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The Factor of Self-Confidence Affecting to Indonesian Young Learners' English Speaking Proficiency Level

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Article Info	ABSTRACT
	This research aims to estimate and get to know more about self-confidence factors that may affect to English speaking proficiency level for Indonesian young learners. The researcher used a qualitative method. In this research, the primary data was collected by focusing on the aspects and points that the researcher wanted to observe about. The primary data was used as a model and framework of the conceptual learning and teaching through the speaking proficiency level. In addition, the main object for this research is about Indonesian young learners towards the English speaking proficiency level. The researcher hopes that there will be significant results based on the primary data that will show the impact of self-confidence to influence the speaking proficiency level by Indonesian young learners. Therefore, the final result of research will be meaningful for the future researches in the similar study. It goes the same to the teachers and students that participate in teaching and learning English. .

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1. INTRODUCTION

Language is a basic thing that should be mastered by all people in the world in order to do the communication. The importance of language is part of human life that cannot be separated in daily activity. Giving and receiving information also need to use language within the communication. Even though in every single place in the world has different kind of language, but the form of language is still needed to do the communication among people. Therefore, the existence of language is important and crucial. Without language, there will not be a social interaction towards the people.

The usage language as a tool for a specific purpose and draw conclusions about the priority of language, so the significance exceeds the use of language tools (Martinez del Castillo, 2015). The language and meaning are therefore autonomous. Talking about language, there are a lot of part of languages, such as English as one of the most popular language. English is known as an international language. It is spoken by all the people from different nations. In addition, there are four basic skills in English, such as speaking, reading, listening, and writing. What the focus for the research is about speaking.

Speaking is known as one of the hardest skill that has to be faced because there are many factors that caused it happens. One of the reasons is about the hardness to control self-confidence. The lack of self-confidence may cause different effect to the oral proficiency level. It happens a lot moreover in EFL (English as Foreign Language) students. Therefore, speaking becomes one of fears for them to be faced while learning English. The researchers want to get to know more about the self-confidence factor that may affect to the English proficiency level. It is questioned that does self-confidence take majority factor to affect into speaking performance from the students? Therefore, the researchers hope that this research can be useful for the teachers and also the students for the future researches for those who want to know about the self-confidence effect to Indonesian students' speaking proficiency level.

Speaking proficiency level can lead the autonomous students. According to Khotimah et al., (2019) The concept of learner autonomy is usually it is mistakenly defined as "extracurricular independent learning", that is, learners can control all aspects of their learning process. (Su, 2020) stated, the concept of teaching will be meaningful Students participate in direct practice to construct new concepts. In student's compared with

traditional learning activities, debate-based practice can provide real conceptual understanding to decipher different theories in debate and modify its evidence development. The facts have proved that this is a powerful tool to test students' debate-based reasoning ability through student interaction and practice.

To become active participants, students must activate their scientific understanding and literacy. According to Huriyah et al., (2020), Speaking is widely regarded as an important skill that most people want to be really good at. Huriyah et al., (2020) also explained, Frequently Asked Questions about Speaking English in English classroom lessons are students who are afraid to practice talking with others. When talking to other people who speak a foreign language, they will feel anxious, or they will have a hard time finding a partner for oral conversation. According to professional experience, several factors have become problems. These problems make students feel confused and difficult to speak English. The problems encountered by students include: Their pronunciation or expressions are difficult. Many students do not know how to pronounce correctly. Sometimes, due to their opinions and teacher's explanation, they are also confused about their pronunciation. Even some of them are confused about the vocabulary they master.

Some students have difficulty speaking due to their low vocabulary. According to Tajeddin et al., (2020), English dominates the world, which is called linguistics Imperialism is the result of multiple factors, including increased global mobility, immigration and modern media. Nowadays, English is not only spoken by native speakers in English-speaking countries, but also by non-native speakers. Therefore, the system of teaching English is different based on how the teachers can pursue the materials towards the students. It can be influenced by many other factors, such as the English system usage; EFL, ESL, or even ENL. Al-khresheh et al., (2020) stated, Lack of interest can be attributed to many things. Students do not have the motivation to learn English, and because they do not understand the benefits of language learning, they consider it a burden. Most students also lack the confidence to speak English fluently. Because this is not their native language, they are prone to making mistakes and may cause jokes and laughter from friends. Therefore, they completely avoid practicing the language which is the most reliable way to master the language. In addition, the teaching methods used by teachers are also a key factor that undermines language learning.

The teachers usually teach in an abstract, unrealistic way, which confuses students. Because of this teaching method, they quickly lost interest in the subject. Трудов, (2017) explained, obviously oral expression is a process of oral expression. Spoken language includes the use of lexical grammar and pronunciation events in the language to express any idea. In this field, any idea plays a major role. Until this time, terminology or oral speech has been used to replace foreign language teaching. However, it has found a role. Therefore, it is regarded as the main part of learning and teaching foreign languages.

Students often think spoken language ability is the product of language learning, but speaking is also an important part of our language learning constantly encounter such problems, for example, learners are mixed classes with different abilities, knowledge and different learning styles. Marleni (2020) stated, all kinds of needs can be put in place immediately: monitor and understand other speakers, consider their own contributions, make contributions, monitor their effects, etc. In order to meet the challenges of oral English teaching, language lecturers must be able to formulate and adopt certain strategies to achieve the goals of oral learning and teaching. In this way, it means that the lecturer plays an important role in determining which strategies can best encourage students to participate in the learning of spoken English, because it is useless to learn English without speaking it. Through speech, people can express their thoughts, thoughts and ideas freely and spontaneously.

It seems interesting to discuss the concept of speaking. Based on the statement from (Wahyuningsih & Afandi, 2020), spoken language is usually imitative and reproductive, providing students with methods to practice language and communication methods, but in spoken language, spoken language plays a vital role in conveying information, which shows different characteristics from written information. Regarding speaking ability, language anxiety, especially speaking, can be considered. Wahyuningsih & Afandi, (2020) stated, language anxiety is a kind of anxiety especially related to foreign language learning. , Teachers have been greatly enhanced and can design better learning materials and learning activities. In this sense, they can design learning activities based on the vocabulary. In addition, learning activities include drill exercises and game-based exercises. In order to reduce the anxiety of speaking, EFL students can use some techniques. First of all, frequent desensitization includes relief, deep inhalation, and conception.

Self-confidence is one of the important factors affecting academic performance student. Confidence is very important for students to successfully learn English and spoken English. With self-confidence, students will be more motivated and prefer to study English, so in the end they hope to achieve the best results in English. With self-confidence, students have the ability to take appropriate and effective actions in various situations, even if the challenge comes from themselves or others. Thus, the objective of the research is to answer the research question of proving whether or not that self-confidence affect to Indonesian young learners' speaking proficiency level.

2. RESEARCH METHODS

The researcher used qualitative research method to collect the primary data in order to arrange the research paper. This is a descriptive qualitative study. According to Thambu et al., (2020), collecting the data through observations, focus group interviews and diary entries. These findings indicate that the use of active learning methods in moral education can develop students' language intelligence, logical and mathematical intelligence, musical intelligence, spatial intelligence, bodily kinesthetic intelligence, interpersonal intelligence, interpersonal intelligence, and natural intelligence. The integration and internalization of the eight intelligences into active learning as a whole will shape the personality and character of students in social life. The students' journals sources, such as classroom observations, are also used to investigate students' intelligence.
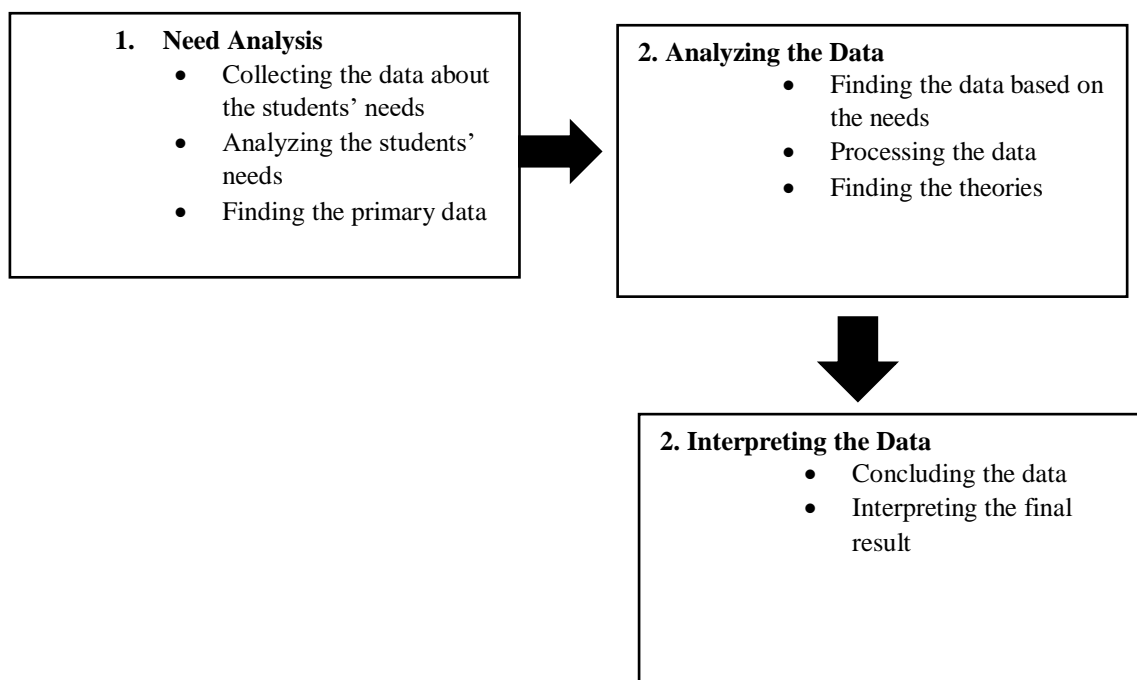
1. **Need Analysis**	2. **Analyzing the Data**
• Collecting the data about the students' needs • Analyzing the students' needs • Finding the primary data	• Finding the data based on the needs • Processing the data • Finding the theories

2. Interpreting the Data
- Concluding the data
- Interpreting the final result

Figure 1. Steps of conducting the research

This research purposes to get to know self-confidence affect to speaking performance of the students. The first reasons is to explain about the need analysis from the students to adjust with the speaking treatment. The process of need analysis is about collecting the data about students' needs because every single student has different needs. After that, the researcher also needs to analyze the students' needs. The analyzing aims to make sure that the needs can be distinguished among a student to another students. After finding the proper analyze about students' needs, then the researcher also needs to find the primary data as some important sources for the research.

After collecting plenty data about students' needs and primary sources, the researcher needs to analyze the data first. The primary data is needed to be processed. To supporting the data that has been found, the researcher also needs to find the theories in order to make whole arguments become stronger to be pursued. Therefore, analyzing of data needs times to be conducted and it cannot be done at once to be finally finished.

Last steps for conducting the research, the researcher also needs to interpret the data in order to make the conclusion of the research. The conclusion will be found after the data is already completed. It is also needed when the researcher wants to interpret the data or final result after the research. The researcher needs to make sure that the whole research is understandable, therefore the interpretation is able to be delivered in easy way.

2.1 Objective of the Research

The objective of the research is to get to know whether the self-confidence factor is determined the result of Indonesian young learners' proficiency level or no.

2.2 Design

The design that is used in this research is systematic review. Systematic review is defined as "evaluation of the evidence for a clearly raised issue, which uses a systematic and clear method to identify, select and critically evaluate related basic research, and extracts from the research included in the review and analyze the data.

2.3 Participants

This research was conducted at MTS Tarbiyatul Athfal, which is located on Jl. Smu 57 Kedoya Selatan, Kebun Jeruk, West Jakarta. The implementation is carried out in the even semester of the ninth grade students of the 2020/2021 school year.

2.4 The instruments

The instruments were the previous tests that have been conducted by the students and also some of previous relevant journals.

2.5 Data collecting technique

The data collection is about collecting previous relevant journal that refers to the topic. The researcher is also collecting the data from the previous test of the students.

2.6 Data analysis

First, due to the huge amount of information, analyzing data and interpreting the results of systematic reviews and/or meta-analysis can be daunting.

3.   RESEARCH FINDINGS AND DISCUSSION

Indonesia is one of the EFL countries in the world. Researchers realized that not many people communicate in English every day. Although more and more Indonesians use English in their daily lives, many people believe that English teaching is a failure in this country. One of the reasons for the failure is that there is no unified national English education system and the improvement of English communication skills. Based on the calculation of all the primary data, the researcher finally concluded that self-confidence takes a lot of spaces towards the speaking performance. It showed that without having a good control of self-confidence, the speaking ability will not be increasing as expected. On another hand, having good ability of self-confidence, the speaking performance will be able to be handled well and affect the speaking performance in a good result.

The final result to gain a good control of self-confidence is not only caused by the improvement from the students, but also from the certain strategies that are used by the teachers. The teachers have a big role to determine the successful result from the students. It is not only limited to how the students are able to do improvisation or arrange the speech, but it is also consisting to the teachers as one of support systems for the students. The teachers should know how to convince the students and make sure that they are able to control their self-confidence as well. By putting a lot efforts on the speech performance and handling a good control of self-confidence, the students are able to do it as well and give the best result after all. On another hands, the improvement of speaking proficiency level also can be increasing.

Handling control of self-confidence for the students in the school and university have huge differences. Based on the research, the researcher will only focus on the control of self-confidence in the school, moreover for the young learners. The young learners need a lot of factors and things to increase their self-confidence. All those efforts cannot be done at once, it needs step by step and also mechanism to achieve the goals Therefore, the teachers also should be patient to help the students practice their self-confidence in speaking proficiency.

The researcher collected the primary data and doing the observation during conducting the meetings, the researcher found out that the fact that when students talk to other foreign language speakers, they may feel anxious, or it may be difficult for them to find a partner for oral conversation. According to professional experience, several factors have become problems. These questions make students feel confused and difficult in English. Problems encountered by students include: their pronunciation or expressions are difficult. Many students do not know how to pronounce correctly. Sometimes, due to their opinions and teacher explanations, they are also confused about their pronunciation. Even some of them are confused about their vocabulary. Some students have difficulty speaking due to their low vocabulary. For various reasons, such as improving students' self-confidence and "relaxation", it is very important to consolidate the development of oral skills. In this case, it is not important to pay attention to their grammar and vocabulary knowledge. On the contrary, even if they make mistakes, we should give them a chance to speak freely. The key is about self-confidence as main reason to affect the successful of speech performance. Self-confidence is the most important factors affecting students' academic performance. The confidence is very important for students to successfully learn English and spoken English. With self-confidence, students will be more motivated and prefer to learn English, so in the end they hope to achieve the best results in English. With self-confidence, students have the ability to take appropriate and effective actions in various situations, even if the challenge comes from themselves or others. On another hands, the teachers also have to have good preparation about the appropriate strategies in order to increase the students' self-confidence in speaking performance.

The first review of previous studies goes to one of the researches in the level of university. Most students in the third semester of the English education program of the Bengkulu National Islamic Institute

(IAIN) in Indonesia have encountered many problems in oral activities. The main problem is that there are no suitable oral English teaching materials. However, this provides students with great opportunities and opportunities to enable them to actively and freely speak according to their own background and background to support the teaching process of oral English. Context-based oral English teaching materials for students. (Efrizal, 2020), this research combines R&D design with the following procedures: conducting needs assessment, developing supplementary materials, conducting expert verification, modifying materials, trial materials and modifying materials. Researchers collect data through the use of questionnaires, interviews, analysis of syllabus and field notes.

Another previous studies was conducted in the level of Senior High School. This research aims to analyze the development of speaking ability of Islamic students Higher education in Indonesia through repeated techniques. This is a CAR that is implemented periodically, covering planning, observation and reflection. The object of the study is the fourth semester of EFL oral course, consisting of 25 students. The data comes from observation lists, field records, questionnaires and tests. They were analyzed qualitatively and quantitatively. Quantitative data involves the teaching process, that is, students' participation in classroom activities. They are obtained through student achievement tests. Classical achievement is 80%. Classical and personal achievement has reached the standard of success. Can conclude, repeat facts have proved that this technique is very useful for improving students' speaking ability.

It is also supported by some of previous relevant researches about anxiety of most EFL students towards the English speaking. Comparing to previous researches, it shows that the anxiety of speaking and self-confidence effect is absolutely real for the students to face it. Therefore, it is highly recommended for the teacher to find appropriate method in order to make sure that the obstacles of anxiety in speaking and also self-confidence can be handled in a good way.

Teaching English by focusing on the speaking proficiency level should be also followed by the ability of self-confidence control by the students. Good or bad control of self-confidence from each student may affect to their speaking proficiency, moreover for the young learners level. But, the result of learning to speak in English is not determined by how hard is the effort from the students, but also how great the methods that are used in teaching activity. Therefore, the chosen of teaching English should be also suitable for the functions.

In order to enable students to have an unforgettable learning experience, teachers have adopted different types of teaching methods, such as assigning tasks to students or developing activities to engage them. Having different knowledge methods and experiences throughout the learning process. (Sayuti et al., 2020) stated, learning brings students and teachers into a real environment, real problems and real arrangements, so that students will not see obstacles between practice and learning in the classroom or outside the learning center. In addition, through short-term or long-term project research, students can also apply their prior knowledge of theoretical knowledge in the classroom.

For teachers, it is a difficult task to equip students with relevant oral expression skills. Due to lack of vocabulary, lack of self-confidence, fear of making mistakes and not knowing what to say, students have difficulty speaking. For the first difficulty, students lack vocabulary, so it is difficult for them to express their thoughts orally in class. Second, their difficulty is lack of self-confidence. They often feel shy and uncomfortable when speaking English with their teachers and peers. Then, they are also afraid of making mistakes in class because they feel shameful when they are corrected in front of their friends. In the end, they did not know what to say. Because of these challenges, they tend to remain silent during class. The proposed research aims to overcome the difficulties of outstanding oral English ability.

According to (Sayuti et al., 2020), spoken English is the first step that young English learners must have before they can read and write English. This shows that oral skills are an important skill for communication between teachers and students in the teaching and learning process. This will help students better understand the issues or places where they can communicate in class. In addition, students can also use this skill in real life, interact with the real world, and communicate with the global community.

The concept of EFL is nothing new to native speakers in Western countries and many Western countries. EFL is described based on ethnic and regional identity. But for non-European language users, the concept of EFL is very complicated. A country that designs English as a school curriculum and does not have any other important role or status in society is called EFL. As time passed, the British breed continued to develop. When the language is used in daily communication in a country, EFL becomes ESL. The phenomenon of various languages of EFL/ESL created ambiguity with the help of Back to the Future the form of quasi-organic methods like ESL became EFL.

4. CONCLUSION

4.1 Summary

Based on the finding and discussion of the observation, the researcher can conclude that the control of self-confidence is really affecting to the final result of speaking proficiency. The final result of the speech is not only determined by the preparation or the materials mastering from the students, but it is also influenced by the self-confidence. Good control of self-confidence takes important role to determine the result, because without having a good control of self-confidence, the preparation and material mastering will be useless. The fact that getting a good control of self-confidence is not instant because it cannot be done at once. Some of the things needs step by step to conduct it until the students get used to the process and may give the best performance or result. The teachers also have important role to support the learning process, including for the improvisations, self-confidence, and how to handle the anxiety during the speaking performance.

5.2 Suggestion

According to the research, the result and the conclusion that has been presented, there are some suggestion that the researcher proposed as follows:

1. For English teacher:
   a. Giving the appropriate method to be taught to the students because every student has their own characteristic of learning
   b. The teacher can help the students to be more confident of their skill
2. For the students:
   a. The students know why self-confidence can be a factor to determine their speaking proficiency level
   b. The students will learn from the mistake that they ever did during speaking time
3. For the other researchers:
   a. Gaining knowledge and information refers to the topic of self-confidence that affects to speaking proficiency level
   b. Developing this research in order to contribute for English speaking learning process.

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