

THE ANALYSIS OF STUDENTS' SELF-CONFIDENCE IN SPEAKING THROUGH ENGLISH SPEECH TRAINING AT PONDOK PESANTREN MODERN RAHMATUL ASRI ENREKANG

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Abstract

This research aims to explore the students' self-confidence in speaking English through speech training, and to know the impacts of English speech training on students' self-confidence. The method used in this research is a qualitative descriptive method, with interview and observation as data instruments. The subjects of this research were female students in class IX MTSS at Pondok Pesantren Modern Rahmatul Asri Enrekang, with the 10 female students as the respondents in class IX MTSS Rahmatul Asri. In this research, the researcher analyzed data by collecting, reducing, presenting data and drawing conclusions. Based on the research results, it was found that students had a good self-confidence in speaking English through English speech training, and English speech training has good impacts on students' self-confidence development, as evidenced by the results of interview and direct observation. It can be concluded that students can train and increase their confidence in English through English speech training.

Keywords: Self-confidence, Speaking, English Speech.

INTRODUCTION

English known as the international language or global language, which means that English is used by many people to communicate in the whole world. Putra (2022) also said that we need English to be adapted with the environment and work for now and for the future. Nowadays almost all students in schools must study about it. Even now in Indonesia, many schools oblige their students to learn English. Marlina (2018) said that EIL (English as International Language) being a way of pedagogical approach to push the students in learning, in order to find out the three points. They are, an awareness and understanding of the emergent, fluid, and self-regulating nature of English, readiness for the messiness and unpredictability of today's world of English, and the ability to employ various linguistic and multimodal resources to negotiate meanings as they shuttle between communities and communicative contexts.

Speaking is the main activity in a communication. According to Wahyuningsih and Afandi (2020), some points of speaking or spoken language are voice potentials, facial languages, signs, pitch, articulation, stress, rhythm and stopping. They also added some important aspects for speaking in social, they are the roles of participants, turn-taking, situations, and so on. Rao (2019) in his research wrote some advantages of mastering speaking skills, and one of them is "To boost up the speakers' self-confidence". It means that doing speaking many times and exercising the speaking skills, will affect the good confidence. There are many ways to see the ability and the confidence of speaking English. Students certainly know about speech. Citing from Oxford Learners' Dictionaries, according to Oxford Advance American Dictionary (2023), speech is a form of interaction which a person gives a formal talk to audience. This activity is sometimes carried out in the form of competition, training, and

even many schools take it as a routine activity to train their students' speech skills, and of course also to hone their public speaking skills.

One of the schools in Indonesia, especially at Sulawesi Selatan that implements the routine speech training is Pondok Pesantren Modern Rahmatul Asri Maroangin Enrekang, located at Enrekang regency. They train their students to be good in speaking in some foreign languages, one of them is English language. Speech is one of the activities there, which is done once a week by the students of grade 7-9 SMP/MTS. Students are asked to find a topic for the speech text and every week they perform the speech that has been memorize. The goals of this speech training are to see the students' ability of memorizing, to hone the students' confidence performing in front of many people, and to train the students to speak in foreign languages fluently. The last point is based on the special jargon of Pondok Pesantren Modern Rahmatul Asri, "*Language is our crown*".

Considering that speaking is the most important skill in communication in English, and due to the consistence of Rahmatul Asri of keeping the importance of the language around the boarding school, through this study, the researcher wants to analyze the self-confidence of students in speaking for furthermore, especially in their routine speech training at Pondok Pesantren Modern Rahmatul Asri.

LITERATURE REVIEW

1. English in the Scope of Islamic Boarding School in Indonesia

Rosyad (2016) in his study defined about the importance of English for all learners, that Islamic boarding schools' education thinking is not only oriented towards religious traditions, but the need for a realistic attitude regarding the development of science and technology that must be balanced. The potential of Islamic boarding school students needs to be developed to prepare themselves for modernity, one of which is by learning English as an International language, to form human resources who are not left behind by globalization.

2. Self-confidence

1) Definition of Self-confidence

According to Neff (2011), self-confidence is not only about believe and sure with the self-ability, but self-confidence also needs cheer and self-love. It is related to self-compassion, which is improves someones' self-confidence and mental. Other experts, Judge and Bono (2011), also stated that self-confidence is one of the four core self-evaluations which is related to job satisfaction and ones' performance.

2) Aspects of Self-confidence

Lautser in Utomo and Sholihah (2021) explained that there are several aspects of self-confidence including: (1) belief in self-ability, is a person's positive attitude about himself that he really understands what he is doing; (2) optimism, is the positive attitude of someone who always has a good opinion in dealing with everything about himself, his hopes and abilities; (3) objective, is people who are self-confidence in seeing problems or everything; (4) something according to the proper truth, not according to personal truth; (5) responsible, is the willingness of a person to bear everything that has become the consequence, and; (6) rational, is the analysis of a problem, a thing, an event by using thoughts that are accepted by reason and in accordance with reality.

3) Factors of Self-confidence

Factors that influence ones' self-confidence according to Mubarok (2016) are: (1) physical factors, physical conditions such as obesity, limb defects or impaired one of the senses are deficiencies that are clearly seen by others, which will cause unpleasant feelings because someone really feels the shortcomings that exist in him compared to others. So, from this, a person cannot react positively and a feeling of insecurity

develops which leads to insecurity; (2) mental factors, someone will be confident because they have high abilities such as having special talents or expertise they have, and; (3) social factors, which self-confidence is formed through social support from parents, friends, teacher/lecturers and surrounding areas.

3. Speaking

1) Definition of Speaking

Brown (2014) states that speaking is the use of language orally to convey a meaning. While Richard and Schmidt (2015) in Longman Dictionary of Language Teaching and Applied Linguistics, defines speaking as the sound production and organization of words to communicate a meaning

2) Functions of Speaking

McCarthy and Carter (2011) states that there are six function of speaking that English learners should know, they are, to exist social relationship, to express self, to give and get information, to give instruction, and to influence others. Another expert, Hymes (2013) stated that speaking is not only moving the information, but also to convey social and culture messages.

3) Aspects of Speaking

Erdiana et al. (2019) pointed out five aspects of speaking, those are: (1) pronunciation, is a necessary part of speaking (oral communication) that involves making the correct sounds of a particular language and how the sound is put together in the flow of speech. Pronunciation is an act of producing sound because the way we produce the word, especially in the English language is very decisive. Furthermore, pronunciation is an important tool in the speaking aspect because it determines whether or not the listener understands what is spoken; (2) vocabulary, is a word or a set of words that we use either in spoken or written form. Vocabulary is a vital aspect of language learning, especially in a foreign language. To improve student communication skill, the students need to master vocabulary because vocabulary is the key to learn the language; (3) grammar, is the rules of language which helps them use appropriate sentences either in spoken or written forms. grammar is a system of rules governing the conventional arrangement and relationship of words in the sentence; (4) fluency, is the ability to speak fluently, such as normal speed of speaking without having small pauses while speaking; (5) comprehension, is to understand the meaning of oral or written forms. Comprehension as the identification of the intended meaning of the written or spoken communication.

4. Speech

According to Glass and Peskin (2016), speech is an oral communication between two or more people which is involves the use of sound and language. Mao et al. (2019) stated that speech is a sound produced by humans that can be used to communicate an information and doing the social interaction.

METHOD

1. Research Design

This research used qualitative research method, by using descriptive approach. Wahidmurni (2017) stated that qualitative research method is a way used to answer the problem of a research related to data in the form of narratives originating from interviews, observations, and document extraction. The aim is to describe about the self-confidence of the students in speaking English through English speech.

2. Place and Time of Research

This research was conducted at Pondok Pesantren Modern Rahmatul Asri, Maroangin, Enrekang, August 2023.

3. Population And Sample

The subjects of this research were students of Class IX of MTSS Rahmatul Asri. The technique of choosing sample is *Purposive Random Sampling*. According to Turner (2020), *Purposive Random Sampling* is a technique of choosing sample when the researcher already had the individual target with the characteristic based on the research needs. The researcher chose 10 of the students to be the respondents.

4. Research Instruments

This research used an interview as the instrument, and observation for support the data. Utibe (2020) pointed out that interview is the verbal conversation done by two people to get the certain information or experience from the participants. Researcher provides some questions for the information needed in the interview. Hasanah (2016) cited the statement from Babbie (1986: 85), said that observation is a method of collecting the data that are naturalistic in nature, which follows the situation in real life through the interpretation of events or facts that occur. Observation as the research activity that involves all the human senses such as sight, hearing, taste, touch, based on empirical facts.

5. Techniques of Data Collection

After the researcher got permission to do research at Pondok Pesantren Modern Rahmatul Asri, the researcher gathered the students and chose 10 among them to be the participants/respondents. The researcher then explained about the purpose of the research and discussed about the time with the students. The data collected by using interview and observation. The first was interview, conducted in semi-structured. The researcher formulated the questions and can be developed based on the responses from the subjects. It is intended that researchers can obtain broader information. Students were interviewed one by one, and finished about 5 until 7 minutes every student. It was recorded and written in a script.

The second was observation, conducted in observation non-participant, which the researcher was not incorporated into the participants to be observed, and being the observer by using the observation checklist that has been accomplished. In this activity, one by one of 10 students that have been chosen before, performed an English speech in front of their friends. The researcher marked the observation checklist for each student based on the performance.

6. Techniques of Data Analysis

Technique of data analysis used in this study is Miles and Huberman model (in Sugiyono: 2016) as follows:

1) Data Reduction

Reducing data means summarizing, choosing the main things, focusing on the important things, looking for themes and patterns. Thus, the reduced data will provide a clearer

2) Data Display

The presentation of data is done with the aim that researcher can understand about what being happened and follow it up based on the information presented. In a qualitative study, the most frequently used is the presentation of data with narrative text.

3) Conclusion Drawing/Verification

Conclusion is the answer of the problem statement and question that researcher

has revealed in the beginning. The researcher concludes the result of students' self-confidence in speaking through English speech training by the concrete evidences at data collecting phase

FINDINGS

1. Students' self-confidence in speaking English through English Speech Training.

Based on interview that has been conducted, the researcher found 7 out of 10 students believe on their ability in speaking through the English speech training and have good self-confidence. On the other hand, 3 out of 10 students are found that they disbelieve on their ability in speaking through English speech training and have less self-confidence.

In addition, the researcher also presents the results of observation checklist for supporting the data above. In observation, the researcher used 10 statements based on the aspects of self-confidence, to see the students' self-confidence while performing their speech. They are:

- 1) *Siswa melakukan persiapan dengan baik sebelum mulai berbicara/speech.* (Students prepare well before their speech).
In this statement, the researcher found 10 students did it.
- 2) *Siswa melakukan kontak mata terhadap audiens pada saat berbicara/speech* (Students do eye contact with the audiences when speaking).
In this statement, 7 out of 10 students did it.
- 3) *Siswa melakukan bahasa tubuh (body language) pada saat berbicara/speech* (Students apply body languages when speaking).
6 out of 10 students did the statement above when they performed the speech.
- 4) *Siswa melakukan improvisasi yang benar ketika melakukan kesalahan saat tampil berbicara/speech* (Students make correct improvisations when they make mistakes in their speaking/speech performance)
7 out of 10 students did the statement above when they performed the speech.
- 5) *Siswa berbicara dengan lancar tanpa terbata-bata* (students speak fluently without stuttering)
8 out of 10 students did the statement above when they performed the speech.
- 6) *Siswa berbicara dengan suara lantang dan tidak* (students speak loudly and not nervous)
8 out of 10 students did the statement above when they performed the speech.
- 7) *Siswa dapat berinteraksi dengan audiens* (students can interact with the students)
7 out of 10 students did the statement above when they performed the speech.
- 8) *Siswa fokus berbicara/menyampaikan speech tanpa menghiraukan gangguan sekitar* (students focus on speaking/speech without paying attention to surrounding distractions)
7 out of 10 students did the statement above when they performed the speech.
- 9) *Siswa berbicara/speech menggunakan intonasi yang sesuai konteks (cth: nada tinggi saat menyatakan suatu kalimat seruan; nada rendah saat ucapan syukur dan salawat)* (students speak/speech using intonation based on the context (ex: high tone when expressing exclamation, and low tone when saying thankful and salawat))
8 out of 10 students did the statement above when they performed the speech.
- 10) *Siswa menyelesaikan speech dengan baik, tidak terburu-buru dan tetap tenang* (students finish their speech well, not rush and stay calm)
10 students did the statement above.

2. Impacts of English Speech Training on the students' self-confidence

Based on interview with the students, the researcher found that 8 out of 10 students said that English speech training has good benefit for their self-confidence development. While 2 out of 10 students said that they still feel difficult to be confident.

DISCUSSION

1. Students' self-confidence in speaking English through English Speech Training.

Based on the result of interview, there are 7 out of 10 students stated that they believe in their ability in speaking English through speech, and they felt confident. Some students have the same reason of their statements. They believe on their ability and feel confident because they like English and have basic English to speak, they memorized the text of speech and found no difficulty in it, they have motivation within themselves to be good speaker of English, and feel confident because they speak and perform only in front of female students. While the rest, 3 other students said that they felt unconfident or less of confidence in speaking English through English speech training because they do not like English, they are not really with speaking English, they did not memorize the text, and they always feel shy because of many people pay attention on them.

On the other side, the researcher also checked the students' performance in the field to see their ability and self-confidence directly. The results are described as follows:

- 1) Participant 1 (AKNW) completed 9 out of 10 statements of checklist. It means that the student has good self-confidence. Moreover, the students' answer in interview session related to the fact in the field that has been observed by the researcher. The student showed good confidence.
- 2) Participant 2 (ZAZZ) completed only 3 out of 10 statements of checklist. The students did not apply some points, that are no eye contact with the audience, there was no body language, did not memorize the text, there was no interaction with the students, the tone of voice is low and sometimes unclear, and hasty closing of speech. Those was related to the students' answer in interview, that the student always feeling unconfident because the low ability in speaking English, and lack of confidence to perform speech in public.
- 3) Participant 3 (NA) completed all the 10 statements of checklist. The students showed good performance while speech and the speaking English was good based on the text of speech. the result also related to the students' answer in interview that the student always feeling confident because of the students' self-motivation to be good in speaking English in public, through English speech training.
- 4) Participant 4 (NAA), completed 9 out of 10 statements of checklist. The student only missed the body language while speaking. The other points were applied well. Moreover, the student showed the self-confidence related to the students' answer in interview, that the student always feeling confident and believe on self-ability.
- 5) Participant 5 (RDD) completed only 1 out of 10 statements. It was totally showed the lack of self-confidence based on what the student showed in observation session. The result of interview also supports that the students always shy every appear in front of many people, especially to do English speech.
- 6) Participant 6 (NAK) completed the all 10 statements. The student showed good performance while the researcher did the observation. And in interview, the student also stated the text of speech is easy to be memorized and always be repeated. Hence, the student always be confident.

- 7) Participant 7 (SA) completed the all 10 statements. The student showed good performance while the researcher did the observation. In interview, the student said that the text of speech was easy to be memorized and the student likes speech. So, the student showed good self-confidence in speaking English when did the speech.
 - 8) Participant 8 (AI) completed the all 10 statements. The student showed good performance while the researcher did the observation. The student said in interview that because of learned many times, made the student felt confident when speaking English, especially in speech.
 - 9) Participant 9 (NR) completed only 3 out of 10 statements in observation checklist. Some points were not applied and showed that the student has less self-confidence when performed the speech. It is related to the students' answer in interview that the student not really with the ability in English speech.
 - 10) Participant 10 (ZIA) completed the all 10 statements. The student showed good performance while the researcher did the observation. The student mastered the text of speech and felt confidence because it performed only in front of female students. The result of observation related to the students' answer in interview.
2. Impacts of English Speech Training on the students' self-confidence

Based on results of the research, 8 out 10 students stated that English speech training at Pondok Pesantren modern Rahmatul Asri is very helpful to hone students' ability in speaking in public, especially in English. Those students also said that they felt the changes on themselves after learning from English speech training. Many students feel that their self-confidence more developed than before.

Besides, the 2 other students said that they were still not confident with the English speech training because they do not like English and have no interest in English. Moreover, the students always avoid to speak and perform in public because of shyness. It means that the students have no interest with the English speech training, so they feel no or less benefit of that activity.

In this relation, David Kolb (1984) argues that an effective learning comes from the cycles of experiences, reflections, concepts, and try. In the context of speech training, students experienced speaking in public, reflected that experience, understand the concepts of communication and students then try and apply it until they able and feel confident. The theory supports the results of this research, that through English speech training, the students can develop they self-confidence.

CONCLUSION

Based on the findings and discussion in the previous chapter, it can be concluded that students of Pondok Pesantren Modern Rahmatul Asri have good self-confidence in speaking through English speech training, proven by the students' responses and the results of observation. Most of them show the good self-confidence through speech, so it can be said that English speech training has positive impacts for building and developing students' self-confidence in speaking.

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