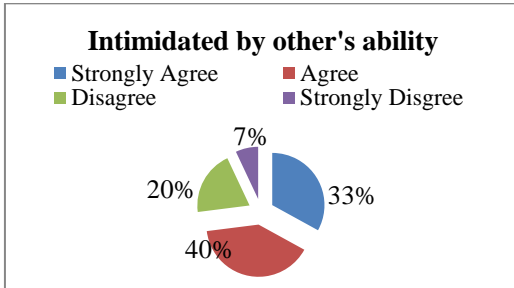
4. I am not confident speaking English because I do not know English grammar as well.



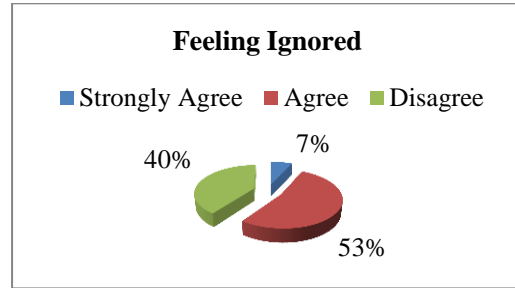
5. I am not confident speaking English because since the beginning I did not understand what my English teacher explained when speaking English.



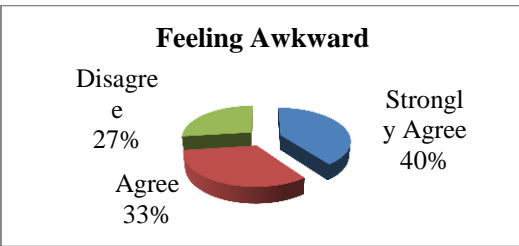
6. I always think that the classmates' English skills are better than mine.



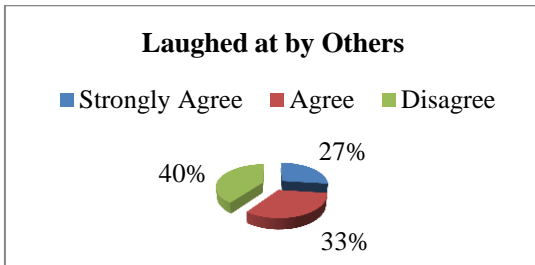
10. I feel ashamed speak English when no one of classmates understand.



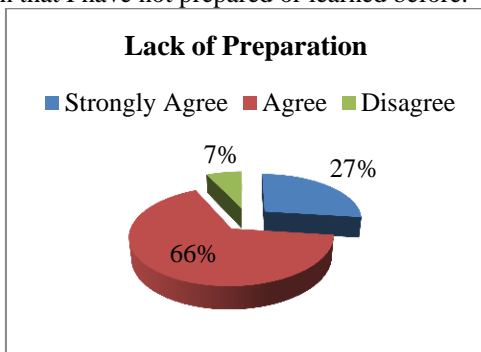
7. I feel very awkward when speaking English in front of the class.



8. I am afraid being laughed at by classmates when I speak English.



9. I feel nervous when my English teacher asked me question that I have not prepared or learned before.



4. CLOUSER

Conclusion

Based on the result of analysis it can be concluded that factors affecting the students lack of self confidence in speaking English can be divided into some factors they are the students feel ashamed or afraid of classmates' responses when speaking English incorrectly, lack of English language knowledge including lack of pronunciation, lack of vocabulary, lack of grammar knowledge, intimidated by classmates' ability, feeling awkward to speak English, being laughed at by classmates, and also the lack of students preparation before English class begins.

Meanwhile, the most dominant factors causing the students lack of self confidence in speaking English is lack of English knowledge that include lack of vocabulary and lack of grammar which each have 73% respondents, 86% for lack of pronunciation and 93% for lack of preparation. The sources of these factors are according to students' answers in questionnaire.

Suggestion

From the conclusions above, the researcher has recommendation as follow:

1. For the Teacher

Since the result of research indicates that the teacher awareness is still unfulfilled related to the students lack of self confidence in speaking English, therefore, it is very important to the teacher to increase attention or awareness to the students in order to increase their confidence in speaking. Self-confidence is a factor that can greatly affect student performance in speaking English in classroom. Good acknowledgement of the existence of students' lack of self confidence in speaking English will absolutely influence the teacher in treating the students better than before.

2. For the Students

They also need to take a role to reduce their lack of self confidence in speaking English. They must respect each other to create a better and friendly atmosphere in classroom and also they must be able to appreciate the hard work of other friends when they trying to speak English in class, without feeling sanctified or ridiculed. They should

also be able to help students who lack understanding or difficulty in English so that they can feel comfortable to each other. In addition, each student must also be aware that making mistakes is a common occurrence and is included in learning so that they can do better in the future.

5. REFERENCES

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