COMPARISONS OF SOME UNIVERSITY-STUDENTS' CONFIDENCES IN SPEAKING ENGLISH

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Abstract: Confidence is an important aspect of language acquisition. Language learners who have confidence and good self-understanding tend to be more successful. This article attempts to elicit a confident comparison of Indonesian learners in the acquisition of English speaking skills. The research design used is descriptive analytic research. Subjects or participants of this study are undergraduate students of semesters 1 and 3 who take speaking materials at four universities in Surakarta. Instrument for obtaining data obtained through questionnaire. To obtain data on self-confidence using The foreign language self-efficacy scale developed by Nezami, Schwarzer, and Jerusalem (1996) with some modification to conform to the situation of the foreign language class in Indonesia. The results showed that most students' confidence in speaking in English is at the medium level (69.3%). Only 15.6% who have confidence in speaking in English. While 15.1% of them have low self-confidence.

Keywords: Self confidence, speaking

INTRODUCTION

Teaching English should not only be a knowledge transfer activity but also an activity that motivates students to improve speaking skills. Teaching speaking is very important (Mattarima & Hamdan, 2011, p. 288) because speaking skills are needed to get a better job or higher position / position (Siregar, 2010, p. 70). Another reason is that English speaking skills are needed to communicate at the international level (Widiati & Cahyono, 2006). In fact, present day, many Indonesian students have difficulty in speaking English. They do not have the ability to communicate in English (Sembiring, 2003; Muamaroh, 2009). Though, the evidence that someone masters a language is characterized by its ability to speak in that language (Nunan, 1999, p. 225). Therefore, according to Dardjowidjojo, English Language Teaching (ELT) is still considered a failure in Indonesia (Dardjowidjojo, 2003). Research conducted by White (1997) also found a tendency that English language learning in Indonesia is very teacher-centered. Teachers mostly give lectures and do not provide wide opportunities for discussion. Many of these conditions continue until now, including in universities.

Students ability to speak English are the main goals of learning English speaking skills (Macintyre and Clement, 1998, Hashimoto, 2002: 8, Luciana and Aruan, 2005; Rusdi, 2003; Bygate, 1987: 3). Until now, there are still many Indonesian students who have difficulty in communicating using English. The research conducted by Sembiring

(2003) found that Indonesian students had difficulty speaking English. This is supported by the results of the Muamaroh (2009) study which found that 84% of students and 81% of students perceived that speaking English was difficult.

Phenomenon in the community shows that when students want to improve their English speaking skills, they prefer private courses, to English courses institution or even courses in a place, namely Pare Kediri, East Java, which is known as the English Village of Pare. This phenomenon shows that the process of learning English in higher education is considered inadequate to equip students to be able to communicate in English actively. English Langauge Teaching (ELT) is still considered a failure in Indonesia (Dardjowidjojo, 2003).

Martani's research (1996) found that the weakness of English Language Teaching in Indonesia was the lack of time for students to practice English in the classroom. Many teachers used the lecture-centered approach. Research conducted by White (1997) also found that English learning in Indonesia was focused on teacher-centered learning, with very little discussion time. Research conducted by Supriadi (in Lie, 2007, p. 5) showed that most teachers use text books and the learning process depends solely on books. Many of these conditions continue to this day.

Confidence is an important aspect in acquiring a second language (Brown, 2007: 154). Language learners who have good self-esteem and self-understanding tend to be more successful (Richards and Rodgers, 2007: 183).

This article tries to explore the comparison of Indonesian learners' confidence in acquiring English speaking skills.

APPROACH & RESEARCH METHOD

The research design used is descriptive analytical research. The subjects or participants of this study were semester 1 and 3 of undergraduate degree students who took speaking material at four universities in Surakarta, namely Sebelas Maret University of Surakarta, IAIN Surakarta, Muhammadiyah University of Surakarta and Veteran University Surakarta. Subjects are taken from semester 1 and 3 students. It is intended to obtain more comprehensive data to answer the problems that are the focus of this study.

Instrument to obtain data is a questionnaire. To obtain data of self-confidence, researchers used The Foreign Language Self Efficacy Scale developed by Nezami, Schwarzer, and Jerusalem (1996) but redesigned to suit the situation of foreign language learning classes in Indonesia. Likert scale with a scale of 5 possible answers for each question is used to assess the questionnaire. Questionnaires were distributed throughout the research subjects.

All subjects who were participants in this study will be given a consent form, namely a letter of willingness to take part in this study voluntarily. In addition, they also received a Plain Language Statement, an explanation from the researchers about the

purpose of this study and their involvement during the research process as they were willing to fill out a questionnaire.

After the subject received an explanation from the researcher and signed the statement of participation in this study, they were asked to fill out a questionnaire prepared by the researcher.

All data from the questionnaire about self-confidence were analyzed quantitatively using ANOVA. The results of the quantitative analysis were drawn conclusions to answer the problems that were the focus of this study, namely the concept of confidence in speaking English for Indonesian learners at the college level.

RESULTS AND DISCUSSION

Confidence is an important aspect in acquiring foreign languages (Brown, 2007: 154). Language learners who have good self-esteem and self-understanding tend to be more successful (Richards and Rodgers, 2007: 183). Research conducted by Stoel et al (2003; 328) found that children who improved their language skills were also followed by an increase in their self-confidence. Self-confidence is very important for English learners to have the courage to communicate in English. One of the factors that affect Indonesian students being reluctant to speak English in class is the lack of confidence (Tutyandari, 2005).

Confidence as one of the affective factors that plays an important role in the acquisition of foreign languages. Confidence is a factor needed to succeed in learning a foreign language (Brown, 2007, p. 154). This is in line with the research conducted by Fennema and Meyer (in Stoel et al., 2001, p. 315) who found that self-confidence influenced students to succeed compared to other affective aspects. Confidence makes students develop a strong willingness to speak (Clark, 1989).

Confidence motivates students to dare to speak English with their friends and teachers. They believe that they are able to achieve the desired results, fulfill the task and complete the task well to completion. Self-confidence is closely related to motivation (Dörnyei, 1994, p. 277). That is why confidence is very important in learning foreign languages, in this case in English, because this factor will persuade students to learn and practice in class. Clément et al (1994, p. 422) stated that self-confidence is the most important aspect in learning foreign languages.

According to MacIntyre et al (1998: p. 549) there are two types of self-confidence, namely state communicative self-confidence and L2 self-confidence. The first refers to self-confidence in certain specific situations. This means that there is a period in which a student has the confidence to speak, but it does not run constant because of something that reduces the student's confidence. While the latter refers to the totality of beliefs that a person has the ability to communicate in English (p. 551). This belief is known as the trait of self-confidence. There are two components in the concept of self-confidence, namely the cognitive aspect which refers to the level of mastery of the second language

and the affective aspects which refers to anxiety when using the second language. Still according to Clément (in MacIntyre et al., 2001; MacIntyre et al., 1998) confidence consists of one's communicative competence and lack of anxiety when using a second language.

This study shows the following results. When viewed from the percentage of all subjects studied, it can be shown that the confidence of most students in speaking English is at a moderate level (69.3%). Of the total subjects, only 15.6% had confidence in speaking in English. While 15.1% of them have low confidence.

Tabel 1. Confidence Score Range

X < 138.482	Low
138.483 < X < 180.977	Middle
X > 180.978	High

Table 2. Comparison of confidence in practicing English on all subjects

		Frequency	Percent
Valid	High	83	15.6
	Middle	368	69.3
	Low	80	15.1
	Total	531	100.0
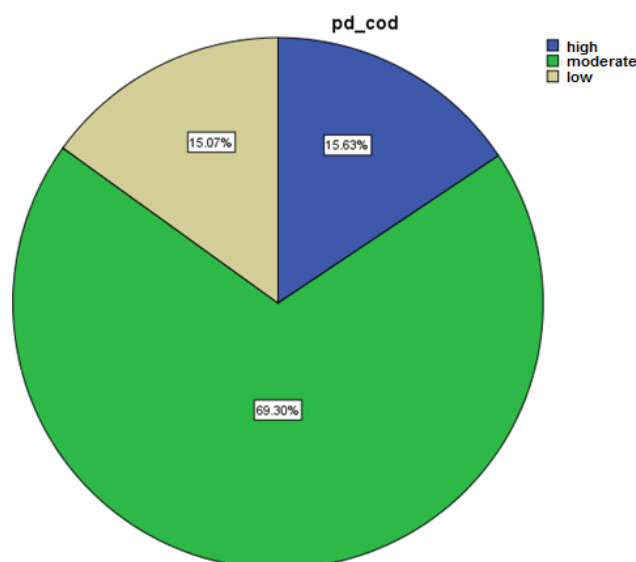
Picture 1. Percentage of Students' confidence in using English in all subjects

When compared to the confidence score of the questionnaire filled out by students, a comparison between students from the University taken as the subject can be described as follows. Overall, the highest level of confidence is possessed by students from public-based state universities with a mean score of 160.40 (medium category) above the overall

average score (159.73). Then followed by religion-based private college students who finished second with a mean score of 160.17 (medium category) above the overall average. While religion-based state university students with a mean score of 158.25 rank third, and public-based private university students with a mean score of 157.47 in fourth place.

Comparison of confidence scores between students of state and private universities shows that student confidence in private universities is higher than students in state universities. The average score of students in private universities is 159.81 while the average score of students in state universities is 159.5. In differentiation test there is no significant difference between the confidence of private and state university students.

Comparison of confidence scores between students of religion-based private and state universities shows that private university students have higher confidence compared to state university students. This is indicated by a mean score of 160.17 from students based on religion-based private universities, while the average score of self-confidence in religion-based state universities is 158.25.

Comparison of confidence scores between public-based private and state university students shows that state university students have higher self-confidence compared to private university students. This is indicated by the average score of 160.40 from public-based state university students, while the average score of confidence in public-based private university is 157.47.

CONCLUSION

Based on the study, it can be concluded that the confidence of most students in speaking English is at a moderate level (69.3%). Of the total subjects, only 15.6% had confidence in speaking in English while 15.1% of them have low self-confidence.

Overall, the highest level of self-confidence is possessed by students from public-based state university, followed by students from religion-based private university. While religion-based state university is ranked third, and public-based state university is ranked fourth.

Some of the findings show students in religion-based state university confidence are higher than students in religion-based state university, and public-based state university students have higher self-confidence compared to public-based private university students.

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