THE DIFFERENCES OF SELF-CONFIDENCE IN SPEAKING BETWEEN STUDENTS JOINING AND NOT JOINING EDSA AT UNIVERSITAS AHMAD DAHLAN

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Abstract

This research title is "The Differences of Self-Confidence in Speaking Between Students Joining and Not Joining EDSA At Universitas Ahmad Dahlan". This study conducted to describe the differences of self-confidence in speaking between students who join and who do not join EDSA.

This research uses descriptive research. The method of this research is qualitative and quantitative methods. The population of this research are English department students in the fourth semester that joining at speaking class, they are consisting of 46 students totally. The sample of this research used non-random sampling, the researcher used 15 students who join EDSA and 15 students who do not join EDSA, 30 students totally. In collecting data, the researcher uses observation, interview and questionnaires technique. The researcher did observation with several techniques, the first is joining the class, taking a photo in the class and then giving a checklist on the observation paper based on the situation in the class. The researcher recorded the interview data. In the questionnaires, the researcher makes twenty-two items statement and used Likert scale.

The result of this research shows that the level of self-confidence in speaking of students who do not join EDSA is classified into fair category. The level of self-confidence in speaking of students who join EDSA is classified into very good category. The result of T-test in inferential analysis there is significant differences of self-confidence in speaking between students joining and not joining EDSA at Universitas Ahmad Dahlan, because t value is 8.816 > 0.05. The description of the difference of self-confidence in speaking between students who join EDSA and students who do not join EDSA can be seen from interview and observation conducted by researcher. Self-confidence in speaking of the students who join EDSA have higher score than the students who do not join EDSA.

Keywords: *Self-Confidence, Speaking, Self-Confidence in Speaking, EDSA*

A. Introduction

There are several natures as human being, whether it is positive or negative. Those natures will be determining human by its attitude, way of life, interactions, etc. Self-confidence is one of positive nature that every human has. People could tell someone is confidence, by its attitude. It is very important to have this nature,

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especially for teenager. During growth phase, a teenager should have a lot of interaction with other people. Self-confidence is the key to successfully interact with others.

Self-confidence could lead people to understand and comprehend their-selves. Ghufron & Risnawita (2014:33) states that self-confidence is one of the important aspects of the person's personality. Having one good self-confidence means having basic asset to easily communicate and interact with society. Self-confidence is an important asset because it has big influence in determining someone's success.

Speaking is one thing that could not be ignored when it comes to communication or conversation. According to Efrizal (2012) speaking is one way to communicate which ideas and though a message orally. It means that, speaking is an effective instrument in verbal communication.

Cameron (2001:40) states that speaking is active use of language to express meaning so that the other people can understand them. Speaking is process of giving and/or sharing information, idea, or a concept to listener. A good speaker could deliver the message they want to express to the listener. On the other hand, the listener could easily receive and understand if the message is clear. People are often hesitating to speak because they are afraid of pronouncing the words correctly and somehow, they feel shy to practice it. At this point, the fear and hesitation to speak up has defeated them in the first place.

A strong self-confidence and speaking skill is two things completing one another in the term of communication. A student who has to speak in front of the class should have a good self-confidence. Therefore, they could express and deliver the message clearly.

Universitas Ahmad Dahlan, particularly in English Education Department has a lot of students with different characters. Some of them are active in the class, joining organization or other activities while the rest is less-active. Some has high degree of self-confidence and some are not. In the class, there are some students' joining English Department Student Association (EDSA), but there are also several students who do not joining EDSA.

EDSA (*English Department Student Association*) is student organization of English Education Department in Universitas Ahmad Dahlan. This organization is under responsibility of BEM FKIP. This organization consists of student of English Education Department as a member. The purpose of EDSA is to accommodate all aspiration, criticism, and suggestion of student of English Education Department itself. By joining EDSA, students have larger environment and different circle of activities. It requires student to communicate and interact with new circumstances, out of the class.

B. Research Method

In this study, the researcher uses descriptive research. This research use qualitative method and quantitative method (mixed methods). The population of this research are English department students in the fourth semester that joining at speaking class. They are consisting of 46 students totally. They are divided into two classes. Sample of this research used non-random sampling that was purposive sampling. The researcher used 15 students who join EDSA and 15 students who do not join EDSA. They are consisting of 30 students totally. In qualitative method, the researcher uses direct observation and interview. In quantitative method, the researcher uses questionnaires. The researcher used three instruments are that questionnaires, interview guide and observation checklist.

C. Finding and Discussion

1. **Self-Confidence in Speaking of Students Who Do Not Join EDSA**

The Statistics Data of Students Who Do Not Join EDSA' Self-Confidence in Speaking

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Q1	15	3	2	5	3.20	.862
Q2	15	2	2	4	3.13	.640
Q3	15	2	2	4	3.00	.655
Q4	15	2	2	4	2.87	.743

Q5	15	2	2	4	2.73	.704
Q6	15	3	2	5	3.27	.799
Q7	15	3	2	5	3.00	.926
Q8	15	2	2	4	2.67	.816
Q9	15	2	2	4	2.87	.640
Q10	15	1	2	3	2.80	.414
Q11	15	3	2	5	3.73	.704
Q12	15	2	2	4	2.67	.617
Q13	15	4	1	5	3.47	.915
Q14	15	3	2	5	3.47	.915
Q15	15	3	2	5	3.27	.704
Q16	15	4	1	5	4.07	1.223
Q17	15	3	1	4	2.73	.884
Q18	15	1	2	3	2.73	.458
Q19	15	3	1	4	2.47	.990
Q20	15	3	1	4	2.93	.799
Q21	15	2	2	4	2.87	.640
Q22	15	3	2	5	3.47	.743
TOTAL	**15**	**22**	**56**	**78**	**67.40**	**6.412**
Valid N	15					

The data shows the statistics data of students who do not join EDSA' self-confidence in speaking. The data shows that the mean is 67.40, the standard deviation is 6.412, the range is 22, the minimum score is 56 and the maximum score is 78. There are fifteen students as the total sample of the students who do not join EDSA in this research.

Category of Students Who Do Not Join EDSA' Self-Confidence in Speaking

Interval Score	Frequency	%	Category
$72,5 <$	3	20%	Very Good
$67 \leq x < 72,5$	3	20%	Good
$61,5 \leq x < 67$	7	46.67%	Fair
$< 61,5$	2	13.33%	Poor
Total	**15**	**100%**	

The result shows that the level of self-confidence in speaking of students who do not join EDSA is classified into fair category because the percentage of fair category is 46.67%.

2. **Self-Confidence in Speaking of Students Who Join EDSA**

The Statistics Data of Students Who Join EDSA' Self-Confidence in Speaking

	N		Mean	Std. Deviation	Range	Minimum	Maximum
	Valid	**Missing**					
Q1	15	0	4.13	.640	2	3	5
Q2	15	0	3.53	.640	2	2	4
Q3	15	0	3.60	.632	2	3	5
Q4	15	0	3.53	.516	1	3	4
Q5	15	0	4.00	.756	2	3	5
Q6	15	0	3.80	.676	2	3	5
Q7	15	0	3.40	.737	3	2	5
Q8	15	0	3.93	.884	3	2	5
Q9	15	0	3.27	.594	2	2	4
Q10	15	0	3.67	.976	3	2	5

Q11	15	0	4.13	.640	2	3	5
Q12	15	0	3.27	.594	2	3	5
Q13	15	0	4.07	.799	2	3	5
Q14	15	0	3.93	.704	2	3	5
Q15	15	0	3.67	.617	2	3	5
Q16	15	0	4.67	.488	1	4	5
Q17	15	0	3.93	.799	2	3	5
Q18	15	0	4.00	.655	2	3	5
Q19	15	0	4.00	.926	3	2	5
Q20	15	0	4.27	.799	2	3	5
Q21	15	0	4.00	.756	2	3	5
Q22	15	0	4.40	.737	2	3	5
TOTAL	**15**	**0**	**85.20**	**4.475**	**13**	**79**	**92**

The data shows that the mean is 85.20, the standard deviation is 4.475, the range is 13, the minimum score is 79 and the maximum score is 92. There are fifteen students as the total sample of the students who join EDSA in this research.

Category of Students Who Join EDSA' Self-Confidence in Speaking

Interval Score	Frequency	%	Category
88,8 <	6	40%	Very Good
85,5 ≤ x < 88,8	1	6.67%	Good
82,2 ≤ x < 85,5	3	20%	Fair
< 82,2	5	33.33%	Poor
Total	15	100%	

The result shows that the level of self-confidence in speaking of students who join EDSA is classified into very good category because the percentage of very good category is 40%.

3. **The Differences of Self-Confidence in Speaking between Students Joining and Not Joining EDSA**

The difference of self-confidence in speaking between students who join EDSA and students who do not join EDSA can be seen from interview and observation conducted by researcher. Interview was conducted to 15 students who join EDSA and 15 students who do not join EDSA, so in total there are 30 students. The questions posed in the interview are questions made by researcher before interviewing, and all the questions have been answered by 30 students.

Interview was conducted in this study using coding technique described in the previous chapter. In completed interview, the researcher saw many similar answers on some students. For example, the first question asked by researcher, namely the question of how the feelings of students when they would start the presentation in front of the class. The majority of students responded that they would feel embarrassed, insecure and nervous when making presentations for less mastering enough vocabulary. However, there are some different answers discovered by researchers at some students who join EDSA. Some of them said that they are not nervous or embarrassed when they started the presentation as they have been accustomed to speak in public. Besides, there are some them who gave reason that they were very confident during the presentation because they had a high level of confidence.

The other examples are the fourth and fifth questions given by researcher. Researcher asked what would be done by the students when they engaged in group discussions, whether they will give their opinions in the group or not. All students interviewed by researcher responded that they would express their opinion because they would not be shame to express their opinions either in

front of their own friends or in a group discussion forum although their opinion will be accepted or not.

Researcher also conducted observations to corroborate completed interview data. Before conducting observation, researcher had made the observation checklist sheet to see whether there are differences in the data in the interview and the fact seen on field. If we viewed from the observation conducted by researcher, there are some differences between students who join EDSA and students do not join EDSA. Some students who join EDSA looks more active in the classroom. Although not all of them are active, they seemed to try to answer questions from the lecturer in the learning process actively. However, the students who do not join EDSA appeared that only a few of them are active, and the majority are passive. They prefer silence.

D. Conclusion and Suggestion

1. Conclusion

Based on the data analysis and the research findings which have been explained in the previous chapter, the researcher draws the conclusions about the differences of self-confidence in speaking between students joining and not joining EDSA. This research was done in the fourth semester of English Education Program in Universitas Ahmad Dahlan. The sample of data was taken from class A and E (Advanced Listening and Speaking).

The level of self-confidence in speaking of students who join EDSA are classified in to very good category. The level of self-confidence in speaking of students who do not join EDSA are classified in to fair category. The results were taken based on the questionnaires and strengthened by the interview and observation.

The research found there is the differences score of self-confidence in speaking between students joining and not joining EDSA. The mean score of students who do not join EDSA is 67.40. And the mean score of students who join EDSA is 85.20. It has 17.80 different mean score. The mean score of

students who join EDSA is higher than the mean score of students who do not join EDSA.

2. Suggestion

From the previous conclusions, the researcher would like to give some suggestions.

Firstly, the students of English Department Program in Universitas Ahmad Dahlan especially for the fourth semester students are expected to develop their self-confidence in speaking so that they can be more confident than before. It can be executed by practicing their speaking activities and become active students in the class.

Secondly, the lecturer should motivate his/her students to become active students. It can be executed by asking the students to make a conversation or another speaking practice in front of the class.

Lastly, to the other researchers, there are still many cases that can be used as the research topic concerning speaking. The researcher hopes that other researchers try to study other aspects.

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