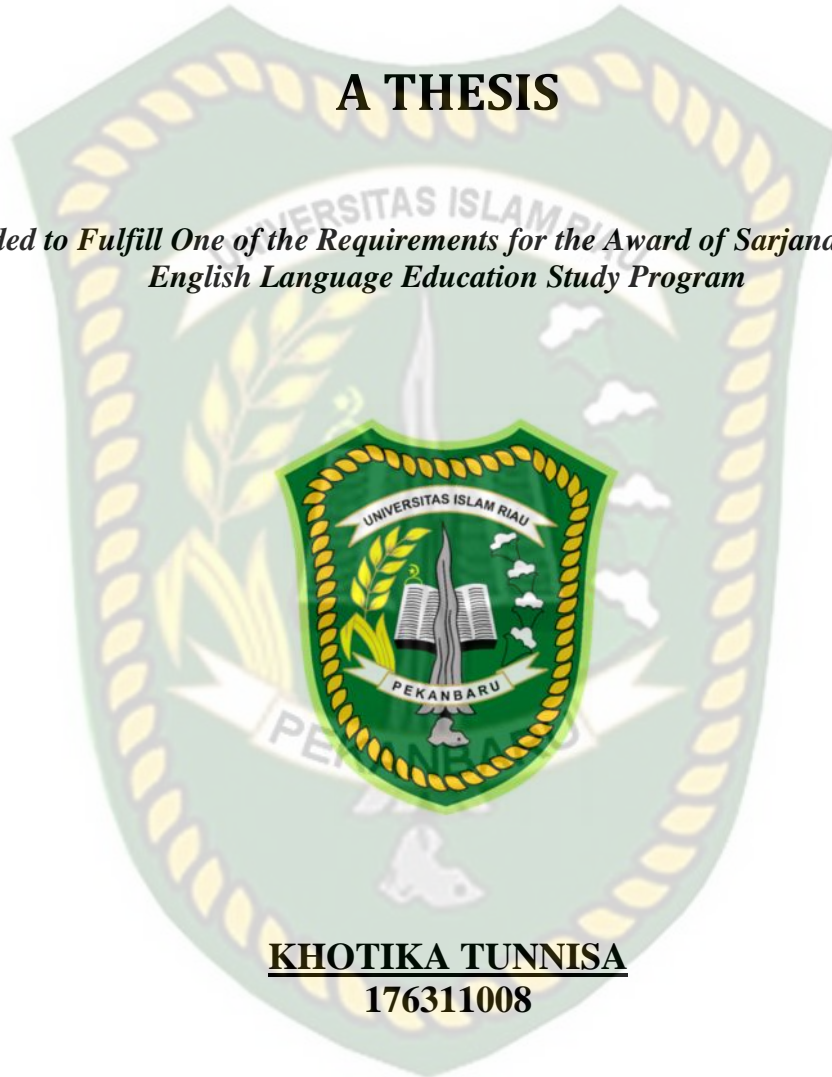


**AN ANALYSIS OF STUDENTS' SELF CONFIDENCE IN
SPEAKING SKILL AT THE SECOND SEMESTER OF
ENGLISH LANGUAGE EDUCATION STUDY PROGRAM OF
FKIP UIR**

A THESIS

*Intended to Fulfill One of the Requirements for the Award of Sarjana Degree in
English Language Education Study Program*



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The Researcher

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ABSTRACT

Khotika Tunnisa, (2021) : “An Analysis of Students’ Self Confidence in Speaking Skill at The Second Semester of English Language Education Study Program of FKIP UIR”

Keyword: Analysis, Self Confidence

The ability to speak English is a challenge for students in Indonesia as a speaking skills that must be mastered by students when they learn English, one of the success in learning the language English can be measured by mastering English speaking skills, where the confidence to speak English must be improved again and must be trained every day so that the confidence to speak there's always a change and upgrade. The objective of the research is to know about students' self confidence in speaking skills at the Second Semester of English Language Education Study Program of FKIP UIR.

This research used descriptive quantitative methode. The population of this research was the student second semester of english language education study program of FKIP UIR amounted to 68 student but the researcher choose class 2A as a sample consisting of 32 student which were taken by purposive sampling. The instrument that used by the writer in collecting data is questionnaire using Google form and the total number of question consisted of 25 statement using Likert Scale with using close ended question.

The result of the research it was found that the student self confidence in speaking skill was categorized as Less. From student self confidence in speaking skill we can see the student still have difficulties communication in speaking and lack of confidence. Therefore, it can be said that teaching learning process in self confidence in speaking skill was Less. So, reference in teaching plan for speaking especially on students' self confidence in speaking and analyze the characteristics of students in the process speaking can helps motivate students to improve their self confidence for understand their students' abilities, and can predict correct oral English abilities, which can help students speak English. It was proved by looking at the category of the student's self confidence score that is high, medium, precisely, less, low and very low.

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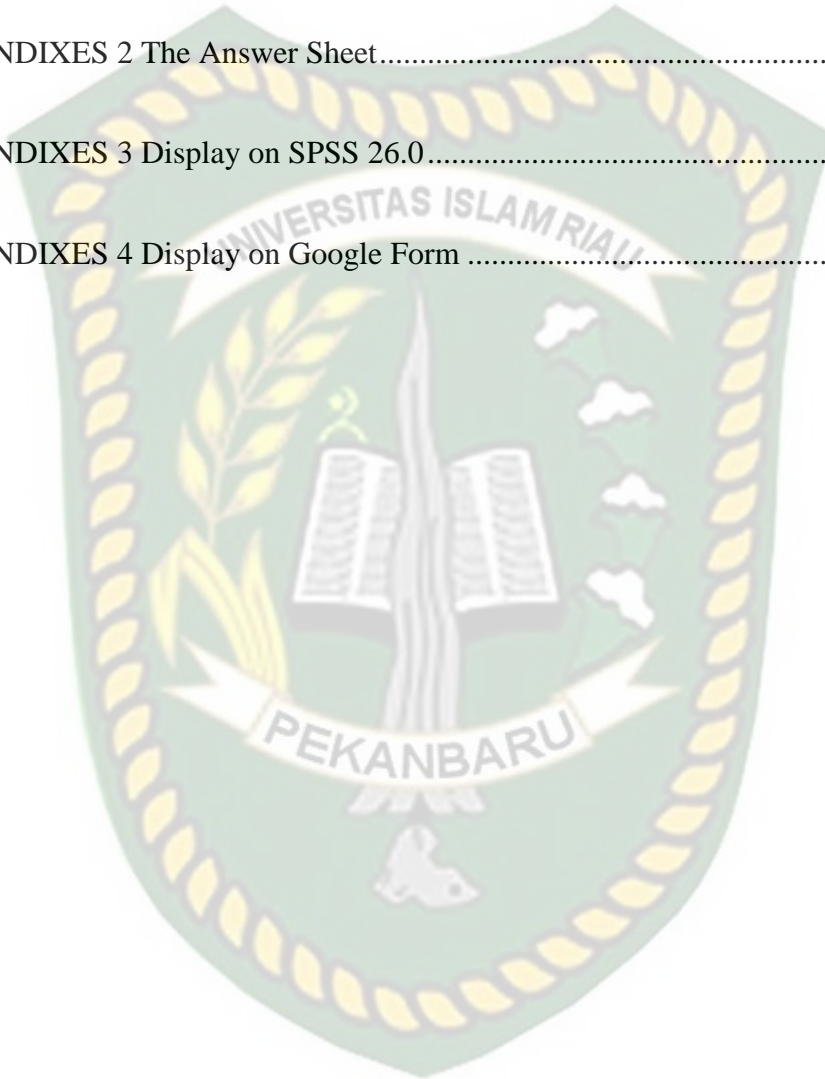
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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Students as learners in the educational process are individuals whose activities, processes and development outcomes are influenced by their respective characteristics. As individuals, students have two main characteristics, namely their own individual uniqueness and a dynamic development process. Education is a conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential to have religious spiritual strength, self control, personality, intelligence, noble character, and skills needed for themselves, society, the nation and the State (Sagala, 2010). To achieve quality education requires gradual changes in several levels. One of the innovations for the world of education in Indonesia today is inclusive education which is not only focused on academic education but emphasizes on self-development activities. This is in line with Permendiknas No. 22 of 2006 concerning Content Standards that include self development in the curriculum structure, guided by a counselor.

Reading, writing, listening, and speaking are four essential skills in the teaching and learning process. Students need easier access in order to enhance their English proficiency in those areas especially in speaking skills. One of the manifestations of inclusive learning for student Self Confidence is in terms of students speaking skills. Speaking skills are one of the aspects that must be developed, students are trained to be able to use and express their thoughts using

the right words and sentences. The development of speaking skills in students places more emphasis on word choice (diction), word order, intonation of reading sentences, expressions, and understanding the meaning of many sentences. In supporting education, self confidence aims to develop interests, talents, creativity, competence, ability for religious life, speech skills, study skills, problem solving abilities, and independence.

Presentation for students who learn languages in the world, they learn English is to develop their speaking skills (La Ode Muhammad Idrus Hamid, 2014). Therefore, speaking is not enough to rely on the ability to master vocabulary, but also must have adequate grammar knowledge. The ability to communicate is a discourse ability, which is being able to understand and produce oral or written texts which are realized in two language skills, namely receptive skills and productive skills. Therefore, English subjects are directed to develop these skills so that graduates are able to communicate and discourse in English at a certain literacy level. The level of literacy in learning English, especially students is the level at which students are expected to be able to access knowledge with language skills.

Self confidence is a one's beliefs and attitudes to his abilities yourself by accepting what there are both positive and negative formed and learned through learning process with the aim of her happiness. Someone who confident can finish appropriate task or job with the stages of development well, feel worthy, have courage, and ability to upgrade achievements, consider various options, and make decision itself is behavior that reflects confidence (Widarso, 2005).

The uniqueness of students as individuals is that they have a number of potentials, skills, strengths, motivation, interests, habits, perceptions, and different physical and psychological characteristics. The diversity of abilities and characteristics are integrated to form individual types or patterns that differ from one individual to another. In addition to the diversity of abilities and characteristics, each individual also has a different environment and background that affects personality and builds self confidence.

Self confidence is an important aspect of personality in everyday life. Self confidence really helps human student in personality development especially in speaking. Therefore, self confidence is needed in speaking so that students can develop optimally. A person who is confident can complete his assignments well, feels valuable, has courage, is able to improve his performance and is satisfied with what he gets. But in this confidence makes him feel capable of being able to achieve various goals in his life. People who have optimal confidence with the advantages they have in achieving the goals that have been set as ideals. A positive attitude towards his abilities means an attitude that is shown by an effort to develop this ability to its full potential. One of them is to speak in front of the class what the lecturer said and dare to explore it. Students generally have the ability to explore what they have by using thoughts that can be accepted by common sense according to reality. Likewise, when he had to be chosen by a lecturer to speak in front of the class, he was able to brave himself and have the confidence he had.

Self confidence in students plays a very important role in self exploration. Students who have confidence in their skills and independence can develop well. Self onfidence in students sometimes appears when students are given the opportunity to speak in front of the class. High self confidence in individuals will make it easy for individuals to interact and learn. Conversely, low self confidence will make it difficult for individuals to socialize and live in a pessimistic state. People who have high self confidence are much influenced by the level of ability and skill they have. High self confidence makes a person always believe in every action he does, feel free to do things according to his wishes and take responsibility for his actions. But for some students, low self esteem leads to depression, suicide and a number of other social adjustments. The low self confidence of students is generally caused by students' assessment of everything they have, either physically or psychologically. This makes students often feel nervous when speaking in front of a crowd. Therefore, self confidence must be nurtured from childhood because childhood has a very large development of self confidence.

The outhur assumed that students' self confidence in speaking in class students tend to be passive, unsure with their ability to speak and also they are still afraid and embarrassed to start first. For example, he was asked to speak in front of the class and tell what happened to him. But in reality, not all students can speak in front of the class well and have high self confidence. Furthermore, the researcher chose this title because the researcher want to research more deeply how to confidently speak English because in fact courage and different student

stimulation. Therefore if students have confidence high self-esteem, they will achieve the best performance in skills speak fluently. This means that students who have self confidence tall has no problem speaking in front of the class or for express their opinion. They are not afraid to make a little mistakes or mistakes when they speak because they perceive it as part of learning.

So in my research, students' self confidence in speaking in general activities conversation in front of the class has very good communication and can be an example for practicing speaking in English, but not all students can communicate well. good in English because every student is different, some are confident to appear in front of the class and some are still shy. Therefore, speaking is a language activity which is practical. A person's speaking proficiency is determined by the level understanding of matters related to language communication to increase one's ability to be able to communicate well.

Trust is the confidence of trustiness about something that is trusted. Therefore, trust is assuming that something exists. According to Hakim (2005:6), self confidence is someone toward all of the excess aspects that is owned and the confidence makes him to able to increase self confidence in speaking. Based on all of the reason that explained above, so the researcher discussed the students' self confidence in speaking entitled **“AN ANALYSIS OF STUDENTS’ SELF CONFIDENCE IN SPEAKING SKILL AT THE SECOND SEMESTER OF ENGLISH LANGUAGE EDUCATION STUDY PROGRAM OF FKIP UIR”**

1.2 Setting of the Problem

Based on the background, researchers are very interested in conducting research on the self confidence in speaking skill of English Language Education students' at the Islamic University of Riau. Researcher identified the students' problem such as: First, students appear lacking in confidence and feel embarrassed when the lecturer asks them to speak English in front of the class. Second, students do not feel confident in asking or expressing opinions. Third, students do not have self confidence when asked to in front of the class. And the last there are still students who do not have a positive attitude towards their abilities.

1.3 Limitation of the Problem

Based on the setting of the problems above, the limitation of the problem on related to students self confidence in speaking skills at the Second Semester of English Language Education Study Program of FKIP UIR. Based on (Lauster, 2006:15) First, have an optimistic attitude. Second, have the ability to socialize and communicate well with other people. Third, has potential and sufficient abilities adequate. Fourth, able to react positively and be calm inside with various situations. And the last think positively both about himself and others.

1.4 Formulation of the Problem

The problem in this research can be formulated in the following research questions: What are students self confidence in speaking skill at the Second Semester of English Language Education Study Program of FKIP UIR?

1.5 Objective of the Research

In accordance with the problems of this research, the objective of the research is to know about students' self confidence in speaking skills at the Second Semester of English Language Education Study Program of FKIP UIR.

1.6 Significance of the Research

The significance of the study actually can give beneficial for students, readers, writer, lecturers and English Language Education others. This research is divided into several parts, including :

1. For the Student

The result of this research, hopefully to help them to know their students' self confidence in their speaking ability. In order to they can be consider and be able to undertake a decisions about how they should be have a certain confident to start speaking in front of the class with no shyness and nervousness. Thereupon, they can develop and make use of it in daily life in learning activities more actively and can speak confidently.

2. For the Readers

The writer hope that the results of this study would be assist the readers in order to improve and to be able apply confidence to speak.

3. For the Writer

Hopefully, The results of this study can be an additional reference and also for increase confidence, especially in English language and convince the reader of the value in this study.

4. For the Lecturer

This research aims to be a reference in teaching plan for speaking especially on students' self confidence in speaking and analyze the characteristics of students in the process speaking. Furthermore, lecturers can help motivate students to improve their self confidence for understand their students' abilities, and can predict correct oral English abilities, which can help students speak English.

1.7 Definition of the Key Terms

The definitions of the keyword terms used in this study are :

1. Analysis

According (Oxford Dictionary third edition) Analysis is the study of something by examining its part . In this research means a research is carried to find out self confidence in speaking skill of second semester student.

2. Self Confidence

According to (Ryan & Dosi, 2000) Self confidence is the concept of self confidence is related to the individual's self in terms of personal judgment, ability, and power, sometimes over expression which means self confidence is important. Without self confidence we cannot gain knowledge.

3. Speaking Skill

According to (Smith, 1997) Speaking skill is all about speaking English fearlessly and competently. It also added that excellent verbal skill will help one to speak coherently and persuasively.

4. Self Confidence in Speaking Skill

According to Ur (1991;120) Speaking is a very important skill for mastering. As proclaimed of all four skills such as listening, speaking, reading, and writing, speaking intuitively seems to be the most important . They know a language and are called a user of that language. It seems that spoken language includes all other kinds of knowledge.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevant Theories

2.1.1 Self Confidence

Self confidence comes from English, namely self confidence which means believing in one's abilities, strengths and self assessments. So it can be said that self assessment is a positive assessment. This positive assessment will lead to motivation in the individual to be more willing to respect himself. Self Confidence is often cited as the main key to determining one's success. Individuals who have good self confidence will easily adapt to any environment. Intelligently clever people do not necessarily have good self confidence, sometimes their intelligence is not necessarily able to adapt to new environments. Sometimes we can see people who are full of confidence by the way they are. There are several definitions of self confidence according to several experts.

(Angelis, 2005) states that self confidence is the ability to channel everything that is known and everything that is done. So basically self confidence is a condition where someone is able and has the confidence to take action. This is in line with the opinion (Thantawy, 2005). Confidence is a mental or psychological condition of a person who gives strong confidence in himself to do or take an action. People who are not confident have a negative self concept, do not believe in their abilities, because they often close themselves. Self confidence is a person's belief in all a aspect of his strengths and this belief makes him feel

able to achieve various goals in his life (Hakim, 2005) While (Ghufron & Risnawati, 2012) (Luxori, 2005) states that self confidence is the result of a mixture of thoughts and feelings which creates a feeling of self reliance. By having self confidence, sees people will always feel good, be willing to their condition, will think that they are a qualified human being in various fields of life, work, kinship, and society, so that automatically someone who is confident will always feel that he is a figure. which is useful and has the ability to socialize and collaborate with other communities in various fields. A person's self confidence will encourage him to complete each activity well. According to Taylor (2011) in (Wahyuni, 2013) self confidence is one's belief in one's ability to display certain behaviors or to achieve certain targets. In other words, self confidence is how we feel about ourselves and our behavior will reflect without us knowing it.

Self Confidence is very important in almost every aspect of life. It is very important for students to demonstrate language skills in real situations. In fact, if they first believe that they can do the job, the confidence will emerge to motivate them to accomplish and complete the task. That is one of the keys to success in learning languages. Self Confidence is the basic capital for the development of one's abilities. With self confidence a person will be able to know and understand oneself. A person who has self confidence will strive to explore all the immortals he has (Derry Iswindharmajaya, 2014).

Therefore, students need to have self-confidence. The advantage of self confidence is an ability to convey message easily. According to (Salim, 2015) the students who have self confidence will be able to overcome fears or negative

thoughts, so they will be easy to communicate, especially in the oral presentation in front of the class. The students who can communicate fluently and confidently as a good impact of the high self-confidence is that the students can increase their academic achievement in the speaking course because the students fulfill the criteria of the assessment on speaking skill.

Based on some of the descriptions above, it can be concluded that self confidence is one of the most important aspects of personality in everyday life. They are confidence in their own abilities and can show courage in front of others.

2.1.2 Factors of Self Confidence

Factors that influence one's self confidence according to (Mubarok, 2016) are physical factors, mental factors and social factors.

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.

3. Social Factors

Self confidence is formed through social support from parents, lecturers and surrounding areas.

According to (Ghufron & Risnawati, 2012) self confidence is influenced by several factors including:

1. Self Concept

According to Anthony (Ghufron & Risnawati, 2012), the formation of a person's self confidence begins with the development of self concept obtained through interaction in a group. The results of interaction will produce a self concept. Negative Self formation concepts tend to make a person only focus on things and negative towards himself, as a result he becomes pessimistic about his abilities and even tends to associate himself with someone who cannot do anything.

2. Self Esteem

A positive self concept will form a positive self. Self esteem is an assessment of your self. The actual level of a person's self esteem will affect a person's level of confidence. Negative self concept also makes their self esteem negative.

3. Experience

Past experiences can affect self confidence. When someone experiences failure and often fails in competition, someone will easily become nervous, anxious, afraid, embarrassed, inferior, etc. They often dare not face problems and feel inadequate, so they prefer silence rather than take action. This is different from having experiences related to success.

4. Education

A person's education level will affect one's self confidence. A low level of education will make a person dependent on the power of people who are smarter than himself. On the other hand, people who have higher education have a higher self-esteem than people with low education.

There are three common symptoms that often occur when speaking. The first is physical symptoms, which can be felt long before they appear, and appear in the form of abdominal tension or difficulty sleeping. When speaking in public, these physical symptoms can be different for each person, but generally include (Rogers, 2003) :

1. Increased heart rate.
2. Shaking knees, making it difficult to stand or walk to the platform, or difficult to stand still in front of an audience.
3. A vibrating voice.
4. Heat waves, or a feeling of fainting.
5. Stomach cramps, sometimes accompanied by nausea.
6. Hyperventilation, including difficulty breathing.

The symptoms that fall into the second category are related to mental processes, and generally occur during the speaker performance, including:

1. Repeats a word, sentence, or message, so that the speaker sounds like the radio is broken.
2. Memory loss, including the speaker's inability to remember facts or figures correctly, and forgetting really important things.

3. Other forms of confusion is nervousness or faltering while speaking.
4. The speaker doesn't know what to say and forgets.

Physical and mental symptoms are usually accompanied or preceded by a number of emotional symptoms, including:

1. The fear that can even appear before appearing.
2. Feelings of inadequacy.
3. Feeling of losing control.
4. Feelings of helplessness, like a child unable to deal with problems.
5. Shame.
6. Panic

2.1.3 Characteristics of Self Confidence

Individuals who have a self confidence attitude have characteristics as stated by Lauster (2006: 15), namely have an optimistic attitude, have the ability to socialize and communicate well with other people, has potential and sufficient abilities adequate, able to react positively and be calm inside with various situations, think positively both about himself and others. The characteristics of a confidence individual are as follows.

1. Have an optimistic attitude

Namely the belief in one's ability to have a positive view that individuals are able to do what they want well. With these abilities, students can see their future positively.

2. Have the ability to socialize and communicate well with other people.

According to Sunarto and Agung (2008: 127) socializing is basically a

process of adjustment to the social environment, how a person should live in a group, both in small groups and broad community groups. One can make friends and play well. Communicating means being able to make verbal and nonverbal contacts. Able to communicate with other people.

3. Has potential and sufficient abilities adequate

This means that people who are confident usually have good potential or abilities and stand out from other people. Having more abilities will make someone feel valuable so that it will foster self confidence.

4. Able to react positively and be calm inside with various situations.

This means that a confident person believes that he can do something about adversity. To react positively means to have a calm attitude in dealing with things calmly. Not easily panicked, anxious, and not careless in making decisions in action.

5. Think positively both about himself and others.

Means being able to see himself and others positively. Confident people feel that they are worthy and good. Able to evaluate themselves, which means that individuals are able to evaluate their strengths and weaknesses and have the awareness that everyone must have their strengths and weaknesses, so they will not underestimate themselves and others.

According to (Maslow, 1971) The characteristic of a person who is confident with psychological independence is that he has the freedom to choose and invest energy directly based on his belief in his ability to do something. Therefore, generally confident people have new experiences, like to face

challenges, and are responsible for complete the assigned task. When adapting to a new environment, confident people are usually easier to communicate and adapt to than people who are not confident. Because confidence people have strong control, can develop motivation, can study and work hard for progress, and have confidence in the roles they play.

There are two types of self confidence, namely outer self confidence and inner self confidence. Confidence that gives us the feeling and feeling that we are doing well. This type of born self belief makes it possible for individuals to appear and behave by showing the outside world that we believe in ourselves. Liendenfied suggests four main characteristics of a person who has healthy self confidence, the four characteristics are:

1. Self Love

People who love themselves and respect themselves and others they will try to meet their needs naturally and always take care of their health.

2. Self Understanding

An inner confident person is very self aware. They always introspect themselves so that every action they do does not harm others.

3. Clear Purpose

Confident people will know what their purpose in life is, because they have clear reasons and thoughts for the actions they take and the results they get.

4. Positive Thinking

Confident people are usually great friends. One of them is because he is accustomed to seeing life from the bright side and they hope and seek satisfaction and satisfying results.

And it can be concluded that the characteristics of self confidence are self belief, can act in making decisions, are independent of others, and have an attitude to be able to express something that is on oneself and have the courage to act.

2.1.4 Strategy to Build Self Confidence

The grow self confidence must start from within the individual. This is especially important given that only the individual concerned can deal with the insecurity he is experiencing. There are several ways that can be done if an individual experiences a crisis of confidence. (Thursan Hakim, 2005) suggests positive life attitudes that absolutely must be owned and developed by those who want to build a strong self-confidence, namely:

1. Produce a strong will.

Willingness is the main foundation for an individual to build a strong personality (including self confidence).

2. Get used to being brave.

This can be achieved by first inspiring courage and trying to relieve tension through long, relaxed breathing.

3. Have a positive attitude and thoughts.

Eliminating negative thoughts and getting used to positive, logical and realistic thinking can build strong self confidence.

4. Get used to being active.

An effective way to raise self confidence is to get used to taking the initiative at every opportunity without waiting for orders from others.

5. Does not give up easily (firm).

The desire to strengthen the pace, face obstacles patiently, and be willing to think critically to solve problems is a strong confidence that must be built by a person.

2.1.5 Speaking Skills

According to the third edition of the Big Indonesian Dictionary (2011: 1180), skills are skills to complete language tasks which are a person's ability to use language in writing, reading, listening, or speaking. Skills are the ability to complete tasks (Sanjaya Yasin, 2012). A similar opinion was expressed by Gordon (1994) in Satria (2008), the notion of skills is the ability to operate work easily and accurately. This definition usually tends to psychomotor activity. Meanwhile, according to Nadler (1986) in Satria (2008), the notion of skills is an activity that requires practice or can be interpreted as an implication of activities. Speaking is one of important elements in studying English. Student have to be able to speak English. To get more details about the concept of speaking, i tries to discuss some definitions of speaking from some experts.

Collie and Slater (2005:8) express their idea about speaking "speaking will encourage the development of fluency in spoken English. Speaking fluently, of course, involves speaking easily and appropriately with others but it carries a further assumption in simple term". And speaking according to Greene & Petty (in

Tarigan, 2008: 3-4) that speaking is a language skill that develops in a child's life, which is only preceded by listening skills, and at that time the ability to speak or speak is learned. Talking, of course, is closely related to the development of vocabulary acquired by the child; through listening and reading activities. Late in language development is also a delay in language activities.

Furthermore, speaking according to Tarigan (2008: 16) is the ability to pronounce articulated sounds or words to express, express or convey thoughts, ideas and feelings. In this extension speaking is a system of audible and visible signs which utilize the muscles and muscle tissue of the human body for the purpose and purpose of the ideas or ideas combined. Furthermore speaking is a form of human behavior that makes extensive use of physical, psychological, neurological, semantic and linguistic factors so that it can be considered as the most important human tool for human control.

Meanwhile (Harmer, 2007) says that speaking involve language production and are often referred to as productive skill. In other word, speaking is an important skill that has to learn by the learners when they learn about language because speaking is a productive skill. Therefore, it can be concluded that speaking is productive skill that someone as speaker and another as listener or listeners in making communication between them transmitted a message. Speaking for the students also has some elements that are fluency, vocabulary, grammar, pronunciation, and content. The elements will make them transmitted the message.

Based on some of the descriptions above, it can be concluded that Speaking skills are one of the language skills that students must master while studying English. In line with this, Grauberg (1997: 201) notes that the primary purpose of studying a foreign language for many students is to be able to understand it. In the language classroom, speaking skills should be taught and exercised to enable students to speak or communicate in the target language. Harmer (2001: 269) notes that the ability to speak fluently requires not just language skills. Besides, the teaching learning process was mostly done by imitation and repetition technique by the lecturer and only a textbook which was used for the learning source. It might make the students got bored and lost attention easily.

2.1.6 The Nature of Speaking

There are many definitions of speaking that have been put forward by some experts in language learning. Speaking is one of the four language skills taught in English language teaching. People talk to express their ideas, their feelings or respond to the conversations of others. When the other can understand what has happened speaking, that means the speaker is conveying its meaning. (Thornbury, 2005) states that speaking is an interactive real time activity to express the meaning of interacting with other people that is not planned and only continues based on the situation.

In addition (Brown, 2001) wrote that a person speaks a language which means that he can conduct conversations proficiently. Speaking skills need to be developed and practiced independently of other aspects of the language (such as

grammar and listening). In this case, the teaching process of each class will be as interesting as possible to make students more interested in other aspects of learning the language.

2.1.7 Aspects of Speaking Skills

When teaching oral English, the lecturer will consider some aspects. Brown (2001: 268-269) proposed four aspects of oral expression. Have fluency, accuracy, pronunciation and vocabulary.

1. Fluency

If the speaker can use the language quickly and confidently, with almost no hesitation or unnatural pauses, false starts, word searches, etc., he can be said to be a fluent speaker (Nunan, 2003) The speaker needs to know where she/he must stop and stop speaking at the appropriate place. In addition, if the speaker does not say a word for each word every time he speaks, then he can speak a fluent language. Therefore, a good speaker is required to be able to divide the words in the speech into groups of words that form meaningful units (phrases or clauses).

2. Accuracy

(Nunan, 2003) pointed out that accuracy occurs when students' speech matches what people actually say when using the target language. The grammatical structure of accuracy processing covers parts of speech, tenses, phrases, sentences, etc.

3. Pronunciation

At the beginning stage, the goal of teaching speech. In addition, at the advanced level, pronunciation goals can be focused on elements that enhance communication, which will cover accent patterns, intonation, voice quality, etc.

4. Vocabulary

Vocabulary has become a very important part of language learning and can be used to determine whether students can speak fluent language. They can only generate sentences by using words, so if they do not master the vocabulary, they cannot speak fluently. In fact, some students have limited vocabulary, so they will encounter some difficulties when to speak.

2.1.8 Problems in Speaking Skills

Learners have their own difficulties in learning languages. Especially for students to improve their speaking ability is not easy. The following are questions about oral skills, (Muljayanah, 2004) :

1. Inhabitation

Unlike reading, writing or listening activities, speaking requires a certain level of real-time audience understanding. Often, learners are constrained when they try to speak in a foreign language in class worry about making mistakes, or just avoid the attention that their speech attracts.

2. Nothing to say

If they are not suppressed, you often hear learners complain that they can't think of something to say they have no motivation to express herself.

3. Low or uneven participation

If you want to listen to him or her, only one participant can speak at a time, and in a large group, this means that each participant has very little time to speak. This problem makes it difficult for some learners to control, while others have little or no control.

4. Use of mother tongue

Students will naturally use their mother tongue in class. Therefore, most students are not trained in using the target language in the learning process.

2.2 Relevance Studies

There are some past studies done by other researchers about An Analysis Study Of Students' Self Confidence In Speaking Skill. These relevance studies are reference for researcher on doing this research. To compose this thesis, there are several previous researcher related to this study that can be described as follows:

First, the research from (Allo & Priawan, 2019) the title is Students' Self Confidence in Speaking Skill the objective of the research was to find out whether or not describing people improve students' self confidence in speaking skill by the second grade of SMK Kristen Makale. In doing this research, the writer used quantitative method. The population of this research was the second grade students which consist of 139 students and divided into eight classes. This research employs a cluster sampling where the writer took only 25 students as respondents. The instrument that used by the writer in collecting data is

questionnaire. The result of this research found that describing people could improve students' self confidence in speaking. It was proved by the mean score of the students in questionnaire one (Q1) is 67.88 (precisely self confidence level) and students mean score in questionnaire two (Q2) is 79.76 (medium self confidence level). It means that the students have shown raising the self confidence level from precisely into the medium after learning using describing people.

Second, the research from Annike Erni Wahyuni (2018) the title is An Analysis of Self Confidence in Speaking Skill of the Second Semester of English Department of Islamic University of Riau the objective of the research to analyse the factor of self confidence in Speaking Skill of the Second Semester of English Department of Islamic University of Riau. Self confidence in speaking skill is one of the student weakness in learning English study program. The use of the method descriptive qualitative was utilized in this research. The number of English student participant were 31 student from 38 student from C class, they were English student in Second Semester in English study program of Islamic University of Riau. The instrument this research are questionnaire and interview. The questionnaire containing 15 items.

Third, the research from Jushendri (2007) the title is the students' self confidence in activity of discussion of the subject education of Islam at SMAN 1 Kecamatan Bunut Kabupaten Pelalawan aimed to know the students' self-confidence at SMAN 1 Kecamatan Bunut Kabupaten Pelalawan. The methods of collecting dat used in this research were questionnaire, interview, and

documentation. After gathering the data, he analyzed them by using descriptive quantitative analysis. Based on the result of the result of the research, self-confidence of students at SMAN 1 Kecamatan Bunut Kabupaten Pelalawan is categorized as “High”.

Fourth, the research from (Pasaribu, 2011) the title is The Students' Self Confidence In Learning English At Smpn 17 Pekanbaru the objective of the research is to find out the students' self confidence when they are taught with domino game. The subsequent objectives are to find out the students : Situational confidence. Communication confidence. Language potential confidence and Language ability confidence. The method of collecting data used in this research were questionnaire will be used to measure the students' self-confidence. It is a set of questions to be answered by the respondents to identify their confidence in learning English. It is principally a self administered and close questionnaire. It is used to obtain the data about the students' self confidence. It is designed based on Likert scale which has 5 options.

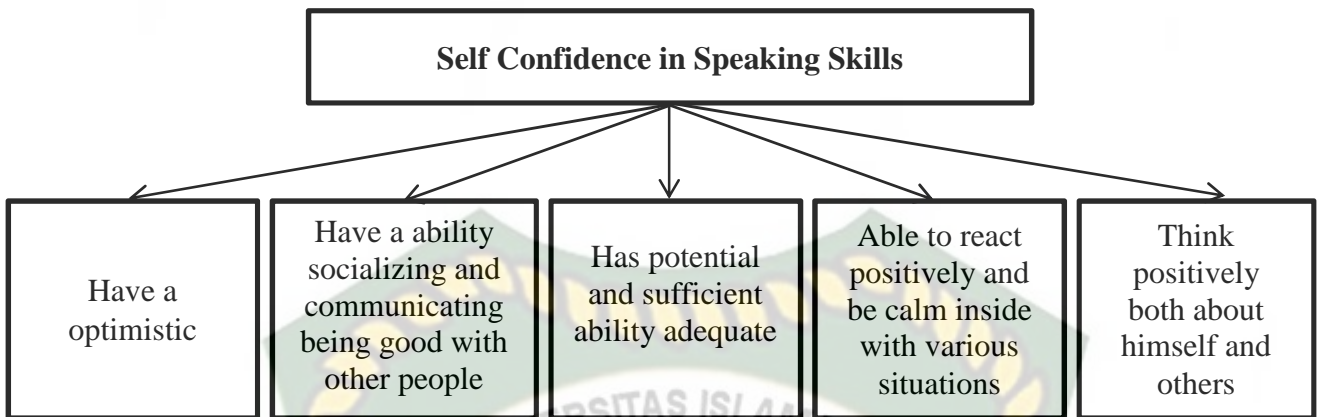
From the relevance studies above, there are differences with the researcher research. This research used descriptive quantitative methode. The population of this research was the student second semester of english language education study program of FKIP UIR amounted to 68 student which consists of 2 classes 2A and 2B, but the researcher choose class 2A as a sample consisting of 32 student which were taken by purposive sampling. The instrument that used by the writer in collecting data is questionnaire using Google form and the total number of question consisted of 25 statement using Likert Scale with using close ended

question. So, to differentiate my researcher from previous researchers is I use the theory lauster which consists of 5 indicators, the location of my research was carried out at the Second Semester of English Language Education Study Program of FKIP UIR.

2.3 Conceptual Framework

One of problems that students in speaking skills namely self confidence. Self confidence is very influential on students' speaking. The higher the self confidence that students have, the more possibilities for students to be able to speak fluently. This is due to the belief that students have, that is, they feel confident that they can behave in accordance with what is expected and wanted and believe that they can control a situation and produce something positive.

If students have high self confidence, then students are able to socialize and communicate well with others, meaning that students are able to make verbal contact or talk calmly and are not nervous, and are able to make friends or play with other people without feeling anxious and insecure. Thus, self confidence is very influential on students' speaking. However, it can be presumed that the most influential thing is the attitude of self confidence, because self confidence is a factor that comes from within students that comes from conscience and is built from self belief. Confidence (Al-Uqshari, 2005) is the main key to success in life. A person can be successful in any field if he has a high self confidence including speaking. Students who have high self confidence can speak fluently.



(Adopted from Lauster 2006:15)

2.4 Assumption

According to Sugiono (2014: 132) the assumption is a temporary answer to the formulation of research problem, said to be temporary because the answers given are only based on theory. Assumption are formulated on the basis of a frame of mind that is temporary answer to a formulated problem. Based on the formulation of the problem, in this research proposing assumption that are: that student self confidence in speaking skill at the Second semester of English Language Education Study Program of FKIP UIR fall in the category of precisely.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The research design in this research is descriptive quantitative. A quantitative approach is a study that uses numbers a lot, starting from data collection and other results. According to (Saifuddin, 2007), research with a quantitative approach emphasizes the analysis of numerical data processed by statistical methods with the aim of obtaining an overview of the students' self confidence in students' speaking skills at the Second Semester of English Language Education Study Program of FKIP UIR.

3.2 Location and Time of the Research

This research was conducted in Islamic University Of Riau (UIR). It is located on Jalan Kaharuddin Nasution No. 133 Pemberhentian Marpoyan, Pekanbaru-Riau. The researcher interest in finding out their students self confidence in students' speaking skill at the Second Semester of FKIP UIR in academic year 2020/2021.

3.3 Population and Sample of the Research

3.3.1 Population

According to (Azwar, 1998) states that population is a group of subjects who want to be subject to generalization of research results. The population in this research is the second semester of English Language Education Study Program of FKIP UIR in academic year 2020/2021. In addition, the students of

second semester of English Language Education of FKIP UIR have 2 classes that are 2A, 2B

Table 3.1
List of Population

Class	Number of Student
A Class	32
B Class	36
Total	68

3.3.2 Sample

According to Sugiyono (2016) the sample is part of the number and characteristics possessed by the population. Based on the population in the total number of students at the second semester of English language Education of FKIP UIR amounted to 68 students. So, the researcher choose class 2A as a sample consisting of 32 students. The sample of this research use the purposive sampling. According to Arikunto (2010), purposive sampling is the process of selecting sample by taking subject that is not based on the level or area, but is take based on the specific purpose. Therefore, purposive sampling is selecting information and relevant case to choosing participants and sites for data collection because they will inform understanding of the research problem and phenomenon of the study.

3.4 Instrument of the Research

To make this research easier and preferred in the end result, the researcher used the instruments questionnaires using Google form and the total number of

question consisted of 25 statement using Likert Scale with using close ended question. Questionnaire by spreading the question using google form is used to determine what do students self confidence in speaking skill at the Second Semester of English Language Education Study Program of FKIP UIR. This questionnaire will be obtained to obtain data about student confidence in speaking activities. Accuracy is obtained with the data obtained.

3.4.1 Questionnaire

A questionnaire is a written instrument consisting of questions to be answer or statements to be responded by respondents. It is used to gather information about fact or about opinion or attitude (Latief, 2010). The samples respond to the items and statements in the questionnaire is show mostly in the form of Likert scale. Likert scales in this study were Strongly agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD) presented the sample that used 1-5 points. Each item in the questionnaire was developed for the purpose of achieving the objectives of the research.

This research adopted the questionnaires from previous study which investigated students' self confidence in speaking skill. The main questions and items in the questionnaire were replicated and changed to suit the needs of this research. More specifically, questionnaire was adapted the items and questions from students' by using questions.

Table 3.2
The Scale Likert in the Questionnaire

Strongly Agree (SA)	Agree (A)	Neutral (N)	Disagree (D)	Strongly Disagree (SD)
5	4	3	2	1

3.5 Data Collection Technique

(Sugiyono, 2012) states that the most crucial step in a research is data collection technique, because its main purpose is to collect data. Without paying attention upon the data collection technique, the researcher will not receive data that meets the established data standards. The data collection technique used by the researchers to obtain data results with the following :

1. The researcher by the approval of Class 2A chairman joined their class WhatsApp chat group.
2. The researcher informed members of the chat group about the purpose of this study.
3. The researcher shares a link google form to a student class 2A through WhatsApp.
4. The researcher asks the students to fill out questionnaire consisting of 25 questions in Google Form through the shared link.
5. After implementing the questionnaires, the researcher will analyze all the data.

3.6 Data Analysis Technique

The data was taken through a five-point Likert Scale questionnaire survey. The five points strongly agree, agree, neutral, disagree, and strongly disagree.

Then, to support the data, the researcher asked 25 questions about that students self confidence in speaking skills at the second semester of english language education study program of FKIP UIR.

The research adopted questionnaires from previous studies that investigated students self confidence in speaking skills at the second semester of english language education study program of FKIP UIR. The main questions and items in the questionnaire were adopted according to the needs of this study. Respondents answered and sent back the results of the questionnaire that will answer. Data from questionnaires are calculate and analysis by using Microsoft Excel. Data is calculated in percentages using frequency and SPSS 26.0 In this research, the technique analysis data are:

1. Collecting data

The researcher create questionnaire and distribute to all of the participants of the research. In this reaserch, there are 32 students who answered the questionnaires.

2. Categorized the data based on indicators

After wards, the researcher categorized the data based on the indicators to make it easier for writer to describing the data.

3. Describe the data

After categorizing the data, the writer to carry out analysis and describe the data according to the data obtained.

4. Make conclusion

The last step of the analysis data is conclusion, the writer make conclusion based on the data that obtained and generated in this study.

Criteria the category of the Student's Self confidence score as follow:

Table 3.3
Self Confidence score category

No.	Level of self confidence	Score
1	High	88-100
2	Medium	75-87
3	Precisely	63-74
4	Less	50-62
5	Low	38-49
6	Very Low	25-37

Gay, (2006:225)

To find out the percentage of each statement, the writer use the following formula:

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

Where :

P = Percentage

F = Frequency

N = The total number of student

After getting the data questionnaire the research analyzed it by using the formula as follow :

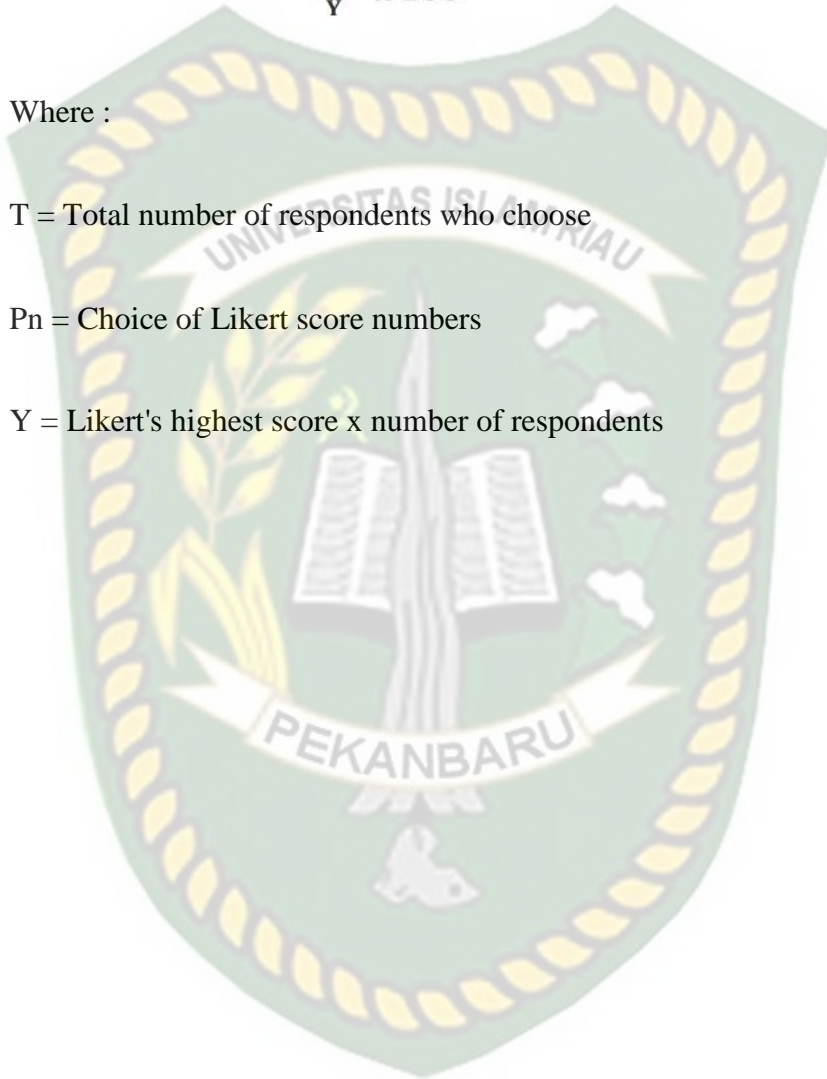
$$\frac{T \times Pn}{Y} \times 100\%$$

Where :

T = Total number of respondents who choose

Pn = Choice of Likert score numbers

Y = Likert's highest score x number of respondents



CHAPTER IV

RESEARCH FINDINGS

4.1 Data Description

In this chapter, the researcher presents the result of the research entitled An Analysis of Students' Self Confidence in Speaking Skill at the Second Semester of English Language Education Study Program of FKIP UIR. This research used one instruments, namely questionnaires. A questionnaire is a written instrument consisting of questions to be answer or statements to be responded by respondents. There were 25 items for the questionnaire and there are five available options, and they are : Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. The distribution of the questionnaire used Google form and then shared a link via WhatsApp group. In this research, the researcher has got 32 respondents from the questionnaire which was collected from A Class of the Second Semester of English Language Education Study Program of of FKIP UIR.

In this study, the researcher analyzed the data based on five indicators according (Lauster, 2006:15) namely have an optimistic attitude, have the ability to socialize and communicate well with other people, has potential and sufficient abilities adequate, able to react positively and be calm inside with various situations, think positively both about himself and others.

4.2 Data Analysis

Statistical data analysis is used to show the amount of data used in this study as well as to show mean, medians, and standard deviations. The following numbers give a glimpse of the overall min respondents:

Table 4.1
Mean, Median, and Standard Deviation of the Data

Questions No	Mean	Median	Standard Deviation
1.	3.41	3.00	0.665
2.	3.47	3.00	0.761
3.	3.66	4.00	0.745
4.	3.53	3.50	0.671
5.	4.28	4.00	0.729
6.	3.50	3.50	0.950
7.	3.56	3.00	0.914
8.	3.00	3.00	0.803
9.	3.00	3.00	0.672
10.	2.84	3.00	0.808
11.	3.97	4.00	0.740
12.	3.63	4.00	0.707
13.	3.25	3.00	0.762
14.	3.83	4.00	0.723
15.	3.41	3.00	0.712
16.	3.41	3.00	0.837
17.	3.06	3.00	0.669
18.	2.81	3.00	0.592
19.	3.03	3.00	0.695
20.	2.56	2.00	0.914
21.	2.72	3.00	0.813
22.	4.34	5.00	0.787
23.	3.09	3.00	0.734
24.	2.94	3.00	0.878
25.	2.72	3.00	0.523

Based on the results of calculation of descriptive statistical data shows that there is a description of mean values, median, and standard deviation. In this study the sample consisted of 32 people with the number of questions as many as 25 questions that have been distributed. Furthermore, 32 sample data students have the lowest mean score of 2.56 and the highest mean of 4.34. While the lowest median is 2.00 and the highest median is 5.00. After that, at the lowest standard deviation value of 0.523 and with the highest standard deviation of 0.950.

4.2.1 Have an Optimistic Attitude

Have an optimistic attitude Namely the belief in one's ability to have positive view that individuals are able to do what they want well. With these abilities, students can see their future positively. In terms of respondents' results on each question or indicator used consists of 5 questions (1-5) for the see the ability of a person who has a positive view about the what he wants well and be measure through indicators of as follows:

Table 4.2
Percentage of Optimistic Attitude

Questions No.	SA	A	N	D	SD
1. I feel confident when it comes to presenting in front of the class	6.3% (2)	31.3% (10)	59.4% (19)	3.1% (1)	0% (0)
2. I feel confident when I have to answer the question is there	9.4% (3)	34.4% (11)	50% (16)	6.3% (2)	0% (0)
3. I am confident when expressing my opinion in class	12.5% (4)	43.8% (14)	40.6% (13)	3.1% (1)	0% (0)
4. I feel confident when explaining the material in class	6.3% (2)	43.8% (14)	46.9% (15)	3.1% (1)	0% (0)
5. I feel proud when I can answer questions from the lecturer	43.8% (14)	40.6% (13)	15.6% (5)	0% (0)	0% (0)

The percentage of first questions precisely categorized is the 68,12% about confidence when having to present in front of the class, we are must make it easier and grow confidence in front of the class, on the other hand what happens when speaking in front of the class is fear and lack of confidence. If this is not addressed, then the messages, ideas, and information are not conveyed properly to the listeners and the sustainability goal is not achieved. Students who choose strongly agree by 6.3%, who choose to agree by 31.3%, who choose neutral by

59.4% and those who choose to disagree by 3.1% about the question. Meanwhile, there were no students who voted strongly disagree about the question. This means that all student responses consider self-confidence when they have to present in front of the class, there are still many who are hesitant to answer it.

The percentage of second questions precisely categorized is the 69,37%. Based on the results of the second question 9.4% of students strongly agree with the question of confidence when it comes to answering questions that exist or are given directly from the lecturer, in addition 34.4% of students agree. There are 50% of students who choose still in doubt and 6.3% who choose to disagree. Meanwhile, there were no students who voted strongly disagree about the question.

Furthermore, the percentage of third questions precisely categorized is the 73,12%. Shows 12.5% student choose strongly agree that they are confident when expressing opinions in class. Most 43.8% of students agree that students are confident when expressing opinions in class, and 40.6% of students answer that they are still unsure and on the other hand 3.1% choose to disagree. There were no students who voted strongly disagree. It can be concluded that most students are confident when expressing opinions in class.

The percentage of fourth questions precisely categorized is the 70,62%. Shows 6.3% students choose strongly agree that students feel confident when explaining the material in class in learning English and for students who choose agree there are 43.8%. This shows that students have confidence when explaining material in front of their friends which can enrich their horizons in learning

English. However, 46.9% of students were hesitant because some felt that they were not always able to explain the material in front of the class, sometimes there were those who explained in front of the class but their friends did not understand what he was explaining. On the other hand, 3.1% of students choose not to agree.

The percentage questions fifth Medium categorized is the 85,62%. Shows 43,8% students choose strongly agree and 40.6% of students agree that students feel proud when they can answer questions from the lecturer. However, there are 15.6% of students who choose to be hesitant and none of them choose to disagree and strongly disagree because there are some students who are just ordinary when they can answer the questions given by the lecturer.

4.2.2 Have the Ability to Socialize and Communicate Well with other People

Socializing is basically a process of adjustment to the social environment, how a person should live in a group, both in small groups and big groups. One can make friends and play well. Communicating means being able to make verbal and nonverbal contacts. Able to communicate well with other people. In terms of respondents' results on each question or indicator used consists of 5 questions (6-10) to find out how students adjust to the group through indicators of as follows:

Table 4.3
Percentage of Have the Ability to Socialize and Communicate

Questions No.	SA	A	N	D	SD
6.I will dare to start a conversation if someone else start it first	15.6% (5)	34.4% (11)	34.4% (11)	15.5% (5)	0% (0)
7.When I meet other people, I dare to say hallo	18.8% (6)	25% (8)	53.1% (17)	0% (0)	3.1% (1)

8.I was less brave when chosen to appear in front of the class	3.1% (1)	18.8% (6)	56.3% (18)	18.8% (6)	3.1% (1)
9.Other people communicate more In group than me	3.1% (1)	9.4% (3)	75% (24)	9.4% (3)	3.1% (1)
10.I feel shy to communicate with the lecturer	3.1% (1)	12.5% (4)	53.1% (17)	28.1% (9)	3.1% (1)

The percentage of sixth questions precisely categorized is the 70%. Showed 15.6% students fill out the questionnaire choose strongly agrees and 34.4% agree with the questions. Therefore, the percentage of the total uncertain 34.4% and 15.5% choose disagree and no one choose strongly disagree. This showed that the most students dare to start a conversation if someone else start it first because some students want and to start but they feel awkward to communicate with new people they know.

The percentage of seventh questions precisely categorized is the 71,25%. The question was related to "when I meet other people, I dare to say hallo. Based on the result show that 18.8% of students choose strongly agree and 25% students choose agree. However, 53.1% the students choose neutral because the student feel sometimes who still look embarrassed to say hello first because it will look awkward and no one choose disagree. While is there 3.1% choose strongly disagree.

The percentage of questions number eight Less categorized is the 60%. Showed that only 3.1% students choose strongly agree and 18.8% choose agree that student are less brave when choose to appear in front of the class. On the other hand 56.3% students choose neutral and 18.8% disagree and 3.1% choose strongly disagree becaus the students they are still not brave enough when they are

chosen to appear in front of the class this is because students are afraid of what they will answer wrong.

In the percentage questions number ninth Less categorized is the 60%. result showed that 3.1% students choose strongly agree and 9.4% students choose agree with the questions above. Then 75% the students choose neutral and 9.4% choose disagree and 3.1% strongly disagree. From that results the students feel other people communicate more In group that herself.

The percentage questions tenth Less categorized is the 56,87%. showed that only 3.1% choose strongly agree and 12.5% students agree that student feel shy to communicate with the lecturer. Then, 53.1% students uncertain and only 28.1% who choose disagree and 3.1% chose strongly disagree. they felt still feel ashamed to communicate with lecturers because there are some students who dare to communicate with lecturers directly and some do not dare at all, because every student must have different confidence.

4.2.3 Has Potential and Sufficient Abilities Adequate

This means that people who are confident usually have good potential or abilities and stand out from other people. Having more abilities will make someone feel valuable so that it will foster self confidence. In terms of respondents' results on each question or indicator used consists of 5 questions (11-15) to find out self confidence of students who have potential that makes their self confidence exist indicators of as follows:

Table 4.4
Percentage of Has Potential and Sufficient Abilities

Questions No.	SA	A	N	D	SD
11. When able to find answers in groups, then I find it useful for groups	25.0% (8)	46.9% (15)	28.1% (9)	0% (0)	0% (0)
12. I dare to try to express my speaking skills in front of the class	9.4% (3)	46.9% (15)	40.6% (13)	3.1% (1)	0% (0)
13. I am confident in my speaking skills, so I am not afraid when speaking in front of the class	6.3% (2)	25.0% (8)	56.3% (18)	12.5% (4)	0% (0)
14. I involve myself actively when discussing with the group	18.8% (6)	46.9% (15)	34.4% (11)	0% (0)	0% (0)
15. I feel capable when it comes to delivering material in front of many people	6.3% (2)	34.4% (11)	53.1% (17)	6.3% (2)	0% (0)

The percentage questions eleventh Medium categorized is the 79,37%. In question results about when I can find answers in groups, I feel useful for the group and can dare to try to express their speaking skills in front of the class because being able to find answers that my friends don't know by speaking English makes them feel confident to start first. It showed that only 25% students strongly agree and 46.9% students choose agree. Then 28.1% choose neutral and none of them choose to disagree and strongly disagree. This means that all student responses assume that when they can find answers in groups, they feel useful for the group and can provide answers to friends who do not know.

The percentage questions twelve Precisely categorized is the 72,5%. Showed that 9.4% of students strongly agree with the question about I dare to try to express my speaking ability in front of the class, and 46.9% students choose

agree. There are 40.6% of students choose are still unsure and 3.1% student choose disagree. Meanwhile, there were no students who voted strongly disagree about the question.

Furthermore, the percentage thirteen questions precisely categorized is the 65%. The result of questions shows that students choose 6.3% strongly agree that I am confident in my speaking ability, so I am not afraid when speaking in front of the class. In addition, 25% of students agree with the question, and 56.3% of students answer that they are still unsure and on the other hand 12.5% choose to disagree and no students choose strongly disagree. It can be concluded that there are still many students who are still unsure about the question because there are still students who are still afraid and do not dare and are not confident to appear in front of the class to show their speaking skills.

The percentage questions fourteen Medium categorized is the 76,87%. In this results showed that student choose 18.8% strongly agree that he is actively involved when discussing with his group and 46.9% student choose agree. This shows where the possibility of these students being the most active in their group compared to other friends and those students who have more insight in learning English. However, 34.3% students were hesitant to choose it and meanwhile there were no students who choose to disagree and strongly disagree about the question.

The percentage questions fifteen Precisely categorized is the 68,2%. Shows that 6,3% students choose strongly agree and 34.4% students agree that students feel capable of delivering material in front of many people. However, there were 53.1% of students who choose to be hesitant because there were some

students who were unable to deliver the material in front of many people for fear of being wrong. And 6.3% of students choose not to agree with the question and no one choose to disagree.

4.2.4 Able to React Positively and Be Calm Inside with Various Situations

This means that a confident person believes that he can do something about adversity. To react positively means to have a calm attitude in dealing with things calmly. Not easily panic, anxious, and not careless in making decisions in action. In terms of respondents' results on each question or indicator used consists of 5 questions (16-20) to find out positive attitude and calm in self confidence exist indicators of as follow:

Table 4.5
Percentage of Positively Attitude and Be calm in Self Confidence

Questions No.	SA	A	N	D	SD
16.I will spontaneously ask when I am do not understand the material.	12.5% (4)	25.0% (8)	53.1% (17)	9.4% (3)	0% (0)
17.When the teacher asked questions, I immediately answered without being asked	6.3% (2)	6.3% (2)	75.0% (24)	12.5% (4)	0% (0)
18.I'm not sure about the answer given	0% (0)	6.3% (2)	71.9% (23)	18.8% (6)	3.1% (1)
19.The result of the presentation are mostly the result of ideas	3.1% (1)	15.6% (5)	62.5% (20)	18.8% (6)	0% (0)
20.I will be satisfied when others can't answer the question that I ask	6.3% (2)	3.1% (1)	37.5% (12)	46.9% (16)	6.3% (2)

The percentage questions sixteen Precisely categorized is the 68,12%. In question related to "I spontaneously ask if I don't understand the material" where

sometimes there are students who don't understand the material but don't want to ask because they are embarrassed to ask the lecturer. This shows that 12.5% students strongly agree and 25% students choose to agree. Then 53.1% choose undecided and only 9.4% of students choose to disagree and no one choose to strongly disagree. This means that most students are still hesitant to ask questions if they do not understand the material given to the lecturer.

Next percentage questions seventeen Less categorized is the 61,25%. Shows that 6.3% of students strongly agree and agree that when the teacher asks, students immediately answer without being asked. In addition, as many as 24 students or 75% answered neutrally when the teacher asked questions, students immediately answered without being asked or asked, where students directly submitted opinions or answers given by the lecturer. Then, 12.5% of students disagreed and none voted strongly disagree. This means that students still feel hesitant when asked by the lecturer to directly answer questions.

The percentage of question number eighteen Less categorized is the 52,5%. The result is about being unsure of the answer given. Based on the questions, it shows that no one chooses strongly agree and only 6.3% of students choose agree. Meanwhile, about 23 students or 71.9% of students are still unsure of the statement that they are not sure of the answers given to their friends when speaking in English. Furthermore, 18.8% students choose to disagree and 3.1% of students choose to strongly disagree.

The percentage of questions number nineteen Less categorized is the 60,62%. In the results shows that only 3.1% students choose strongly agree and 15.6% of students choose to agree that most of the presentation results are the result of their ideas. Furthermore, 62.5% students answered neutrally with the question. However, 18.8% students answered disagree and none choose strongly disagree. Sometimes, more than half of the students feel that the statements that are written as the result of presentations are mostly the result of their ideas where students want to submit their opinions to their friends, and there are also students who know but are silent.

And the percentage questions twenty Less categorized is the 51,25%. from the results of the study it can be seen that 6.3% students choose strongly agree and 3.1% students choose agree because they will feel satisfied when other people cannot answer the questions asked. However, 37.5% of students choose not to believe that when they could not answer the questions asked, they would feel satisfied. And 46.9% of students choose to disagree with this statement and 6.3% students answered strongly disagree. It can be concluded that when students cannot answer the questions asked, they will feel satisfied.

4.2.5 Think Positively Both About Himself and Others

This means being able to see himself and others positively. Confident people feel that they are worthy and good. Able to evaluate themselves, which means that individuals are able to evaluate their strengths and weaknesses and have the awareness that everyone must have their strengths and weaknesses, so they will not underestimate themselves and others. In terms of respondents' results

on each question or indicator used consists of 5 questions (21-25) to find out strengths and weaknesses attitude self confidence exist indicators of as follows:

Table 4.6
Percentage of Positively about Himself and others

Questions No.	SA	A	N	D	SD
21.I will choose to remain silent, even though I can answer the question at hand	0% (0)	12.5% (4)	56.3% (18)	21.9% (7)	9.4% (3)
22.I value every opinion from others	53.1% (17)	28.1% (9)	18.8% (6)	0% (0)	0% (0)
23.Usually the answer I submit are always correct	6.3% (2)	12.5% (4)	65.6% (21)	15.6% (5)	0% (0)
24.I feel that my friend is better than me when presentation	6.3% (2)	9.4% (3)	62.5% (20)	15.6% (5)	6.3% (2)
25.When discussing, the opinions that I convey less attractive	0% (0)	0% (0)	75.0% (24)	21.9% (7)	3.1% (1)

The percentage questions twenty one Less categorized is the 54,37%. The result will choose to remain silent, even though I can answer the question at hand. Based on the questions, it shows that no one chooses strongly agree, those who voted agree are was 12.5% and students who voted neutral was 56.3% about the question. Its mean all the respond of the students who answered statement number twenty-one were still unsure about this statement, because there were students who were not confident but they were smart and did not dare to answer the questions given as a result he remained silent even though he knew the answer. Meanwhile, 21.9% student choose disagree and 9.4% student choose strongly disagree.

Based on the percentage questions twenty two was Medium categorized is the 86,87%. Showed the student choose 53.1% strongly agree with statement I value every opinion from others, that 28.1% students was agree. There are 18.8% students voted neutral and meanwhile there were no students who chose to disagree and strongly disagree about the question. Its means that most of the students chose strongly agree when others think he really appreciates it. Where in the class when other friends think that there are those who come in to be accepted and some who don't go in, their opinions are not accepted.

And percentage questions number twenty three is Less categorized that is 61,87% about the answer I submit are always correct was student choose 6.3% strongly agree and 12.5% of students choose agree. Usually the answers I give are always correct, sometimes there are students who are confident in giving answers that they think are correct but don't know whether they can be accepted by other friends or not. Meanwhile, about 21 students or 65.6% of students are still unsure of the statement and 15.6% student choose disagree that they are not sure of the answers given to their friends. There were no students who choose to strongly disagree about the question.

The percentage questions number twenty four is Less categorized that is 58,75%. Showed that 6.3% students choose strongly agree and 9.4% choose agree and 62.5% student choose neutral that I feel my friend is better than me when presentation. Meanwhile, 15.6% student choose disagree and 6.3% student choose strongly disagree.

And the last questions percentage is Less categorized that is 54,37%. Statement none of the students chose strongly disagree and agree because when discussing the opinions expressed were less interesting. Students do not choose because during the discussion they have understood what was conveyed during the discussion and students believe that they have understood the material to be conveyed. Furthermore, 75% of students chose neutral, 21.9% of students chose not to agree with this statement and 3.1% of students answered strongly disagree.

4.3 Discussion

The results of the study found that students' self confidence in speaking skills can be measured from the students' score are tabulated as follows:

Table 4.7
Category Student Self Confidence Score

Question No.	SA 5	A 4	N 3	D 2	SD 1	Total	Percentage	Category
1.	2	10	19	1	0	109	68,12%	Precisely
2.	3	11	16	2	0	111	69,37%	Precisely
3.	4	14	13	1	0	117	73,12%	Precisely
4.	2	14	15	1	0	113	70,62%	Precisely
5.	14	13	5	0	0	137	85,62%	Medium
6.	5	11	11	5	0	112	70%	Precisely
7.	6	8	17	0	1	114	71,25%	Precisely
8.	1	6	18	6	1	96	60%	Less
9.	1	3	24	3	1	96	60%	Less
10.	1	4	17	9	1	91	56,87%	Less
11.	8	15	9	0	0	127	79,37%	Medium

12.	3	15	13	1	0	116	72,5%	Precisely
13.	2	8	18	4	0	104	65%	Precisely
14.	6	15	11	0	0	123	76,87%	Medium
15.	2	11	17	2	0	109	68,12%	Precisely
16.	4	8	17	3	0	109	68,12%	Precisely
17.	2	2	24	4	0	98	61,25%	Less
18.	0	2	23	6	1	84	52,5%	Less
19.	1	5	20	6	0	97	60,62%	Less
20.	2	1	12	15	2	82	51,25%	Less
21.	0	4	18	7	3	87	54,37%	Less
22.	17	9	6	0	0	139	86,87%	Medium
23.	2	4	21	5	0	99	61,87%	Less
24.	2	3	20	5	2	94	58,75%	Less
25.	0	0	24	7	1	87	54,37%	Less

The result of the research it was found that the student self confidence in speaking skill was categorized as Less. From student self confidence in speaking skill we can see the student still have difficulties communication in speaking and lack of confidence. Therefore, it can be said that teaching learning process in self confidence in speaking skill was Less. So, reference in teaching plan for speaking especially on students' self confidence in speaking and analyze the characteristics of students in the process speaking can helps motivate students to improve their self confidence for understand their students' abilities, and can predict correct oral English abilities, which can help students speak English. It was proved by looking at the category of the student's self confidence score that is high, medium, precisely, less, low and very low.

Questionnaire has 25 questions based on 5 indicator was answered by 32 students second semester class 2A. Their answers varied and gave many different responses to each question namely have an optimistic attitude, have the ability to socialize and communicate well with other people, has potential and sufficient abilities adequate, able to react positively and be calm inside with various situations, think positively both about himself and others.

The result of the analysis the researchers concluded that each indicator value is different to the other indicator. Based on the researcher results first indicator 1-5 about Have an Optimistic Attitude that can be seen that students give more positive responses than all questions. The students stated that student confident when it comes to presenting on front of the class, confident when have to answer the question is there, confident when expressing my opinion in class, confident when explaining the material on class and proud when I can answer questions from the lecturer, they are also still not satisfied with their speaking performance when in class, can apply their speaking inside or outside the classroom although some of them are still hesitant in expressing their opinion on the question faced to them.

And then conclusion from the indicator 6-10 that researchers argues that in terms of socializing and communicating with others well, there are still students who are less courageous when chosen to appear in front of the class and there are still those who feel embarrassed to communicate with the lecturers even though they still feel nervous, worried, and still hesitant in answering the questions that will be given. And there are still some students who only dare to start a

conversation if someone else starts it first because some students want and want to start it but they feel awkward to communicate with new people they know. And students when they meet other people, he dares to say hello and there are some students who communicate more in their groups than themselves, where sometimes in one class there are students who are active and there are students who are just neutral.

In conclusion from the results of the indicator percentage table 11-15 that students who have adequate potential and abilities give a positive response that students can find answers in groups and dare to try to express their speaking skills in front of the class and students are not afraid when speaking in front of a class that involves themselves. actively when discussing with groups to give their opinions during speaking lessons. Learning English helps them to improve their speaking skills, they are enthusiastic when it comes to speaking classes, they are also diligent in practicing as native speakers do. However, some of them said that sometimes speaking anywhere made them worried, they still lacked confidence, were shy, and sometimes still hesitated in speaking and giving opinions during speaking lessons. After that, they hope to have many friends to talk to who will make them on good terms with other friends.

Conclusion from the results of the percentage table of indicators 16-20 is that a confident person believes that he can do something about adversity. Reacting positively means having a calm attitude in dealing with things calmly. Not easily agitated, and not careless in making decisions in action. In the first statement indicator, most students are still hesitant to ask questions if they do not

understand the material given to the lecturer. Furthermore, students still feel hesitant when asked by the lecturer to directly answer questions. And students are still unsure of the statement that they are not sure of the answers given to their friends when speaking in English. Sometimes, more than half of the students feel that the written statements are the result of presentations mostly the result of their ideas where students want to submit their opinions to their friends, and there are also students who know but just keep quiet and lastly and lastly half of the students do not agree with the statement when they can't. answer the question, the student will feel satisfied.

And last conclusion from the results of the percentage table of indicators 20-25, the researcher argues that are self confidence people feel that they are worthy and good. Able to evaluate themselves, which means that individuals are able to evaluate their strengths and weaknesses and have the awareness that everyone must have their strengths and weaknesses, so they will not underestimate themselves and others. As for still many students who are still hesitant in their opinion, where students are able to evaluate themselves, and have an awareness that everyone must have their own strengths and weaknesses. The students will choose to remain silent. Its mean the students were still unsure, because there were students who were not confident but they were smart and did not dare to answer the questions given as a result he remained silent even though he knew the answer and that most of the students when others think he really appreciates it. Where in the class when other friends think that there are those who come in to be accepted and some who don't go in, their opinions are not accepted.

CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter the researcher provides the conclusion related to the study and also suggestion. The conclusion of the study drawn based on the results and the discussion on the gained to answer the research questions.

5.1 Conclusion

Based on the research findings and discussion in the previous chapter, the following conclusion are presented from this study were taken based on the result of related research to answer the research question in this study. Regarding the result of the research analysis and the discussion, it could be conducted that the students self confidence in speaking skills at the Second Semester of English Language Education Study Program of FKIP UIR was categorized Less. It can be seen from the students' self confidence in speaking skill score given by 6 criteria of self confidence more score less. From student self confidence in speaking skill we can see the student still have difficulties communication in speaking and lack of confidence. Therefore, it can be said that teaching learning process in self confidence in speaking skill was Less. So, reference in teaching plan for speaking especially on students' self confidence in speaking and analyze the characteristics of students in the process speaking can helps motivate students to improve their self confidence for understand their students' abilities, and can predict correct oral English abilities, which can help students speak English.

5.2 Suggestions

From the research, there were several suggestions followed and resulted in the following suggestions:

1. For the Institution

The researcher hopes that the results of the study will give valuable experience in conducting research on students self confidence in speaking skills at the Second Semester of English Language Education Study Program of FKIP UIR. Then another researchers can continue to explore important information for their research and pay attention to the state of the student self confidence in speaking process in campus so that the the speaking process of students in the campus environment will continue to run using english.

2. For the Lecturer

Regarding the results students' self confidence in speaking skill. The researchers propose that an encouraging environment be created in English courses to enhance students' self confidence on speaking skill using english in campus. A lecturer can continue to push students to speaking English by exposing them to diverse ways to improving theirself confidence in speking skill, motivation and speaking performance. In addition, enhancement their apply the knowledge speaking in real life, and help them to improve their speaking performance. So therefore lecturer should be able to deepen and grow students' self-confidence in improving students' speaking skills.

3. For the Student

The students should be aware of and show a self confidence in speaking skill because in this research, readers of this final project Students of the English Language Education. In this study, self confidence must be eour own body to dare to speak in front of the class and in public not to be shy or nervous, particularly how to speak English fluently and accurately. Speaking skills are one of the aspects that must be developed, students are trained to be able to use and express their thoughts using the right words and sentences with more emphasis on how to talk. The researcher suggested that in order to grow taste self confidence practice often speaking in in front of the crowd. Therefore students should make to deepen their ability in English speaking learning.

4. For the Researcher

This research can be developed for further research and provide learning experiences that can foster student confidence in innovation speaking skill. The researcher hopes that the next researcher could use this research as their relevant study. Other than that, the next researcher who wants to conduct the similar research about Students' Self Confidence in Speaking Skill, in order to be able to dig up more information and find many various phenomenon about that.

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