



**Student's Self-confidence in English Speaking:
Students' and Lecturers' Perspectives
(A Case Study at the English Teaching Study Program
of Christian University of Indonesia)**

Selfy Aveline Talilah

0912150024

Undergraduate Thesis

**English Teaching Study Program
Faculty of Education and Teachers Training
Christian University of Indonesia
Jakarta
2013**

**Student's Self-confidence in English Speaking:
Students' and Lecturers' Perspectives
(A Case Study at the English Teaching Study Program
of Christian University of Indonesia)**

**Selfy Aveline Talilah
0912150024**

**Undergraduate Thesis
Submitted in partial fulfillment of the requirements
for the degree of Sarjana Pendidikan in Pendidikan Bahasa Inggris**

**English Teaching Study Program
Faculty of Education and Teachers Training
Christian University of Indonesia
Jakarta
2013**

ADVISORS' APPROVAL

As the assigned research supervisor of the following student:

Name : Selfy Aveline Talilah

Student Reg. No. : 0912150024

Thesis Title : *Student's Self-confidence in English Speaking: Students' and Lecturers' Perspectives (A Case Study at the English Teaching Study Program of Christian University of Indonesia)*

Date of Exam : August 26th 2013

We certify that we have read this student's defended thesis (Title Above), have approved changes required by the final examiners, and recommended this thesis to the Faculty of Education and Teachers Training of the Christian University of Indonesia for acceptance.

Advisor I,

Parlindungan Pardede, M.Hum

 August 12, 2013

Advisor II,

Dra. Maria Hanny Soelistio, M.Hum

 August 12, 2013

Notified by
Head of English Teaching Study Program,

Dra. Maria Hanny Soelistio, M.Hum

 August 12, 2013

INTELLECTUAL PROPERTY STATEMENT

I,

Name : Selfy Aveline Talilah
SRN : 0912150024

Certify that this thesis, *Student's Self-confidence in English Speaking: Students' and Lecturers' Perspectives (A Case Study at the English Teaching Study Program of Christian University of Indonesia)*, is my own original work and no portion of the thesis has been copyrighted previously unless properly referenced.

If there is a breach of items above, I will take full responsibility to the Christian University of Indonesia for any legal action that might be caused.

Jakarta, August 26th 2013



Selfy Aveline Talilah

COPYRIGHT TRANSFER AGREEMENT

As a graduate of the Christian University of Indonesia, I hereby certify that for the sake of knowledge and scientific development, I grant the Christian University of Indonesia the full term of copyright to publish, reproduce, distribute, display and store my thesis entitled *Student's Self-confidence in English Speaking: Students' and Lecturers' Perspectives (A Case Study at the English Teaching Study Program of Christian University of Indonesia)* in all forms, formats and media whether now known or hereafter developed (including without limitation in print, digital and electronic form/or languages) throughout the world.

Jakarta, August 26th 2013



Selfy Aveline Talilah

APPROVAL

We hereby certify that:

Name : Selfy Aveline Talilah
Student Reg. No. : 0912150024
Thesis Title : *Student's Self-confidence in English Speaking: Students' and Lecturers' Perspectives (A Case Study at the English Teaching Study Program of Christian University of Indonesia)*
Date of Exam : August 26th 2013

has passed the thesis exam and confirmed that this thesis had been thoroughly examined, improved, and approved by the Board of Examiners of the English Teaching Study Program and the advisor.

Board of Examiners

1. Dra. Maria Hanny Soelistio, M.Hum



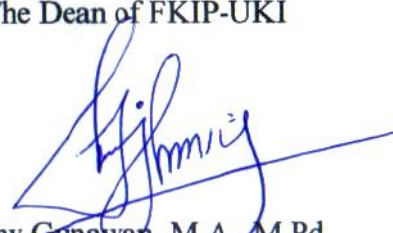
2. Parlindungan Pardede, M.Hum



3. Karam Singh, S.S



Approved by
The Dean of FKIP-UKI


Ronny Gunawan, M.A., M.Pd.

MOTTO AND DEDICATION

Motto:

Always Be Grateful to My LORD JESUS CHRIST whatever happens in my life because He has Amazing plans for my future.

Give thanks to the Lord, for He is good; His love endures forever (Psalm 107:1)

And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God and the Father through Him. (Colossians 3:17)

He gives strength to the weary and increases the power of the weak. (Isaiah 40:29)

Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you. (Ephesians 4:32)

This Final Project Particularly Dedicate to:

My Amazing LORD JESUS CHRIST

My beloved parents, Drs. Pasenga Talilah M.Phil. and Femmy Koraag

My dearest small sister Stephanie Talilah

My Big Family and all Friends

ACKNOWLEDGEMENT

First of all, I thankfull JESUS CHRIST the all mighty for the Blessing and Mercy given to me during my study and finishing this thesis. On this special moment I also would like to express my grateful acknowledgements to many people who made this undergraduate thesis possible.

First, I would like to express my thankful to my big family such as My parents, Mr.Pasenga Talilah and Mrs.Femmy Koraag; My grandfather and deceased grandmother from father side, Mr.Pasmon Talilah and Mrs.Oma Paulina Belanmoy ; my grandfather and grandmother from mother side, Mr.Yus Koraag and Mrs.Sandrina Koraag ; My parents, Mr. Lomaktua Sinaga and Mrs. R.Sinaga for their prayer, advice and their hard work so that I am able to finish my study.

Second, thanks to my small sister Stephanie Talilah and my cousin Rommy Koraag for their support; My lovely big sister Trisnawati Rotua Sinaga, Andreni Pane and Big Sinaga's Family in Bogor, thanks for their cheerfulness that given to me when I felt spiritless to finish my thesis.

I would like to express my gratitude to The Head of English Teaching Study Program, Mrs. Maria Hanny Soelistio, M.Hum.

I would like to express my deepest and sincere gratitude to my advisor, Mr. Parlindungan Pardede, M.Hum. I appreciate his constant guidance, encouragement, and advices during the process of conducting the research report. Second, I extend my

sincere thanks to all of the lecturers especially English lecturers (Mr.Anggiat, M.Hum. ,Mr.Hendrikus Male, S.Pd. ,Mr.Situjuh Nazara, S.Pd. ,Mr.Lamhot Naibaho, M.Hum.) and staffs (Bunda Lasmini, Mr.Gunawan, Mr.Samsun, Indri Simanjuntak, Silvy Sihite, Mr.Agus Pardede, Mr.Ariyanto, Mr.Misban, Mba Yahya and Mas Pur) of the English Teaching Study program of FKIP-UKI for their support and guidance during my study. My thanks also go to the second, fourth, sixth and eighth semester students of the English Teaching Study program of FKIP UKI. I highly appreciate their willingness to be the subjects of the classroom action research conducted to fulfill the undergraduate thesis.

I say thanks to my best friends Alindra Alosarira, Togu Stevenson, Elis Suriati, Pipit Febriyanti, Rika Krisna, Alya Susanti, Fely Diana Sari, Desti Mentari, Kokom, Indah for their pray and support.

Special thanks to my LENCMARS sisters (Linda Pasaribu, Erista Panjaitan, Naomi Apriyanti, Martha Yuliana, Martha Hotnida and Ruth Natalia) who always cheer me when I am weak, when I am desperate so that I am able to finish write my thesis.

Finally, I would like to give my deepest appreciation to all those who help me to finish this thesis. Thanks for the spirit, prayer and support that given to me so that I am able to finish my study.

Jakarta. August 26th 2013



Selfy Aveline Talilah

ABSTRACT

SELFY AVELINE TALILAH. *Student's Self-confidence in English Speaking: Students' and Lecturers' Perspectives (A Case Study at the English Teaching Study Program Faculty of Education and Teachers Training Christian University of Indonesia)*. Undergraduate Thesis. Jakarta: English Teaching Study Program Faculty of Education and Teachers Training Christian University of Indonesia, 2013.

In Indonesia, the government has decided English for students in elementary schools, junior high schools, high schools, vocational schools and universities. English helps students to understand the vast amounts of information available on the Internet, books and television. In school, they are learning how to speak English properly. We know that speaking skill has purpose for students such as to give the students an opportunity to communicate with each other in realistic communication situation with primary attention to what is said rather than how it is said.

However, Indonesian students have been facing the problem of speaking in English because they lack self-confidence in English speaking. Self-confidence is an important skill because it is the first step to progress, development, achievement and success; most important asset would be; the natural tendency to make people trust someone.

This research is a descriptive research aims to describe the students' and lecturers' perspectives about students' self confidence in English speaking. The students' perception covers their self-confidence, why they are good, or lack of confidence, and what strategy or method do the students expect to develop their confidence, and how can students raise their self-confidence in the lecturers' perspective. The lecturers' perception covers their strategies in improving students' confidence in speaking English.

The participants were 80 students of the 2nd, 4th, 6th and 8th semester of the English Teaching Study Program of Christian University of Indonesia and 10 lecturers in the study program. Data were collected uses a questionnaire and interview guide. The results showed that the students lacked of confidence in speaking English, such as lack of vocabularies, do not understand the topic of speaking, afraid to the partner's ability in speaking better than them, afraid to make mistake and their friend's judgments. On the other hand, students expect to their lecturers to well prepare in their teaching material, use communicative approach, give a chance to all students in English conversation, give more time and motivation, make discussion and debate about the teaching material and give the students exercise or homework that they can practice their speaking skill. There were some strategies and methods for students to develop student's self-confidence in English speaking such as oral communication in groups, pair work and making presentation; self-regulated method that students have to study themselves as the center of matter; give encouragement/motivation; do not make error-correction too straightforward.

The lecturer should have developed their creativity in teaching especially in speaking skill in order to increase the student's self-confidence in English speaking so that they have confidence to speak in English and achieve the goal of study. For the Faculty of Education and Teacher Training at Christian University of Indonesia, it is expected to develop the teacher training so that the university students not only have knowledge about English but also have high self-confidence in English speaking.

ABSTRAK

SELFY AVELINE TALILAH. *Student's Self-confidence in English Speaking: Students' and Lecturers' Perspectives (A Case Study at the English Teaching Study Program Faculty of Education and Teachers Training Christian University of Indonesia)*. Undergraduate Thesis. Jakarta: English Teaching Study Program Faculty of Education and Teachers Training Christian University of Indonesia, 2013.

Di Indonesia, pemerintah telah menetapkan Bahasa Inggris kepada siswa-siswa di Sekolah Dasar (SD), Sekolah Menengah Pertama (SMP), Sekolah Menengah Umum (SMU), Sekolah Menengah Kejuruan (SMK) dan Universitas. Bahasa Inggris membantu siswa untuk memahami sejumlah besar informasi yang tersedia di internet, buku dan televisi. Di sekolah, mereka belajar bagaimana untuk berbahasa Inggris dengan baik. Kita tahu bahwa keterampilan berbahasa memiliki tujuan untuk siswa seperti memberikan siswa kesempatan untuk berkomunikasi satu sama lain dalam situasi komunikasi yang realistis dengan perhatian utama untuk apa yang dikatakan daripada bagaimana dikatakan.

Namun, siswa di Indonesia telah menghadapi masalah berbicara dalam bahasa Inggris karena mereka tidak memiliki kepercayaan diri dalam berbahasa Inggris. Percaya diri merupakan keterampilan penting karena merupakan langkah pertama untuk kemajuan, perkembangan, prestasi dan keberhasilan, aset yang paling penting; kecenderungan alami untuk membuat orang kepercayaan seseorang.

Penelitian ini merupakan penelitian deskriptif bertujuan untuk mendeskripsikan perspektif siswa dan dosen tentang kepercayaan diri siswa dalam berbahasa Inggris. Persepsi para siswa meliputi kepercayaan diri mereka, mengapa mereka baik, atau kurang percaya diri, dan apa strategi atau metode yang dilakukan siswa berharap untuk mengembangkan kepercayaan diri mereka, dan bagaimana siswa dapat meningkatkan rasa percaya diri dalam dosen perspektif. Persepsi para dosen mencakup strategi mereka dalam meningkatkan siswa kepercayaan diri dalam berbicara bahasa Inggris.

Pesertanya adalah 80 mahasiswa/i dari semester 2, 4, 6 dan 8 dari jurusan Fakultas Keguruan Ilmu Pendidikan Bahasa dan Seni dan 10 dosen dari program yang sama. Data dikumpulkan menggunakan kuesioner dan pedoman wawancara. Hasil penelitian menunjukkan bahwa siswa kurang percaya diri dalam berbicara bahasa Inggris, seperti kurangnya kosa kata, tidak mengerti topik berbicara, mereka memiliki kekhawatiran lebih besar terhadap kemampuan berbicara dari lawan bicara tersebut, mereka khawatir terhadap adanya kesalahan dan penilaian teman mereka. Di sisi lain, mahasiswa berharap dosennya juga mempersiapkan materi pengajaran, menggunakan pendekatan komunikatif, memberikan kesempatan kepada semua mahasiswa dalam berbicara bahasa Inggris, memberi lebih banyak waktu dan motivasi, mengadakan diskusi dan perdebatan tentang materi pengajaran dan memberikan mahasiswa latihan atau pekerjaan rumah (PR) yang mereka dapat

berlatih keterampilan berbahasa mereka. Ada beberapa strategi dan metode bagi mahasiswa untuk mengembangkan kepercayaan diri mereka dalam berbahasa Inggris seperti komunikasi lisan dalam kelompok, berpasangan dan membuat presentasi, metode self-regulated bahwa mahasiswa harus memperelajari diri sendiri sebagai inti dari masalah , memberi semangat atau motivasi , jangan mengoreksi kesalahan secara langsung.

Dosen harus mengembangkan kreativitas mereka dalam mengajar terutama dalam keterampilan berbicara dalam rangka meningkatkan kepercayaan diri siswa dalam berbahasa Inggris sehingga mereka memiliki kepercayaan diri untuk berbicara dalam bahasa Inggris dan mencapai tujuan penelitian. Untuk Fakultas Pendidikan dan Pelatihan Guru di Universitas Kristen Indonesia, diharapkan untuk mengembangkan pelatihan guru sehingga mahasiswa tidak hanya memiliki pengetahuan tentang bahasa Inggris tetapi juga memiliki kepercayaan diri yang tinggi dalam berbahasa Inggris.

TABLE OF CONTENTS

ADVISORS' APPROVAL	i
INTELLECTUAL PROPERTY STATEMENT	ii
COPYRIGHT TRANSFER AGREEMENT	iii
APPROVAL FOR THESIS EXAM	iv
MOTTO AND DEDICATION	v
ACKNOWLEDGEMENT	vi
ABSTRACT	viii
ABSTRAK	x
TABLE OF CONTENTS	xiii
LIST OF TABLES	xvi
LIST OF APPENDIX	xvii
 CHAPTER I : INTRODUCTION	
A. Background of the Study	1
B. Research Question	5
C. Objectives of Study	5
D. Significance of the Study	6
E. Scope of the Study	6
F. Operational Definitions	7
 CHAPTER II : LITERATURE REVIEW, CONCEPTUAL FRAMEWORK AND HYPOTHESIS	

A.	Literature Review	8
1.	Speaking	8
a.	Definition of Speaking	8
b.	Speaking Skill	9
2.	Self-Confidence	11
3.	Student's Self-Confidence in English Speaking: Students' Perspective	18
4.	Student's Self-Confidence in English Speaking: Lecturers' Perspective	20
B.	Conceptual Framework	24
 CHAPTER III : RESEARCH METHODOLOGY		
A.	Specific Research Purpose and Research Questions	25
B.	Research Design	25
C.	Population and Sample	26
D.	Data Collection Instruments and Produce	26
E.	Data Triangulation	29
F.	Data Analysis Technique	29
G.	Research Procedure	29
 CHAPTER IV : RESULT AND DISCUSSION		
A.	Data Description	31
1.	Students' Demographic data	32
a.	Students' Semester	32

b. Respondents Age	32
c. Respondents Sex	33
2. Lecturers' Demographic data	33
a. Subjects Taught	33
b. Respondents Age	34
c. Respondents Sex	34
d. How long they have been teaching in English	35
B. Data Analysis	36
1. Descriptive Analysis	36
a. Student's Self-Confidence in English Speaking:	
Students' and Lecturers' Perspective	36
1) Students' Self-Confidence in English Speaking:	
Students' Perspective	37
a) Students Eagerness in Learning English	37
1) 2nd Semester.....	37
2) 4th Semester	39
3) 6th Semester	40
4) 8th Semester	41
b) Students have Successful Solution in Learning	
English.....	42
1) 2nd Semester	42
2) 4th Semester	44

3) 6th Semester	46
4) 8th Semester	49
c) Enjoyment to Speak in English.....	51
1) 2nd Semester	51
2) 4th Semester	53
3) 6th Semester	55
4) 8th Semester	57
d) Interest in Material/Task	59
1) 2nd Semester	59
2) 4th Semester	60
3) 6th Semester	62
4) 8th Semester	64
2) Students' Self-Confidence in English Speaking:	
Lecturers' Perspective	69
C. Discussion.....	79
CHAPTER V : CONCLUSION, IMPLEMENTATION, AND	
RECOMMENDATION	
A. Conclusion	82
B. Implementation	82
C. Recommendation	83
REFERENCE.....	84
APPENDIX	88

LIST OF TABLES

Table 3.1.	Scale of Likert	27
Table 3.2.	Indicator of the Questionnaire	27
Table 3.3	Grating of Questionnaire of Students' Self-confidence	28
Table 3.4.	Grating of Questionnaire of English Speaking	28
Table 4.1.	Respondents of Research Based on Semester	32
Table 4.2.	Respondents Age	33
Table 4.3.	Students Respondents Sex	33
Table 4.5.	Lecturers Respondents Age	34
Table 4.6.	Lecturers Respondents Sex	35
Table 4.7.	Lecturers Length of Teaching in English	35

LIST OF APPENDIXES

Appendix I	: Questionnaire for students	88
Appendix II	: Questionnaire for lecturers	91
Appendix III	: Table 4.4. Subject Taught	94
Appendix IV	: Table 4.8. Students Eagerness in Learning English (2nd Semester).....	97
Appendix V	: Table 4.9. Students Eagerness in Learning English (4th Semester).....	98
Appendix VI	: Table 4.10. Students Eagerness in Learning English (6th Semester).....	99
Appendix VII	: Table 4.11. Students Eagerness in Learning English (8th Semester).....	100
Appendix VIII	: Table 4.12. Students have Successful Solution in Learning English (2nd Semester)	101
Appendix IX	: Table 4.13. Students have Successful Solution in Learning English (4th Semester).....	102
Appendix X	: Table 4.14. Students have Successful Solution in Learning English (6th Semester).....	103
Appendix XI	: Table 4.15. Students have Successful Solution in Learning English (8th Semester).....	104
Appendix XII	: Table 4.16. Enjoyment to Speak in English (2nd Semester)	105
Appendix XIII	: Table 4.17. Enjoyment to Speak in English (4th Semester)	106
Appendix XIV	: Table 4.18. Enjoyment to Speak in English (6th Semester)	107
Appendix XV	: Table 4.19. Enjoyment to Speak in English (8th Semester)	108
Appendix XVI	: Table 4.20. Interest in material/task (2nd Semester).....	109
Appendix XVII	: Table 4.21. Interest in material/task (4th Semester).....	110
Appendix XVIII	: Table 4.22. Interest in material/task (6th Semester).....	111

Appendix XIX	: Table 4.23. Interest in material/task (8th Semester).....	112
Appendix XX	: Table 4.24. Students Eagerness in Learning English (Lecturers' Perspective)	113
Appendix XXI	: Table 4.25. Students have Successful Solution in Learning English (Lecturers' Perspective).....	114
Appendix XXII	: Table 4.26. Enjoyment to Speak in English (Lecturers' Perspective)	115
Appendix XXIII	: Table 4.27. Interest in material/task (Lecturers' Perspective)	116
Appendix XXIV	: Observation Form	117