THE INFLUENCE OF STUDENTS' LEVEL OF SELF-CONFIDENCE AND LEARNING
APPROACH TO STUDENTS SPEAKING SKILL
(An Experimental Study)

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Abstraks: Tujuan dari penelitian ini adalah untuk mengetahui: (1) apakah siswa yang mempunyai tingkat kepercayaan diri yang tinggi mempunyai kemampuan berbicara yang lebih baik daripada siswa yang mempunyai tingkat kepercayaan diri yang rendah; (2) apakah ada interaksi antara metode pembelajaran dan tingkat kepercayaan diri siswa dalam pengajaran berbicara. Penelitian ini merupakan penelitian kuantitatif dengan metode experimental. Populasi dalam penelitian ini adalah siswa-siswa kelas sebelas SMA Negeri 1 Sambung Macan, Sragen. Teknik yang digunakan untuk mengumpulkan sampel adalah Cluster Random Sampling dan teknik yang digunakan untuk mengumpulkan data adalah kuisioner dan tes berbicara. Hasil penelitian menunjukan bahwa Siswa yang mempunyai tingkat kepercayaan diri yang tinggi mempunyai nilai rata-rata lebih tinggi dari pada siswa yang mempunyai tingkat kepercayaan diri yang rendah dan juga ada interaksi antara pendekatan pembelajaran dan tingkat kepercayaan diri siswa dalam pengajaran berbicara, berdasarkan fakta dari hasil Anova yang menunjukan bahwa F_o interaksi (58.58) lebih tinggi daripada Ft pada level signifikansi $\alpha = 0.05$ (4.00) dan F_t pada level signifikansi $\alpha = 0.01$ (7.08).

Kata kunci: kepercayaan diri, kemampuan berbicara, pendekatan pembelajaran.

INTRODUCTION

As social being, people need to communicate with the people around them. When we say communication, what comes in mind is speaking which is an oral process taking place between people. Learning ability of individuals is mostly related to how effective they use the oral communication skills. There are many definitions of speaking. According to Widdowson (1978: 6) speaking is the movements of the speech organs to produce sounds which are perceived by the ear. Speaking involves how and what something is said, in which both are fundamental to effective expression. Language learners need to recognize that speaking involves three areas of knowledge: (1) Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation, (2) Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/ information exchange) and when precise understanding is not required (interaction/relationship building), (3)

Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. In order to teach second language learners how to speak in the best way possible, some speaking activities are provided such as role play, simulation, information gap, discussion, and communication games that can be applied to ESL and EFL classroom settings (The Internet TESL Journal, Vol. IV, No. 8, August 1998).

There are a lot of approaches and methods that can be used by teachers to teach speaking skill. In Indonesia, there are some methods that are applied in English language teaching. Two of them are

Communicative Language Teaching and The Audiolingual Method. Both of them can be adopted in all levels of education. One of the types of learning and teaching activities in Communicative Language Teaching is through simulation. Simulation is an extremely valuable technique for L2 learning. It encourages thinking and creativity, lets students develop and practice new language and behavioral skills in a relatively non threatening setting, and can create the motivation and involvement necessary for learning to occur. Simulation is a broader concept than role-playing. Simulations simulate real life situations, while in role playing the participant is representing and experiencing some character types known in everyday life (Scarcella and Oxford, 1992: 251-259). According to Ladousse in Crookall and Oxford simulations always include an element of role play (1987: 223). Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. Simulations and Role plays have many advantages. First, since they are entertaining, they motivate the students. Second, as Harmer (1984: 274) suggests that they increase the self-confidence of hesitant students, because in simulations and role plays activities, they will have a

different role and do not have to speak for themselves, which means they do not have to take the same responsibility. In this method, the learners should be active and have considerable control over their own learning. The implication for the learner is that he should contribute as much as he gains, and thereby learn in an interdependent way (Richards and Rodgers, 1980: 110). The role of the teacher in this method according to Jones (1982: 4) is the teacher becomes the controller, and controls the event in the same way as a traffic controller, helping the flow of traffic and avoiding bottlenecks, but not telling individuals which way to go. Again, this is consistent with Scarcella and Oxford's principles (1992: 223-230). Rather than a traditional, teacher-centered classroom structure, the teacher keeps a relatively low profile and students are free to interact with each other spontaneously. This reduces student anxiety and facilitates learning.

Another method that is commonly applied in teaching speaking skill is The Audiolingual Method. It is based on behaviourist ideology, which professes that certain traits of living things, and in this case humans could be trained through a system of reinforcement—correct use of a trait would receive positive feedback while incorrect use of that trait would receive negative feedback. Lessons in the classroom focus on the correct imitation of the teacher by the students. Not only are the students expected to produce the correct output, but attention is also paid to correct pronunciation. Although correct grammar is expected in usage, no explicit grammatical instruction is given. Drills and dialogue are the basis of Audiolingual classroom practices. Various kinds of drills are used: repetition, inflection, replacement, completion, etc. Dialogues are used for repetition and memorization. Correct pronunciation, stress, rhythm, and intonation are emphasized. According to this method, learners are viewed as organism that can be directed by skilled training techniques to produce correct responses. They are not encouraged to initiate interaction because this may lead to mistake. In Audiolingual Method, the teacher's role is central and active; it is teacher-dominated method.

In this study, the writer focuses her investigation on the two methods above. It is so for some reasons. First, both Communicative Language Teaching and The Audiolingual Method are applicable to be used to teach senior high school students. Second, both of them can be used to teach speaking skill. Third, both of them share different perspectives about how teaching speaking should be.

One of the psychological factors that can influence the students' speaking skill is self-confidence. The heart of all

learning is a person's belief in his or her ability to accomplish the task. Self-confidence is an attitude that is characterized by a positive belief that you can take control of your life and of your plans. It is a belief in your abilities. People who are self-confident are those who acknowledge their capacity to do something and then proceed to do these things. They do not rely on the approval of other (http://www.highbeam//1P3-1538622701.html). Students who have high self-confidence are not afraid to explore their ability. They are usually active in the classroom and not afraid to make mistake in learning.

Some students have high level of self-confidence and low level of self-confidence. The students who have high level of self-confidence are usually more active in the class than the students who have low level of self-confidence. The students who have high self-confidence are not afraid to ask questions or to express their opinion. Asking questions or uttering opinion in the classroom requires certain courage to stand up and interrupt the teacher to ask a question, and it requires self-confidence to do that.

Dealing with the speaking in front of class, the students having high self-confidence will perform better than the students having low self-confidence. The reason is the most important factor that

determines the performance of students in school is neither intellect, nor energy or talent, it is the amount of self-confidence a student has which decides how much he will be able to use his talent, energy, and intellect. The students having high self-confidence do not have problem to speak in front of class or to utter their opinion. They are not afraid to make little mistakes or errors when they are speaking because they considered it as a part of learning. If they make mistakes, they always have courage and self-confidence to try again and again.

For students who have low level of self-confidence, speaking in front of class is a nightmare because (1) they do not have courage to speak; (2) they are afraid to make mistake; (3) they are worried about their performance in front of class; (4) they are afraid that their bad performance will be laughed by their friends. The student lacking self-confidence might not stand up and ask the teacher to explain once more even though he is struggling to get a concept right. This creates obstacles to their learning, as many things remain unclear to them that require further guidance by the teacher. It can be assumed that the students having high self-confidence have better speaking skill than the students having low self-confidence.

It cannot be denied that teaching method and students' self-confidence play the important role in teaching speaking.

The students with high self-confidence tend to be more active in class. Simulation method provides maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge. It allows the learners to express themselves. It also increases the students' self-confidence to speak in front of class. It reduces teacher speaking time in class while increasing student speaking time. If the students with high self-confidence are taught by using Audiolingual method, the students cannot find the same situation as in the simulation method. All they have to do is just drilling; repeat and repeat. As the result, the students with high self-confidence will get bored easily with that kind of situation because they cannot express themselves and they do not have enough opportunity to speak.

The students who have low level of self confidence tend to be more passive. In Audiolingual method, the teacher drills the students in the use of grammar. Drills and pattern practice are types of Audiolingual method. Lesson in the classroom focuses on the correct imitation of the teacher by the students. The students feel safe because they do not need to speak in front of class. The students are corrected directly when they make mistakes. The students who have low level of self-confidence are less effective if taught by simulation method because they feel reluctant, shy and not comfortable to speak in front of class. They always feel afraid if they make mistake.

So, it can be assumed that there is an interaction between the methods used and students' self-confidence in teaching speaking.

RESEARCH METHODOLOGY

The research method used in this research is experimental research and it was carried out in SMA Negeri 1 Sambung Macan. Experimental research is defined as an attempt to maintain control over all factors that may affect the result of an experiment. It is one of the most powerful research methodologies, because it is the best way to establish cause and effect relationship between variables. There are two variables in this research: independent variables and dependant variable. Independent variables cover simulation method of communicative language teaching, Audiolingual Method, and self-confidence. The dependant variable is speaking skill.

To conduct an experimental research, the researcher uses experimental design. It is a blueprint of the procedure that enables the researcher to test her hypotheses by reaching valid conclusions about relationships between independent and dependent variables. The minimum design is called a two by two (2 X 2) factorial

design. They are two simple effects and two main effects. The simple effects are high self-confidence and low self-confidence. The main effects are simulation method of communicative language teaching and drilling method of Audiolingual Method. In this research, the population is the eleventh grade of SMAN 1 Sambung Macan that consists of four classes. There are about 35 students for each class. The sample of this research is two classes of eleventh grade of SMAN 1 Sambung Macan. The technique used to get the sample is cluster random sampling. She takes two classes of four classes, which have similar ability, one is for experimental class and the other is for control class. Class XI IPS 2 is for experimental class and Class XI IPS 1 is for control class. Each class is divided into two groups, students who have high self-confident and those who have low self-confident. One of the two classes is taught by simulation method and the other class is taught by audiolingual method.

The techniques of collecting data are: (1) Speaking test to know the students' speaking skill, (2) Questionnaire is used to collect data of the students' self-confidence. In this research, the researcher uses close ended questions. The form of the item is objective. The questionnaire is used to classify students into two groups: the students who have high self-confidence and students who have low self-confidence.

The validity of the questionnaire is analysed using the following formula:

$$r_{it=} \frac{\sum x_i \, x_t}{\sqrt{\left(\sum x_i^2\right)\left(\sum x_t^2\right)}}$$

If r_o is higher than r_t, then the item is valid.

After the validity is analysed, it will be continued to know the reliability of the questionnaire using the following formula:

$$r_{kk=} \frac{k}{k-1}\left(1 - \frac{\sum s_i^2}{s_t^2}\right)$$

Where

$$s_t^2 = \frac{\sum x_t^2}{n}, s_i^2 = \frac{\sum x_i^2}{n}$$

If r_o is higher than r_t, then the item is reliable.

The technique used in analysing the data is descriptive analysis and inferential analysis. Descriptive analysis is used to know the mean, median, mode, and standard deviation of the scores of the speaking test. The normality and homogeneity test are done before testing the hypotheses. Inferential analysis used is

multifactor analysis of variance 2 x 2. Ho is rejected if Fo is higher than Ft. If Ho is rejected the analysis is continued to know the significant different between the teaching method by using Tukey test.

RESEARCH FINDINGS AND DISCUSSION

Students having high self-confidence have better speaking skill than the students having low self-confidence. Some students have high level of self-confidence and some have low level of self-confidence. The students who have high level of self-confidence are usually more active in the class than the students who have low level of self-confidence. Lindenfield (1998) in (http://www.articlesbase.com/meditation-articles/self-confidence-and-mind-behavior-2853775.html) states that people who are self-confident are those who acknowledge their capacity to do something and then proceed to do these things. They do not rely on the approval of other. The students who have high self-confidence are not afraid to ask questions or to express their opinion. Asking questions or uttering opinion in the classroom requires certain courage to stand up and interrupt the teacher to ask a question, and it requires self-confidence to do that. Dealing with the speaking in front of class, the students having high self-confidence will perform better than the students having low self-confidence. The reason is the most important factor that determines the performance of students in school is neither intellect, nor energy or talent, it is the amount of self-confidence a student has which decides how much he will be able to use his talent, energy, and intellect. The students having high self-confidence do not have problem to speak in front of class or to utter their opinion. They are not afraid to make little mistakes or errors when they are speaking because they consider it as a part of learning. If they make mistakes, they always have courage and self-confidence to try again and again.

For students who have low level of self-confidence, speaking in front of class is a nightmare because (1) they do not have courage to speak; (2) they are afraid to make mistake; (3) they are worried about their performance in front of class; (4) they are afraid that their bad performance will be laughed by their friends. The student lacking of self-confidence might not stand up and ask the teacher to explain once more even though he is struggling to get a concept right. There are some characteristics of students having low self-confidence that creates obstacles to their learning, as many things remain unclear to them that require further guidance by the teacher. Therefore, the students having high self-confidence have better speaking skill

than the students having low self-confidence.

There is an interaction between teaching methods (Simulation and Audiolingual) and students' self-confidence in teaching speaking English. Simulation method is more effective than audiolingual method to teach speaking for students having high self-confidence because the students having high self-confidence will be encouraged if the teacher gives a chance to them to involve actively in the teaching and learning process. The students having high self-confidence are usually more active in the class than the students having low level of self-confidence. The students having high self-confidence are not afraid to ask questions or to express their opinion. Nunan (1989: 65) states that asking questions or uttering opinion in the classroom requires certain courage to stand up and interrupt the teacher to ask a question, and it requires self-confidence to do that. McIntyre, Dornyei, Clement and Noels (1998: 82) suggest that self-confidence significantly contributes to the learners' willingness to communicate in a foreign language. According to them, affective factors such as motivation, personality, intergroup climate, and self-esteem underlie willingness to communicate, and the factor of self-esteem including overall self-esteem in L2 and situational self-confidence in communication play an important role in determining the learner's willingness to communicate. Dealing with the speaking in front of class, the students having high self-confidence perform better than the students having low self-confidence. The reason is the most important factor that determines the performance of students in school is neither intellect, nor energy or talent, it is the amount of self-confidence a student has which decides how much he is able to use his talent, energy, and intellect. The students having high self-confidence do not have problem to speak in front of class or to utter their opinion. They are not afraid to make little mistakes or errors when they are speaking because they considered it as a part of learning. Scarcella and Oxford state that simulation method provides maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge. It allows the learners to express themselves and reduces teacher speaking time in class while increasing student speaking time (1992: 251-259).

Audiolingual method is more effective to teach speaking for students having low self-confidence because students having low self-confidence tend to be more passive. They prefer listening to their teacher during the lesson rather than express their opinion and ask questions.

They are not confident in speaking and they are afraid to take risks. For students who have low level of self-confidence, speaking in front of class is a nightmare because (1) they do not have courage to speak; (2) they are afraid to make mistake; (3) they are worried about their performance in front of class; (4) they are afraid that their bad performance will be laughed by their friends. The student lacking self-confidence might not stand up and ask the teacher to explain once more even though he is struggling to get a concept right. This creates obstacles to their learning, as many things remain unclear to them that require further guidance by the teacher. According to the psychological foundations of Audiolingualism, foreign language learning is basically a process of mechanical habit formation. Good habits are formed by giving correct response rather than by making mistakes (Richards and Rodgers, 1993: 51). Learners are viewed as organism that can be directed by skilled training techniques to produce correct responses. Teaching focuses on the external manifestations of learning rather than on the internal processes. Students play reactive role by responding stimuli. In Audiolingual method, the teacher drills the students in the use of grammar. Drills and pattern practice are types of Audiolingual method. Lesson in the classroom focuses on the correct imitation of the teacher by the students (Richards and Rodgers, 1993: 53-56). The students feel safe because they do not need to speak in front of class. The students are corrected directly when they make mistakes. The students having low level of self-confidence are less effective if taught by simulation method because they feel reluctant, shy, and not comfortable to speak in front of class. They always feel afraid if they make mistake. On the other hand, the students having high self-confidence get bored easily with that kind of situation because they cannot express themselves and they do not have enough opportunity to speak. Therefore, it can be concluded that there is an interaction between teaching methods (Simulation and Audiolingual) and students' self-confidence in teaching speaking.

CONCLUSION AND SUGGESTION

Based on the research findings, it can be concluded that simulation method is an effective method to teach speaking skill, and the effectiveness is affected by the level of the students' self-confidence. Simulation is an extremely valuable method for L2 learning. It provides many benefits for the students. It provides maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic material and tasks, and shared knowledge. It also increases the

self-confidence of hesitant students. Self-confidence significantly contributes to the learners' willingness to communicate in a foreign language. Dealing with the speaking in front of class, the students having high self-confidence perform better than the students having low self-confidence. The reason is the most important factor that determines the performance of students in school is neither intellect, nor energy or talent, it is the amount of self-confidence a student has which decides how much he will be able to use his talent, energy, and intellect. The students having high self-confidence do not have problem to speak in front of class or to utter their opinion. They are not afraid to make little mistakes or errors when they are speaking because they considered it as a part of learning. Simulation method allows the learners to express themselves and also helps them to boost their self-confidence to speak in front of class. It reduces teacher speaking time in class while increasing student speaking time. Therefore, simulation method is an effective method to teach speaking skill viewed from the students' self-confidence.

Because each class has students having high and low self-confidence, simulation method and audiolingual method can be used to complement each other. Since, there is an interaction between the teaching model and the degree of self-

confidence, it is important to select the method which is suitable for students having high and low self-confidence. For Teachers, They should know how to boost the students' self-confidence because it is one of psychological factors that influences the students' speaking skill in the classroom and Teachers should also select the method which is suitable for students having high and low self-confidence.

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