

THE STRATEGIES DEALING WITH SPEAKING CONFIDENCE IN SPEAKING

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Abstract

Self-confidence is the main role in speaking activities to provide great deal of ideas in each specific time of speaking. It is to advocate that speaking is performed in line with building students' self-confidence at first. The aspects of speaking term are needed vocabulary to support English learner in producing thought or ideas in order to avoid mistake in speaking activities. However, the development of ideas has to worry as in speaking, the thought explained is developed to indicate the quality of expressing the thought or feeling significantly in speaking skill. This way of creating this attainable is to encourage students' self-confidence in speaking by performing series of strategies in oral speaking activities.

1. Introduction

Speaking is one of the skills in English that plays an important role in conveying ideas or ideas both formally and informally (Ismaili & Bajrami, 2016). In formal situations such as in the academic world, many factors need to be considered as the way we speak, the ideas conveyed and the words that we use. Unlike the case when in a non-formal situation, the speaker and listener only focus on the ideas delivered without regarding to the use of grammar used. In this situation academics both teachers and students sometimes find difficulties when they want to convey their ideas. It is how ever also in these situation that the students easily become speechless. It is not a surprising reaction since most of us are used to become less talkative in new situation where we feel insecure.

As a practical output, speaking has so several barriers like psychological, physiological, physical, systematic and attitudinal. Some of them area unit internal as psychological and attitudinal barriers whereas some are external physiological, physical, systematic barriers. Lack of self-confidence will be thought below the each titles of psychological and attitudinal barriers that produces learner onerous to talk in foreign language and even in maternal language. Self-confidence considerably contributes to the learner's disposition to communicate in an exceedingly foreign language. Speaking requires a high level of self-assurance that means that the state of being certain of doing one thing, and not being shy and aggressive in social things. Thus, in order to be a native

like speaker in an exceedingly foreign language, self-confidence is one of the keys that unlocks some vital communication barriers (Gürler, 2015).

Self-confidence is outlined as associate degree individual's recognition of his own talents, loving himself and being aware of his own emotions. Self-confidence divides into two sub-categories as intrinsic sureness and adventitious sureness and continues his rationalization as follows: Intrinsic sureness is the thoughts and emotions regarding individuals' being reconciled or happy with themselves. Self-esteem, self-love, self-knowledge, stating concrete aims and positive thinking are the components of intrinsic sureness.

In a classroom, there are a lot of different individuals. A language teacher surely hopes that the majority of them are outgoing and talkative since those are the characteristics of a good language learner. But what about those quiet students? Do they attain the goals for the English course and should they receive special attention? We are after all striving after an education of equal opportunity

A. Building Students' self-confidence in English oral activities

in this article, the author will explain several ways to increase confidence in speaking. from the study of the author, several ways can be explained to increase self-confidence in speaking, namely preparing vocabulary before speaking, avoiding thinking mistake, thinkng of what to say and giving students reward.

1. Preparing Vocabulary

Learning English as a foreign language requires sufficient vocabulary to play in four language skills. Based on its use, in language skill, English vocabulary is divided into active vocabulary and passive vocabulary. Active vocabulary is word that the speaker can understand and pronounce correctly and use construction in speaking and writing skill, while passive vocabulary is words that the speaker recognizes and understands in context, but the speaker cannot produce precisely in speaking skill and writing. Vocabulary makes it easy for the learner or students to express ideas. the more vocabulary that is owned, the more fluent in expressing ideas. that's why many learners quickly understand what is being conveyed. Many students have a lot of ideas to express, but they are constrained by vocabulary. This situation makes students tend to be quite and cannot

express their opinion. To solve this, the teacher must prepare the vocabulary list related to the material to be thought.

According to (Khan, Radzuan, Shahbaz, Ibrahim, & Mustafa, 2018), vocabulary knowledge is relected as an essential consideration in teaching and learning any foreign language. The importance of vocabulary in learning foreign language has been identified by many EFL teachers and researchers. The fundamental purpose of a majority of EFL learners is to develop proficiency in communication in learning foreign language. Grasping vocabulary knowledge is not merely essential but it's a central area in learning and developing foreign language. So, by mastering vocabulary learning one can concentrate fully on other advanced levels and features of developing foreign language learning more efficiently. The present study intended to examine the EFL instructors and learners perception about their speaking proficiency. In connection with the result of the data gathered, it was identified that most of EFL learners indicated speech anxiety, in particular, vocabulary insufficiency in speaking English language.

2. Avoid Thinking Mistake

in order to preserve students' self-confidence in speaking activities it is compulsory for the teacher to remain focused on the goal to achieve, in which students must develop their own self-confidence and their capacity to communicate and understand messages without thinking of grammar mistake. In other words, the teacher must be very careful of not correcting every single mistake in public and to allow students to interact with each other. Most important, the teacher must be careful of not to underestimate students in their learning process, particularly their mistake. If the teacher must believe in his/her students and support them to improve their self confident in speaking.

3. Think of What to Say

Many students when learning to speak tend to think about the quality of ideas that will be spoken, including mistakes in vocabulary, grammar and ideas that will be expressed. This way of speaking actually inhibits students from increasing their self-confidence. What must be done is that students must focus on the idea or topic that will be discussed rather than thinking of mistakes that will actually loose the idea to be revealed. Students must understand when learning that writing is different from speaking.

In writing, students must pay attention to the language aspects, while in the process of improving speaking habits, students are only encouraged to focus on the content spoken.

For language learning to take place, there are four conditions that should exist, and they are the exposure, opportunities to use the language, motivation, and instruction.—Learners need chances to say what they think or feel and to experiment in a supportive atmosphere using language they have heard or seen without feeling threatened. A fact that is highlighted by second language research is that progress does not occur when people make a conscious effort to learn. Progress occurs as a result of spontaneous, subconscious mechanisms, which are activated when learners are involved in communication with the second language. The subconscious element demands a new range of activities, where learners are focused not on the language itself but on the communication of meaning. In a communicative task, the students' attention should be focused on the content of what they are saying, rather than the form. They should use a wide variety of language (Hosni, 2014.).

4. Giving Reward

An English teacher needs to motivate the students to do the activities in the teaching-learning process. By explaining the benefit of the activities and materials to their future live well, and giving reward or compliments, they will be willing to do the activities. Giving reward and compliments is an appreciation for the good behavior done by students. This is very necessary particularly in learning speaking. Reward has the function of providing motivation for students to speak. it can be compliments or applause. The teacher must give reward to the students without criticizing students even though the students find mistakes in speaking. Giving motivation like stressing that English is not our own language. Therefore, making mistake in communicating is normal.

Student motivation affects every aspect of school life, from attendance, to academic performance, to extra-curricular activities. Promoting the greatest student motivation possible is extremely important for every teacher in grades K-12, especially in today's educational climate, where schools are continuously under pressure to improve test scores, responsibility, and accountability. Students with learning disabilities face even greater challenges every day as they walk into classrooms. Because these students can struggle with the easiest of tasks presented by teachers, students with learning disabilities

can seem like the most unmotivated of all, going to extremes not to show their weaknesses. As a result of these pressures, teachers bombard students with the promise of rewards; stickers for good behavior, treats for completing assignments, lunches for turning in homework. Of all the rewards given, grades are the most common reward. These good intentions, though, are missing the mark. When rewards are given, students don't perceive themselves in the control of learning, they approach and complete tasks differently than when rewards are not given and their work is judged as less creative. Specifically, students do not see the cause/effect link between the actions they take and the things that happen to them. Repeated failures in school cause them to build barriers to protect themselves, and therefore they become uninvolved in school (Baranek, n.d.).

2. Conclusion

The attitude in communicative situation can influence students' behavior in that situation. If students perceive the situation is being too difficult for them to handle, students might avoid that situation or present themselves that they lack the confidence. This paper has been justified that vocabulary mastery is one of the key factors of assessing students quality in speaking activities, ignoring mistake while speaking help students think over the next idea. However, teachers of English is necessary to give reward for their students to build their self-confidence when speaking. Students who accept themselves don't regard themselves as good or bad, value or unvalued, normally they accept for what they are and what they can or cannot do. Probably, students who try to speak more English try to seek self-acceptance. Therefore, if the students have positive attitudes toward speaking English and have self-acceptance of what they can do, students can take advantage or get more opportunities to practice and improve their communication.

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