



## The Student's Speaking Confidence Level at Language Center Pare Kediri

Amalia Eka Brilianti

Yogyakarta State University, Yogyakarta, Indonesia

Email: amaliaeka.2022@student.uny.ac.id

### ABSTRACT

This research aims to describe and analyze the student's speaking confidence level in an English learning environment and deal with Park's theory about four categories of speaking confidence. This research applied the descriptive qualitative method conducted among Academic level students in the Language Centre Kampung Inggris Pare as the participant of this research. The research data were obtained through the speaking confidence test for 12 students in an English learning classroom. Based on the results, the students' speaking confidence level in the English learning environment conducted by the academic level students of Language Center Kampung Inggris Pare were at High and Medium levels. It shows from the test data that 4 out of 12 students got a high level, and 3 out of 12 students got a medium level of speaking confidence in the English learning environment. In addition, the results also show that the percentage of students speaking confidence was 44,4%, remarking a Low level of applying dynamic energy because most students are confident in displaying dynamic energy for their speaking performance. The lowest percentage of students' speaking confidence is 42,7% in the accuracy aspect, which means most students have a low speaking confidence level in the accuracy aspect because they use basic sentence structures and frequently make some errors.

**Keywords:** Speaking Confidence Level, Speaking Performance

### Introduction

Speaking is one of the English macro skills included in the productive skills because it can produce messages in the form of spoken text through speech and speaking activities (Hossain, 2015). Speaking is defined as the process conducted by two persons who have communication as the purpose of the action, and its process includes making the information that has been transferred valid. Valid information is considered by various aspects that can make a successful speaking performance. Utama et al. (2013) explain that two aspects determine successful speaking performance: 1) linguistic aspects, such as grammar, fluency, word order, pronunciation, vocabulary, comprehension of utterances, and non-linguistic aspects, such as self-confidence, self-esteem, extroversion, motivation, intergroup climate Roysmanto, 2018). Therefore, linguistic and non-linguistic have a similar role in speaking performances. Self-confidence is included as one of the non-linguistic aspects of speaking performance. Self-confidence indicates the individual capacities and abilities of the performances. It is related to the theory by Eccles and Harold (1991) that self-confidence involves two terms: the competencies inside and the performance's lack of anxiety or nervousness (cited in Uludag & Oney, 2013). The lack of anxiety in the terms above that self-confidence can be identified as the feeling inside the individual that presents brave, enthusiasm, and relaxation in speaking performances.

Maximizing the English learning classroom facilitates improving their self-confidence in speaking. Dorman et al. (2006) explained that the English learning environment is a significant way to make the English student learn English speaking better and more effectively (quoted by Rakhmawati et al., 2020) For this reason, the researcher argues that self-confidence should be improved in English language learning. Self-confidence is one of the aspects of measuring English language learning success. Self-confidence is one of the significant things in speaking skills because it becomes the aspect that can measure the students to express their feelings in various English-speaking activities. Therefore, students with high self-confidence can minimize speaking problems during English-speaking activities in the English learning environment, and it can convey information and feelings. Many English courses always require their students to contribute better to the English teaching and learning environment, especially Language Center as

one of the English courses in Pare, Kediri. Consequently, many courses provide 24 hours of daily English conversation and public speaking to increase students' confidence. However, the duty to speak English 24 hours in the English learning environment sometimes can make the students in Language Center Pare feel pressured to speak English. This condition significantly reduces the student's speaking confidence in the English learning environment.

The study of students' speaking confidence levels has been conducted by many previous scholars consisting of the investigation of factors that cause student's lack of self-confidence in SMA 4 Bau-Bau (Nety et al., 2020), the investigation of levels and categories toward students' self-confidence in MTs Al-Jihad Pontianak (Febriyani et al., 2020), and the study of self-confidence in public speaking at Advanced Speaking Class of English Education Department at Walisongo State Islamic University (Nadiyah, Arina, et al., 2019). For this reason, the study of self-confidence level for students in non-formal education still lacks investigation. Subsequently, a recent study focused on the student's speaking confidence level in the English learning environment conducted by 12 students of the A8 class of the Intensive English Program in the Language Centre Kampung Inggris Pare. The researcher discovers the formulation problem: the student's speaking self-confidence level in the English learning environment. The researcher measured the four speaking confidence categories in the learning environment. The results and findings of the current research can give additional information to the English teacher and English lecturer for identifying the speaking aspects based on the confidence perspective in the English learning environment.

### Speaking Confidence

Speaking still becomes a problem for many students, predominantly English foreign language (EFL) and English second language students. Many students face the kinds of speaking problems because of psychological factors, such as fear of mistakes, shyness, anxiety, lack of confidence, and lack of motivation (Hidayati, 2021). Lack of confidence is one of the speaking problems that the students, as the speaker, sometimes feel anxious, nervous, hand-shakes, terrified, afraid, and do not have eye contact when speaking with other people. It is related to the theory by Eccles and Harold (1991) that self-confidence involves two terms: the competencies inside and the performance's lack of anxiety or nervousness. The lack of anxiety in the terms above that self-confidence can be identified as the feeling inside the individual that presents brave, enthusiasm, and feel free when speaking (Uludag & Oney, 2013).

Speaking confidence should be appeared by many students while speaking performances or in conversation. The teacher should consider it to build students' speaking confidence. Park & Lee (2005), speaking confidence is divided into four categories:

1. Confidence in a given situation (Confidence in interacting, giving information, and asking questions)
2. Communication trust (Confidence in engaging with eye contact, natural gestures, facial expression purposeful movement, professional appearances, dynamic energy, pausing while speaking, voice quality)
3. Potential trust in the language (Optimism)
4. Language skill trust (Confidence represents through fluency, accuracy, and correct pronunciation)

In conclusion, speaking confidence should become one of the most crucial aspects, especially non-linguistic aspects, by considering the four categories of speaking confidence: language skills trust, communication trust, situational trust, and language optimism.

### Research Methodology

In this research, the researcher applied a descriptive qualitative method. This research took place in Language Center Pare, Malang. The research analyzed the speaking confidence of the Language Center students at the college level. The researcher chooses the respondent by using purposive sampling. The researcher took 12 students in the A8 class. The researcher used a test and questionnaire for the respondent to measure the level view from the four speaking confidence categories and receive comprehensive information about the problems in speaking confidence faced by language center students at the college level.

The data analysis technique is the step after collecting the data from tests and questionnaires. In analyzing the data from the test, the researcher calculates the student's score in four categories of speaking confidence by using Wallizer's formula to see the student's percentage of speaking confidence (Yuliani et al., 2022)

$$P = \frac{Fq}{N} \times 100\%$$

Explanation of the formula:

**P** = Percentage of student's speaking confidence

**Fq** = The student's actual score

**N** = The ideal grade

**100%** = Constant value

After analyzing and calculating the score, the upcoming step is categorizing the speaking confidence using the criterion. The categorization aims to determine the student's speaking confidence level, which appears in the English

environment. The researcher categorized the percentage of students' speaking confidence by using Wallizer 's average percentage formula (Yuliani et al., 2022).

Table 1: The categorization of speaking confidence level

Categories	The Percentage Number of Speaking Confidence
Very Low	0% – 25%
Low	26% – 50 %
Medium	51% – 75%
High	76% – 100%

## Results and Discussion

Based on the speaking confidence test results of 12 students of the A8 class in The Language Center English Course Pare Kediri. The measurement of students' speaking confidence levels using four categories of speaking confidence as a benchmark. The following will Table 2 describes the description of the results of the questionnaire on the level of confidence obtained at the academic level of students in the Language Center English Course Pare Kediri. Table 2: The data calculation of student's speaking confidence level

Participant	Confidence in Given Situation	Communication Trust	Potential Trust in Language	Language Skill Trust	Total	%	Category
P1	15	11	18	12	56	58,3	Medium
P2	10	10	12	10	42	43,3	Low
P3	9	9	10	6	34	35,1	Low
P4	23	17	25	19	84	86,6	High
P5	12	10	15	9	46	47,4	Low
P6	13	11	12	17	53	55,3	Medium
P7	22	21	25	13	81	84,1	High
P8	24	19	20	16	79	81,4	High
P9	24	22	25	18	89	92,5	High
P10	20	17	20	10	67	69,1	Medium
P11	8	9	10	5	32	33,8	Low
P12	9	10	10	9	38	39,1	Low

Based on the table above, the researcher found that four students got a high level, which means they have a high level of speaking confidence in interacting, asking, and responding. They feel confident when engaging the nonverbal skill during communication in an English learning environment. The confidence can appear in fluency, correct pronunciation, and accuracy aspects. Three students' remarks with a medium level of speaking confidence mean that they were able to communicate but still challenging to elaborate on the information, and they were difficult to engage with the nonverbal communication skill. Five students got Low levels of speaking confidence. Some of the students still needed help communicating and the information needed to be delivered. Also, they needed to engage the nonverbal skill in communication.

Table 3: The percentage of speaking confidence aspects

Aspects	Total Score	Ideal Score	%	Category
Confidence in Interaction	59	96	61,4	Medium
Confidence in Giving Information and Response	69	96	71,8	Medium
Confidence in Asking Questions	61	96	63,5	Medium
Confidence Using Eye Contact	21	36	58,3	Medium
Natural Gesture	20	36	55,5	Medium
Facial Expression	21	36	58,3	Medium
Purposeful Movement	19	36	52,7	Medium
Professional Appearances	25	36	69,4	Medium
Applying Dynamic Energy	16	36	44,4	Low
Pausing While Speaking	24	36	66,6	Medium
Voice Quality	21	36	58,3	Medium
Optimism	202	300	67,3	Medium
Fluency	51	96	53,1	Medium
Correct Pronunciation	52	96	54,1	Medium
Accuracy	41	96	42,7	Low

Based on the table of data percentage of speaking confidence aspects above, the researcher found speaking confidence levels using four categorizations conducted by 12 students of the A8 class of the Intensive English Program in the Language Centre Kampung Inggris Pare. The complete discussion of speaking confidence's categorization is explained below.

1. The given situation confidences aspect of interaction obtained by 12 students of the A8 class of the Intensive English Program in the Language Centre Kampung Inggris Pare achieved a total score of 59 from the ideal score of 96. It means the percentage reaches 61,4%, and the speaking confidence level of student interaction is classified as "Medium" level. It can be interpreted that most students can interact well in the English learning environment confidently. However, some students still find it challenging to start the interaction and need help from the teacher in communication.
2. Giving information achieves a total score of 69 from the ideal score of 96. It means the percentage reaches 71,8%, classified as "Medium." It can be interpreted that most students can be confident in demonstrating full knowledge with explanation and elaboration. Some students deliver the information without elaboration, and the information is not delivered.
3. Aspect students' confidence in asking questions reached the total score of 61, meaning the percentage achieved 63,5%, classified as a "Medium" level of speaking confidence. It can be interpreted that most of the students are confident to ask the questions with elaborate the information that has been received. However, some students are still confident to ask questions and need help from the teacher.
4. The student's confidence in engaging with eye contact while speaking achieves a total score of 21, which means the percentage reaches 58,3%, categorized as a "Medium" level of speaking confidence. It can be interpreted that most students can use consistent eye contact confidently when communicating in the English learning environment. Some students still have minimal eye contact because they lack confidence in using eye contact.
5. The natural gesture confidence aspects reach the total score of 20 from the ideal score, meaning the percentage achieves 55,5%, which is classified as the "Medium" level. It can be interpreted that most students confidently made descriptive gestures. Some students are still unconfident, so they have no gestures, and they have static communication.
6. Aspect students' confidence in using facial expressions while communicating reached the total score of 21 from the ideal score. Thus, the percentage achieved 58,3%, classified as a "Medium" level of speaking confidence. It can be interpreted that most students are confident in using facial expressions. However, some students also have no interest in facial or flat facial expressions because of lacking confidence.
7. The student's confidence in using purposeful movement while speaking achieves a total score of 19, which means the percentage reaches 52,7%, categorized as a "Medium" level of speaking confidence. It can be interpreted that most students can make purposeful movements confidently when communicating in the English learning environment, but some students are unconfident; meanwhile, they do not make purposeful movements or make static in communication.
8. The professional appearances as confident aspects reach the total score of 25 from the ideal score, meaning the percentage achieves 69,4%, categorized as "Medium" level. It can be interpreted that most students have high confidence, so they are more relaxed in communication. A few students are still unconfident and require nervousness.
9. The confidence aspect of using dynamic energy achieves a total score of 16, which means the percentage reaches 44,4%, categorized as a "Low" level. It can be interpreted that most students are confident in displaying dynamic energy in communication.
10. The pausing while speaking as a confident aspect achieves the total score of 24, which means the percentage reaches 66,6%, categorized as "Medium" level. It can be interpreted that most of the students are confident in the pausing aspect means that the pauses are displayed a few times with a short pause duration.
11. Aspect students' confidence in using voice quality reached a total score of 21 from the ideal score. It means the percentage achieved 58,3%, classified as a "Medium" level of speaking confidence. It can be interpreted that most students are confident in controlling the volume and tone level, but some are still uncontrolled in the voice quality.
12. Optimism as a potential trust of confidence aspect reaches the total score of 202 from the ideal score of 300. It means the percentage achieves 67,3%, categorized as "Medium" level. It can be interpreted that most students have high confidence, so they show strong and positive feelings frequently in communication.
13. The confidence aspect of fluency achieves a total score of 51, which means the percentage reaches 53,1%, categorized as "Medium" level. It can be interpreted that most students can speak smoothly and confidently, but some still speak very slowly with incomplete sentences because of less confidence.
14. Aspect students' confidence in using correct pronunciation reached the total score of 52 from the ideal score. It means the percentage achieved 54,1%, classified as a "Medium" level of speaking confidence. It can be interpreted

that most of the students are confident in speaking. From the pronunciation aspect, they present a foreign accent but are still understandable.

15. The accuracy aspect reaches a total score of 41 from the ideal score of 96. The percentage achieves 42,7%, categorized as a “Low” level. It can be interpreted that most students have low speaking confidence levels in accuracy because they use basic sentence structures and frequently make some errors.

The explanation above give an additional discussion about the speaking confidence aspect obtained by the 12 students of the A8 class of the Intensive English Program in the Language Centre Kampung Inggris Pare. Most of the speaking, confident aspects are present at a Medium level, which can be seen from the quality of speaking in their English environment. Meanwhile, most students still have Low speaking confidence, which is present in the dynamic energy and accuracy aspect.

## Conclusion

The researcher concluded that the student’s speaking confidence level in the English learning environment was obtained by the academic level students in the Language Centre Kampung Inggris Pare at a Medium level. This research highlighted two kinds of results as the research conclusion. First, the student’s speaking level in the English environment has High and Medium levels of speaking confidence. It becomes evident from the data result that four students were at the High level and three at Medium Level. Second, the data results present the percentage of speaking confidence levels, which appears that most of the students categorized with Medium level for all speaking confident aspects with the acquisition of 51% - 75%, except the dynamic energy and accuracy aspect, which includes Low category with the percentage of 25% - 50%. It can be interpreted that they are confident in interacting, asking, or giving responses. They also feel confident when engaging the nonverbal skill during communication in an English learning environment which appears in fluency and correct pronunciation. However, they are still confident in using dynamic energy and accuracy.

## References

- Febriyani, D., Astuti, D. S., & Syahadati, E. (2020). An Analysis on Students’ Self-Confidence in Speaking Skill. *JELTE: Journal of English Language Teaching and Education*, 1(1).
- Hidayati. (2021). Students’ Problems in Speaking of The Second Year Students of The English Education Study Program at Madako University. *Jurnal Madako Education (JME)*, 7(2), 1–17.
- Hossain, M. I. (2015). *Teaching Productive Skills to the Students: A Secondary Level Scenario*. BRAC University.
- Nadiah, Arina, & Ikhrom. (2019). The Students’ Self-Confidence in Public Speaking. In *ELITE Journal* (Vol. 1, Issue 1). <https://www.elitejournal.org/index.php/ELITE>
- Nety, B, A. W., & Nurhaeni. (2020). Students’ Self-Confidence In Speaking English. *ENGLISH EDUCATIONJOURNAL (E2J)*, 6(1), 8–16. <https://www.ejournal.lppmunidayan.ac>.
- Park, H., & Lee, A. R. (2005). L2 Learners’ Anxiety, Self-Confidence, and Oral Performance. *Proceedings of the 10th Conference of Pan-Pacific Association of Applied Linguistics*, 197–208.
- Rakhmawati, Tafuzy, I., Ratnasari, A. E., & Rofiq, H. (2020). The Students’ Speaking Performance in a Speaking Classroom Environment Viewed from the Students’ Satisfaction and Their Motivation. *International Conference on English Language Teaching (ICONELT 2019)*, 313–318.
- Roysmanto. (2018). A Correlation Between Self-Confidence and The Students’ Speaking Skill. *Search and Innovation in Language Learning V*, 1(1), 1–8. <http://jurnal.unswagati.ac.id/index.php/RILL>
- Uludag, O., & Oney, E. (2013). Classification of Self-Confidence: Is General Self-Confidence An Aggregate of Specific Self-Confidences? *6th International Conference on Service Management.*, 1–11.
- Yuliani, R. T., Andayani T, M. A., & Wahjuningsih, E. (2022). Exploring the Students’ Attention Level in Teaching and Learning of English. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 10(2), 1899–1920. <https://doi.org/10.24256/ideas.v10i2.3430>