

CHAPTER IV

RESEARCH FINDINGS

A. The Description of Data

In this chapter, the researcher describe the result of the research data description made by the researcher in this reasearch. The researcher attempt to submit the data as outcomes or reasearch that has held at Al-Hidayah Islamic Boarding School Rangkasbitung,Lebak Banten. This research only involves one class of the fist year studnts senior high school, the researcher took twenty students as samples from the reasearch, the goals of this reserach are the reasearcher will explore students self-confodence on their speaking skiil.

The analysing of this data is used qualitative from the researcher to explore students' self-confidence on their spaking skill , the students answer ten questions of multiple choice question by answer a (always), b (opten), c (seldom), and d (never). From the answer of the students, the researcher find the efforts from the teacher to improve students self confidence and to find how is students with hight self-confidence and students with low self-confidence on their speaking skill. and interview the English teacher to find out a teacher efforst to improving students'

self-confidence on their speaking skill. The researcher made ten questions for interviewing teacher.

a. Questionnaire

Questionnaire is the first instrument that used by the researcher in conducting the data. The questionnaire are ten questions were asked to the participants. This instrument is to support the observation data about students' self-confidence on their speaking skill.

Based on the questionnaire of the students' about researcher want to know how is students' self-confidence on their speaking skill. The researcher took twenty students' as samples. According to the students' of senior high school at Al-Hidayah Islamic Boarding School in Rangkasbitung, Lebak, Banten.

Table 1. The result of the questionnaire from twenty respondents

No	Students' name	Multiple answer									
		1	2	3	4	5	6	7	8	9	10
1	Aas Astuti	C	B	C	A	D	B	C	B	D	B
2	Ahmad Ronin Muyasar	A	C	C	C	B	B	C	C	B	C
3	Alya	A	C	C	C	C	D	C	C	B	B
4	Ani Awaliah	C	C	C	C	B	B	B	C	B	A
5	Dewi	C	C	B	C	C	A	C	C	A	A
6	Farhan Hafidzu	C	C	A	C	C	A	C	C	B	C

	Rohman										
7	Ihdaudin	C	C	D	C	C	C	B	C	B	A
8	Lia awaliatusa'adah	D	C	B	C	C	C	C	C	B	A
9	Lilis nuryani	A	C	B	C	C	A	C	C	A	B
10	Maesaroh	C	B	B	D	C	B	B	B	A	B
11	Muhamad aisar	B	A	B	A	B	A	C	D	C	C
12	Muhamad alfin aulia	A	B	C	C	C	C	C	C	C	C
13	Muhamad rizqi	D	B	C	C	C	C	C	B	B	B
14	Muhamad roji gufron	C	C	B	C	C	A	B	C	C	B
15	Maulana abdul said	C	C	B	C	C	C	B	C	C	A
16	Putri ayu munggaran	B	C	B	C	B	C	C	B	C	A
17	Qonita nurhaliza	C	A	C	C	C	B	C	B	B	A
18	Seliyana heryani	C	C	B	A	D	A	C	B	C	A
19	Syahru romdoni	B	C	B	A	C	C	C	D	C	A
20	Zahra nurizawati	A	B	C	C	B	A	B	B	B	C

Describe data of questionnaire based on the result of questionnaire above the researcher could describe students' self-confidence on their speaking skill.

From the research that has been done in the first year senior high school at Al-hidayah islamic boarding school in Rangkasbitung

most of students have low confidence compared with students who have low self-confidence and high level of self-confidence.

1. Students' who enjoy in learning English there is 25 % or 5 students responds always Enjoy in learning English, 15 % or 3 students' said often enjoy in learning English, 50 % or 10 students' said seldom in learning English and 10 % or 2 student said enjoy in learning English.
2. In the English classroom there are students speaking English, and frequency speaking activities in the classroom there is 10 % or 2 students responds always, 25 % or 5 students' said often speaking English, 65 % or 13 students said seldom speak English.
3. when speaking English, some students use eye contact. There is 5 % or 1 student said always use eye contact when speaking English, 50 % or 10 students' responds often use eye contact when speaking, 40 % or 8 students said seldom and 5 % or 1 student never use eye contact when speaking English.
4. Students who has self-confidence at speaking English there is 20 % or 4 students said always feel confidence, 75 % or 15 students' responds seldom feel confidence when speaking English and 5 % or 1 studentd said never feel self-confidence when speakaing English.

5. In English classroom at speaking activity, students' sometimes feel afraid when they will to speak in front of another students'. There is 25 % or 5 students' said often, 65 % or 13 students said seldom and 10 students said never feel afraid when speaking in front of another students.
6. When speaking English vocabulary is the one part in the speaking skill then sometimes students' feel difficulty to choose some of vocabulary. There is 35% or 7 students' said always 25 % or 5 students said often, 30 % or 6 students' said seldom and 5 % or 1 student said never feel difficulty to choose some vocabulary in speaking.
7. When study, some students' feel difficulty in speaking. There is 30 % or 6 students' said often and 70 % or 14 students' said seldom. They feel difficulty because lack of vocabulary and lack of confidence when they will speak.
8. Some students afraid wrong in speaking English, there is 35 % or 7 students', 55 % or 11 students' said seldom and 10 % or 2 student said never because they have habitual and often speak English language.
9. In speaking English lack of vocabulary is one factor students' lack of confidence, there is 15 % or 3 students' said always, 45 % or 9

students' said often 35 % or 7 students said seldom and 5 % or 1 student said never because he always remember and write the vocabullary on his note book.

10. Grammar is scince to teach us how to speak and write English corectly, and grammar also become one factor why students dificulty in speaking. There is 45 % or 9 students' said always, 30 % or 6 stduents' said often and 25 % or 5 students' said seldom think about grammar before speaking English.

b. Interview

Interview is the second instrumet that used by the researcher in conducting the data. The interiew was hold after the questionnaire conducted. There are ten questions were asked to the English teacher. The questions are done by interviewing directly to the teacher. This instrument is support the observation data and to make sure the effort are maked by the English teacher to improve students' self-confidnce on their speaking skill.

In analysing, the result will be presented in the table. The researcher hold interview at 11.00 am until 11.45 am coincide with Monday , juli 15 , 2019 at teacher's room. The conversation between the researcher and teacher during the interview :

Table 2. English Teacher answer about interviews from researchers

- *The researcher.* Do you often use methods when teaching ?
- *The teacher.* When teaching English sometimes i use methods adjust the situation
- *The researcher.* What methods do you often use ?
- *The teacher.* I often use grammar translation method this method where grammar is emphasized more. in addition to grammar, there are also translates or subtitles which are most often used to teach vocabulary. Audio lingual method is an English learning mthode where the teacher practices a short dialogue which means that one cannot be translated by students. The teaher gives introductions to follow the dialogue and students' guess the propose of the dialogue from the expression, dialogue poses, and variouus things practiced by a teacher. Total physical response are bigining the teacher does some work such as walking, sitting, holding ears putting ruler or writing. But before the teacher does all thhe the work, teacher orders himself first with English innstructionns. After numbering of repetitionnss through the instructions carried out and carried out by teacher, at a stage the teacher gives oorders to students with the same intructions as teacher intructions. Through these commands, students are expected to be able to

carry out in accordance with the instructions and example given instructions. Of course, the teacher does not carry out the order and teacher only provides corrections.

- *The researcher.* Are the methods you use effective in learning English ?
- *The teacher.* Sometimes the methods I used is effective even if the methods are not effective then I look for another method until students enjoy learning English
- *The researcher.* Have you ever prepare strategies before teaching ?
- *The teacher.* Yes, before teaching I always prepare strategies at least two strategies`
- *The researcher.* How many teaching strategies do you prepare ?
- *The teacher.* before teaching English I always prepare three strategies.
- *The researcher.* What strategies do you often use to teach English ?
- *The teacher.* Strategies that I often use is contextual learning this strategy is a learning strategy that emphasizes the process of full student involvement to find the material learned and relate it to real life situations, so students are encouraged to be able to apply it in

their lives. Expository strategy is also called the expository model. Learning that emphasizes the process of delivering material directly from teacher to students with the intention that students can master the learning material optimally and last communicative language teaching is an approach in teaching foreign language that emphasizes the concept of interaction, both in the process and the objectives of the learning process. This strategy also a tool for communication not just a set of rules then students try to speech in front of another students with self-confidence.

- *The researcher.* Do you use English language every teaching English ?
- *The teacher.* yes, i always use bilingual language for the first explanation i use English language and if the students does not understand i use Indonesian language
- *The researcher.* Have you ever give the motivations to students ?
- *The teacher.* yes, i have ever gived students motivation because the students' not just need theorist but they also need motivation
- *The researcher.* When do you give motivation to students
- *The teacher.* I always give them motivation afer learning.
- *The researcher.* Does it often provide motivation to make changes

to ? students

- *The teacher.* Yes, at lest they understood how important English was and triggered them to speak English active

From the result the teacher's interview when the researcher does an interview with the English teacher about the efforts of the teacher to improve the students' self-confidence on their speaking skill . To make students enjoy in learning English Teacher always prepare strategies,methods before teaching. The teacher required students to use English so that students are accustomed to speaking English and students also have a high level of self-confidence. After learing him always give students movtivation, because lack of motivation is the way students does not self-confidence on their speaking skill.

Teacher's efforts to improve students self-confidence on their speaking skill by giving motivation to how important English in our life. Now era English is international language this language very important in education and in finding work and the theories without practice as a lie so the teacher emphasizes students often practice speaking English dont feel ashmed and nervous. Students must be diligently add vocabulary that they don't know and wite it in the

notebook. With the emphasis on speaking English to the students can train and improve students self-confidence on their speaking skill.

B. The Characteristics of students' with low self-confidence

Carol Craig stated that Confidence is thus not simply a feeling that things will go well but also a judgement on our own or others' abilities. When the abilities in question are our own, having confidence suggests a high level of self-assurance. Since confidence involves the belief that things will turn out well, confidence may sometimes be used interchangeably with optimism.¹

After collecting the data from twenty students senior high school of Al-Hidayah islamic boarding school in Lebakpicung, Rangkasbitung, Lebak Banten at 15 of July 2019. The researcher took pointed out some characteristics of students with low self-confidence which are:

1. Students' do not enjoy learning English

There are two factors that make students' do not enjoy in English learning the first factor comes from the English teacher and second factor comes from the students'.

The factor comes from the teacher include the teacher delivering the material vocabulary used by the teacher is difficult to understand

¹ Carol Craig, *Creating Confidence* (Scotland, UK : Glasgow, 2007) 2.

students' and when teaching the method used does not vary and tends to be monotonous teacher's closeness to students' also affect the enjoyment of students' in learning English.

The factors that come from students' include the difficulty of students' pronouncing word by word English, according to some students said English is difficult language to pronounce because the writing and pronunciation are very different unlike Indonesian language when the pronunciation and the writing are the same not only in pronunciation vocabulary also, one of the factors comes from students not enjoying in English learning if students lack of vocabulary it makes students difficult to understand the material explained by the English teacher and students also find it difficult to compose sentences that they want to say and grammar becomes an important part of students learning English many of students always think about grammar before speaking English they are afraid the grammar they use is wrong.

2. Lack of vocabulary

Vocabulary is the basic that must be learned first by learners it will help the learner in learning English well, vocabulary is a stock of words which are at the disposal of speaker/writer, vocabulary also list or collection of words arranged in alphabetical order and explained in a dictionary or lexicon

either of whole language, a single work or author, a branch of science or wordbook and vocabulary is a core component of language proficiency and provides much of basis for how well learners speak, listen, read and write, vocabulary refers to the words must understand to communicate effectively.

Vocabulary has an important role. The more vocabulary we have it make easier for speaking English, understand other speak English or writing in English and the more easily can express our thoughts in English both verbally and in writing. Conversely, the less English vocabulary we have, the more difficult it will be for us to speak English, understand other people speech or writing in English and the more difficult it will be to express our thoughts in speaking English than vocabulary is one part in learning English speaking.

3. lack of self-confidence

Self –confidence is the belief in one self and abilities, it describes an internal state made up of what we think and feel about ourselves. This state is changeable according to the situation we are currently in and our responses to events going on around us, It is not unusual to feel quite confident in some circumstances and less confident in others, it is also influenced by past events and how remember recalling a former success

has a very different outcome in terms of our confidence levels than thinking about an occasion when we failed.

Self-confidence is a major issue in the field of learning a foreign language. Successful students often have the quality of high self-confidence. many factors that make students lack of self-confidence such as lack of vocabulary, fear of making mistakes and many others.

4. The fear of making mistakes

From the research that has been done by researchers, the students' fears make mistakes that students various kinds are afraid bad pronunciation, some students' afraid of being wrong in terms of the grammer and there are some students' who are afraid making mistakes in intonation when speaking English.

Students' with low self-confidence always thinking about what they say will be wrong such as from the pronunciation, use of grammar and luck of vocabulary is also a facor students' fear of making mistakes in English speaking.

5. Shyness

The charecteristics of childern who have a shy attitude firstly students do not making eye contact when talking to another students', the students'

will try to avoid eye contact while speaking and usually the students' will look away and do not interact with eye contact.

Secondly, little and rarely speak usually shy children are more likely to be quiet and rarely communicate or speak, usually when a student's answer a question they just answer yes or no if this shy attitude is excessive then the students will only answer questions with a nod of his head or shake his head,

And the third the characters of students shyness is do not have a courageous attitude do not have courage to appear in public, students shyness will be awkward and stage fright, what will happen to the students' is could sweats, heart palpitations, trembling and nervous, so the students' do not focus on what is done. Shyness is one from the factors students with low self-confidence when speaking in front of many other students' shy students' prefer to lower their eyes and not dare to use eye contact with another students' in speaking English.

6. lack of motivation

The term of motivation is usually related to human behavior motivation is such kind of internal drive that encourages somebody to do an action. If we purpose that is sufficiently attractive, will be strongly motivated to do whatever is necessary to reach the goals.

The word “ motive” is defined as efforts that encourage some one to do something. Motives can be said as a driver from within and in the subject to perform ceratin activities in order to achiev a goal. According to Mc. Donald, motivation is the energy change in a person marked by the emergence of “feeling” and preceded with the response to their goal.²

Motivation is divided into two categories, they are intrinsic motivation and extrinsic motivation:

- a. Extrinsic motivation refers to a desire to get a reward and avoid punishment. It emphasizes external need to persuade the learner to take part in learning activity such as homework, grade, or doing something to please teachers. Both integrative and instrumental motivations are also grouped under the branch of the extrinsic motivation Harmer. As extrinsic motivation is based on external outcomes such as rewards and punishment. This motivation could bring a negative impact to the students, because with extrinsic motivation, students do not learn with their strong intention or will but they study it because they are pushed by the interest in the rewards or the punishment. When a student is learning because he is promised rewards or because he wants the

² Henry G Tarigan, *Berbicara sebagai suatu keterampilan Berbahasa*. (Bandung: Agustus,2008) edisi revisi,73.

rewards, he will be highly motivated to come to classes and learn and achieve the goals that is set for him. But when these rewards are taken away, or sometimes even if they do not see any punishment, the student will not be interested in coming to class and learn the language any longer.

- b. Intrinsic motivation refers to learning it self having its own reward. It means the learners are willingly and voluntarily not compulsorily try to learn what they think it is worth or important for them. When students have intrinsic motivation, they have the internal desire to learn and they do not have the need for external outcomes. There are no negative impacts in having intrinsic motivation. In addition, intrinsic motivation pushes the student to learn without rewards, because the need is innate or come from inside or depends on their own will.

C. The Characteristics of Students' with high self-confidence

Students' confidence is an important factor in success educational as more students are facing bulliying and harassment, confidence in school can suffer and when this occurs, grades often suffer buiding self-confidence in students' is one of the most important steps educators and parents can take to ensure an athmosphere for learning, If a students' is suffering from bulliying, immediate steps must be taken to

correct the situation and rebuild students self-confidence, when a student loses student self esteem, they may lose motivation in learning, many self-confidence activities for students can be use including those that are used in an individual as well as classroom setting.

Based on explanation before there are many factor of students' high self confidence but in that class not all students low confidence there are students' with high self-confidence which are :

1. There are enjoy in learning and speak English

Students with high confidence usually they like English subject and the English teacher always teach student by variations methode they know how important English Lesson and language learning cannot only rely on material but must be practiced using English.

2. Use eye contact

Usually making eye contact is difficult for some students but for students with high confidence it is vey easy beacuse it is usual, this usually can be caused by a variety of factors because of nervousness, do not dare look at other student when speaking.

Use eye contact is the most important way in even the most primitive communication, use eye contact it can make others find out the emotions taht occur, understand, not just to hear but also to listen

students' with high self-confidence in speaking they always use eye contact when speaking they feel confidence and never feel nervous.

3. They are ambitious

Ambition is important because their determination is what will shape the future of students, ambition builds students' and equips them to become extraordinary human beings because without the desire to succeed, it is absolutely impossible apart from parent, teacher, friends students' do not have anyone to force them to do what they need maybe some students' have thousands that they spend as motivation to get good grades there are some who have the desire to live better that what was raised whatever may be the driving factor behind student ambition, all roads lead to one end, and that is success.

Students with high confidence they have high ambitious never give up and did not afraid to making mistakes in speaking English even though they do not understand English grammar well and they always looking for vocabulary in the dictionary before speaking .

4. They have learned to communicate

They know well how to be have intelligently how to ask, how to heed advice and so on. They want to be effective and they listen more they speak. Indeed students' who have high confidence are more successful than others with students' with low self-confidence It is

the responsibility of the teacher to help students' who are low confident to overcome their problems in order to they become effective and successful students'.

D. The efforts are made by the teacher to improve students' self-confidence

After interviewing English Teacher researcher find some of the efforts that teachers do to improve students' self-confidence on their speaking skill.

1. Teacher actions to improve students self confidence

The teacher gives motivations to the students' about the importance of English language in this era because English becomes international language, English is very important in study and also in the work. In addition to providing motivation the teacher also often speaks English when explaining the lesson aims to stimulate students' to speak English and the teacher encourages students to speak English in the class during the lesson so that students' are accustomed to speak English.

2. Teacher's Method

Teachers use the grammar translation method. This method where grammar is emphasized more. In addition to grammar, there are also translations or subtitles which are most often used to teach vocabulary.

Next method is Audio lingual Method is an English learning mthode where the teacher pratices a short dialogue which means that one cannot be translated by students. The teacher gives introductions to follow the dialogue and students' guess the propose of the dialogue from the expression, dialogue poses, and variouus things practiced by a teacher. And the last is Total physical response this method are bigining the teacher does some work such as walking,sitting,holding ears putting ruler or writing. But before the teacher does all thhe the work, teacher orders himself first with English innstructionns. After numbering of repetitionnss through the instructions carried out and carried out by teacher, at a stage the teacher gives orders to students with the same intructions as teacher intructions. Through these commands, students are expected to be able to carry out in accordance with theh instructions and exsample given instructions. Of course, the teacher does not carry out the order and tecaher only provides corrections.

3. Teacher's strategies

Strategies that teachers often use in learning English to improve students' self-confidence is contextual learning this strategy is a learning strategy that emphasizes the process of full student involvment to find the material learned and relate it to real life situations, so students are

encouraged to be able to apply it in their lives. Expository strategy is also called the expository model. Learning that emphasizes the process of delivering material directly from teacher to students with the intention that students can master the learning optimal material and last communicative language teaching is an approachh in teaching foregin language that emphasizes the concept of interaction, both in the process and the objectives of the learning process. This strategy also a tool for communication not just a set of rules then students try to speech in front of another students with self-confidence.