THE ANALYSIS OF EFL LEARNERS' SELF-CONFIDENCE TO AFFLUENCE THE UNCOMMUNICATIVENESS IN SPEAKING SKILL

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Abstract

This study deals to increase the English as a Foreign Language (EFL) students' confidence in English speaking. This research used qualitative analysis by distributing questioner. This study suggest that EFL teachers should seek ways to increase students' collaboration in the classroom to help them gain confidence in speaking. The study involved the students in the fifth semester (class 1) in the English Department in the 2018/2019 academic year, Tidar University. The researcher compared the gathered data with other relevant researches and theories involved in the study. Based on the research questions, the research result shows that students' perceptions of self-confidence have a significant to decrease reticence in speaking skills. However, lecturers need to push the students in practice speaking English in front of a class, especially to improve the self-confidence when the students are communicating in English. Two research questions were formulated in this study. There are: (1) what are the factors of the EFL students' reticence in speaking? (2) Do the students have high self-confidence in speaking skills?

Keywords: self-confidence, speaking skill, EFL students, teaching-learning.

INTRODUCTION

Language is an important thing to communicate with each other. However, as an international language, English is most widely used in the world for it is needed to keep up with the world's development. Besides, EFL students could be able to compete in the current global era. There is four skill in English; listening, speaking, reading, writing. However, one of the skills required by students is speaking, to make a communication in English. For some EFL students, mastering speaking skills is the most important aspect of learning English as a foreign language although a lot of EFL students did reticence all the time when they learned English speaking in the class.

EFL students have some problems with English speaking skills. According to (Astuti, 2018) there is some difficulty to make the students feel bored when they speak English, for example, they hard to remember and pronounce words in English. EFL students are seldom use English to communicate both in the classroom and in the outside. However, from the internal aspect, English speaking learning makes the students feel anxious which can make them have a high resistance when they try to speak in English. EFL students may feel uncomfortable in speaking English because they do not use the meaning of communication that they usually do.

In personality factors, self-confidence is the students' belief in their abilities in learning. However, according to Hakim (2002: 1) said that the people who don't have enough self-confidence in themselves will not succeed in English speaking achievement. The lack of self-confidence can affect the students' achievement in English speaking skills.

Afterward, the researcher formulates two research problems: (1) What are the factors of the EFL students' resistance in speaking? (2) Do the students have high self-confidence in speaking skills? For that reason, this study aims to investigate the EFL students' self-confidence in speaking skills to decrease the resistance.

METHOD

This study aimed to investigate EFL students' self-confidence in speaking skills. The researcher tries to find the student's awareness based on their circumstances of self-confidence to finding the level of self-confidence in teaching speaking English as a foreign language for students in the university. This study was conducted by using a descriptive qualitative approach, by distributing the questioner to the students. The object of this research was the students in the (skill 1) 5th semester of the English Department at Tidar University, which consists of 20 respondents.

To begin the study, the researcher described what self-confidence. Formerly, the researcher looked for and chosen the objects of this research. Afterward collecting the objects of this study, the researcher identifies the result of the students' questioner which adapted from Griffee, 1997; Nunan, 1998, about self-confidence, of the selected objects that will be analyzed. In the next part of the research process, the learning and teaching process was analyzed by using the theories. Firstly, the researcher looked for some problems in the students' speaking skills. Secondly, the researcher's findings were analyzed and classified into the purposes, and the perspective of the students. Thirdly, the findings of classifications were defined, explained, and analyzed students' self-confidence in speaking skills. Those steps were to answer the research questions in this study.

FINDINGS AND DISCUSSIONS

This part discusses the results of this study. It consists of two sections, namely the explanation of factors of the EFL students' reticence in speaking, do the students have high self-confidence in speaking skills? Especially in 5th-semester students (class 1) in English department 2018/2019 academic year at Tidar University.

1) What are the factors of the EFL students' reticence in speaking?

a. Students' interest in learning English

The students' interest in learning English can be the factor for influence the students' reticence in speaking. This data was conducted by the researcher in 5th-semester students (skill 1) in the English department of Tidar University, in the academic year 2018/2019. The table below shows the students' interest in learning English in 5th-semester students (skill 1) in the English department of Tidar University, which consists of 20 respondents.

Do you like to learn English by	Listening	Speaking	Reading	Writing
	45%	40%	10%	5%
Do you like to	Study grammar	Learn new words	Practice conversations	
	10%	45%	45%	

Do you like to learn English by	Cassetes	Games	Conversations	Studying English Books	Watching tv
	0%	20%	30%	0%	50%
What do you feel are the most important things for you learn in the		Short term		Long term	
		15%		85%	
Do you like to learn English words by		Seeing them		Using them	
		85%		15%	

Based on the table above, from the first question, 9 students interest in listening with 45% and 8 students who interest in speaking with 40%, 2 students who interest in reading with 10%, and 1 student who interest in writing. It means that most of the students like listening even though one student difference.

In the second question, 9 students like to learn English to learn words and for conversation, both of those with 45%. Also, only 2 students who like to learn English to study grammar with 10%. It means that most of the students like to learn English for the communication because of only a few who like to study English to study grammar.

In the third question, from 20 students in the class, there are a half of students who like learn English by watching tv with 50%, 6 students who like learn English by using a conversation with 30%, and 4 students who like learn English by playing games with 20%. However, no student likes to learn English by cassettes and studying English books. It means that most of the students are like to learn English in fun ways. In the fourth question, from 20 students, 17 students feel that the most important thing to learn English is in the long term with 85%, and 3 students who chose in the short term with 15%. In the fifth question, from 20 students, 17 students with 85% who like to learn English by using them. However, 3 students with 15% who like learn English by seeing them. It means that, most of the students are learn English not only by seeing them but also using them, for example the can use English for communication.

a. The students' perception of the method in learning English speaking

The students' perception of the method in learning English speaking can be the factors for influence the students' reticence in speaking. This data was conducted by the researcher in 5th-semester students (skill 1) in the English department of Tidar University, in the academic year 2018/2019.

	Yes	No
Do you like to learn by talking to friends in English	75%	25%
Do you like to learn English by talking in pairs	85%	15%
Do you speak English out of the class	70%	30%

The table above shows the students' perception of the method in learning English speaking in 5th-semester students (skill 1) in the English department of Tidar University, which consists of 20 respondents.

Based on the table above, from the first question, from 20 students who fill the questioner, 15 students who like to learn English speaking by talking to friends in English with 75%, and 5 students who chose no with 25%. In the second question, from 20 students who fill the questioner, 17 students who like to learn English by talking in pairs with 85%, and 3 students who chose no with 15%. In the third question, from 20 students who fill the questioner, 14 students speak English out of the class. However, 6 students didn't speak English out of the class.

Those result questioners mean that, most of the student's interest in speaking for communication in daily life, for example with their friends. Because most of them answered yes for each question.

b. Students' perception of collaboration in learning English speaking activities

The students'perceptions of collaboration in learning English speaking activities can be the factors for influence the students' reticence in speaking. This data was conducted by the researcher in 5th-semester students (skill 1) in the English department of Tidar University, in the academic year 2018/2019.

	Yes	No
Do you like to learn English with the whole class	70%	30%

How do you learn best	Alone	Pairs	Small group	Class	Outside class
	40%	20%	15%	5%	20%

Based on the table above, from the first question, from 20 students who fill the questioner, 14 students like to learn English with the whole class with 70%, and 6 students who chose no with 30%.

Also, in the second question, the researcher found the result of the students' perception about collaboration in learning English speaking activities, 8 students learn best when they are alone with 40%, 4 students learn best when they are learning in pairs and outside class, with 20%. Also, 3 students learn best when they are in a small group with 15%, and 1 student in class with 5%. It means that most of the students in skill 1, feel more confident and produce a maximum achievement when they learn English speaking alone.

2) **Do the students have high self-confidence in speaking skills?**

To know the students in the 5th semester (skill 1) in the English department of Tidar University 2018/2019 academic year have high self-confidence or not in speaking English, the researcher has found from the research questioner. The table below shows the students' in 5th-semester students (skill 1) in the English department of Tidar University self-confidence, which consists of 20 respondents.

	Yes	No
Do you feel happy when you speak English	90%	10%
Do you look for chances to speak English	85%	15%
Do you have enough confidence to speak to a group of people in English	45%	55%
Do you feel relaxed when you speak in English	45%	55%

Based on the table above, from the first question, 14 students like to learn English with the whole class with 70%, and 6 students who chose no with 30%. In the second question, 17 students look for chances to speak English with 85%, and only 3 students who chose no with 15%. In the third question, 11 students don't have enough confidence when they speak to a group of people in English with 55%. However, 9 students have enough confidence in this case. For the last question, 11 students feel unrelaxed when they speak in English with 55% and only 9 students who feel relaxed when they speak in English.

From the last two questions of the questioner, those mean that most of the students in the 5th semester (skill 1) in the English department of Tidar University 2018/2019 academic year, still have low self-confidence in learning English speaking.

CONCLUSION

Based on the finding and discussion, and also from the results of two questioners, the researcher concludes that most students are like learning in speaking. Most of the students are like to learn to speak in a fun way, such as practicing by using conversation or by watching tv using English. In this study, the researcher also found that most students have an interest in speaking in English, however, they still have low self-confidence to using that. The EFL students also feel unrelaxed and unconfident because in Indonesia we only use English in the English class.

In this case, the 5th semester (skill 1) students in the English department of Tidar University is also using English not in their daily life for communication but only use English in the class or around the faculty. So, most students don't have a high self-confidence when they speak English for communication.

The finding and discussion of this study can suggest that the lecturer should seek ways to include EFL students' interest, collaboration, and students' perception in the subject language as part of their curriculum design to help them gain confidence in learning English speaking.

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