BUILDING STUDENTS' SELF CONFIDENCE IN SPEAKING THROUGH GROUP DISCUSSION

Agung Putra Mangunsong, Ari Nurweni, Mahpul
University of Lampung
Jalan Sumantri Brojonegoro No. 01, Gedong Meneng, Bandar Lampung, 35141
agungputra125@gmail.com
089649970210

Abstrak. Penelitian ini bertujuan untuk meneliti apakah i) kelompok diskusi dapat meningkatkan kepercayaan diri siswa dalam berbicara dan ii) apakah ada peningkatan pada kemampuan berbicara siswa setelah belajar dalam kelompok diskusi. Desain penelitian yang digunakan adalah analisa kwantitatif. Subjek penelitian adalah 15 siswa kelas dua di sekolah menengah atas. Selain itu, tes berbicara dan kuesioner di gunakan untuk mengumpulkan data. Pembelajaran menggunakan kelompok diskusi disarankan bagi para guru karena kelompok diskusi memfasilitasi siswa dengan lingkungan berkomunikasi yang menyediakan wadah bagi siswa untuk mengembangkan pemikiran mereka.

Abstract. The aim of this study was to explore whether i) group discussion improved students' self-confidence and ii) there was an improvement of students' speaking ability after the implementation of group discussion. The design was quantitative analysis. The subjects of this research were 15 students of the second grade of SMAN 8 Bandar Lampung. Speaking tests and questionnaires were administered to collect the data. The result showed that group discussion significantly improved the student's self-confidence and the speaking ability. This suggests that group discussion facilitates students to improve their self-confidence and speaking ability.

Keywords: group discussion, speaking ability, self-confidence.

INTRODUCTION

Speaking skill is an important aspect of language L2 learners need to master. In addition, speaking skill is the main skill in communication (Weltys, 1976). The importance of speaking relays on conveying informations, ideas, and maintain social relationship by communicating with others (Putri, 2008). Therefore speaking skill is very important L2 learners to acquire.

However, speaking is regarded as being difficult by some students in learning a foreign language since learners need to build and share thoughts which are often very complicated (Handayani, 2012). In addition, there are some aspects, one of which is lack of confidence that affects the students' problem in speaking. It is believed to have affected students' motivation to speak in English. Furthermore, having low self-confidence, students feel embrased while speaking. This result impacts in students' low capability of speaking in English (Shabrina, 2008). Therefore, students with high self-confidence will involve actively during the learning acivity rather than those with low self-confidence (Doqaruni, 2013).

This suggests that students need activity encourages them to actively involved in speaking. The activity need provides students a speaking exposure to build their self-confidence as well as to improve their speaking ability. Doqaruni's study (2013) implemented story telling activities and presentation in promoting students self-confidence. He found the students' self-confidence and speaking ability increased after the implementation of the incorporated activities. In addition, Xu (2011) claims that the L2 learners perceive more self-confidence if their previously L2 identities were confirmed.

Regarding students' lack of confidence, the group discussion is proposed in this research since it is believed that group discussion provides a speaking exposure where students will exchange their thoughts freely (Argawi, 2014). In addition, the student-centered approach enhances the interaction between students and avoids direct correction in which they will more perceive confident (Alvermann (2002). Furthermore, Harizaj's study (2015) found that through group discussion the students develop social communicative expression helping them in expressing idea. The study of Dalkou and Frydaki (2016) found that the experimental group achieved a significant improvement of literature understanding after the implementation of group discussion. This recommends that the use of group discussion is able to build students self-confidence as well as students' speaking ability.

Since the use of group, discussion provides a speaking exposure and enhances peer interaction. Therefore,

this study intended to implement the group discussion in building students' self-confidence as well as speaking ability, which formulated in research question as follows:

1. Does group discussion improve students' self-confidence in speaking?
2. Is there any improvement of students' speaking achievement after the implementation of Group Discussion?

METHODS
The design was quantitative data analysis. The subject involved was 15 second grade of senior highs school students. The instruments were speaking test, questionnaire and voice recorder. In administering the treatments, three meetings were implementing the group discussion.

The validity and reliability of each instrument was analyzed to gain the proper instruments. In self-confidence questionnaire, the content validity was fulfilled by concerning the two aspects of self-confidence, which are assurance and willing engagement. The reliability of self-confidence questionnaire was fulfilled by measuring the two aspects of self-confidence. The speaking test was also analyzed the reliability and validity. The content validity of the speaking test was fulfilled by implementing KTSP curriculum in teaching learning; the construct validity was fulfilled by implementing the group discussion in treatment and in speaking tests. In addition, the reliability of the speaking aspect was fulfilled by implementing the interaters reliability since the use of raters itself in order to avoid the subjectivity in judging. Lickert scale was administered in analyzing the questionnaire and the paired *T-Test* was administered to analyze the speaking test.

RESULTS
There are two aspects of self-confidence considered in this research: assurance and willing engagement. The analysis of the score divided into three groups, which are high, medium and low self-confidence. The explanation of the analysis of the score is shown in Table 1.

Table.1. Analysis of Self-confidence questionnaire

No	Aspects of self confidence in speaking	First Term		Second Term	
		Score	Meaning	Score	Meaning
Assurance					
1	Fondness	78%	Average	80%	High
2	Feeling of relax	78%	Average	87%	High
3	Anxiety	67%	Average	87%	High
4	Composure	69%	Average	84%	High
5	Nervousness	69%	Average	71%	Average
6	Shyness	71%	Average	78%	Average
7	Fearness	87%	High	84%	High
8	Awareness in mistakes	88%	High	80%	High
Willing Engagement					
9	Feeling of pleasure	64%	Average	78%	Average
10	Looking for chances	78%	Average	87%	High
11	Wants in learning	62%	Average	94%	High
12	Expressing oneself	56%	Low	80%	High
13	Wants in speaking	73%	Average	84%	High
14	The use in daily activities	62%	Average	87%	High
15	Having chances	69%	Average	78%	Average
16	Difficulties of the use	73%	Average	80%	High

Table 1 shows the students' improvement of self-confidence after the implementation of group discussion. Based on Table 1, it could be inferred that the students were in average level of self-confidence in the first term. In the first aspect of self-confidence, assurance, the subs aspect like fondness, feeling of relax, anxiety, composure, nervousness and shyness were in average level. On the other hand, fearness and awareness in mistakes were in high level. In addition in the second aspect of self confidence, willing engagement, there were seven out of eight subs aspects were in average level: feeling of pleasure, looking for chances, wants in learning, wants in speaking, the use in daily activities, having chances, difficulties of the use. Surprisingly, expressing oneself was in low level among the eight sub-aspect of willing engagement.

It could be inferred that there was an improve of students' self-confidence after the implementation of group discussion. It could be seen from Table 1 result, in the second term of the self-confidence administration, most of the sixteen sub-aspects of self confidence were in high level. In addition, in the assurance aspect, there were four sub-aspects, which improved: feeling of relax, anxiety, composure. However, the nervousness and shyness improved also, but the percentage of the improvement was so little so that the two aspects were not moved. Surprisingly, fearness and awareness in mistakes decreased in the second term of the administration. In addition, in the second aspect, willing engagement aspect improved after the implementation of the group discussion. It could be inferred that during the second term, most of the students achieved high level of

willing engagement. For instance, the sub-aspects of willing engagement: looking for chances, wants in learning, wants in speaking, the use in daily activity and difficulty of the use improved from the average level to the high level. Yet, feeling of pleasure and having chances decreased in percentage. Surprisingly, expressing oneself had the most increase from low level to high level.

Similar to the students' self-confidence, there was an improvement of students' speaking ability. A speaking protest and speaking post-test were administered in this research to gain the data. The treatments were focused on group discussion and the materials were there different topics about hortatory text. The students' improvement of speaking ability is shown in Table 2.

Table 2. Students' Speaking Achievement in Speaking Pretest and Posttest

No.	Interval score	Pre-test		Interval score	Post-test	
		Freq.	%		Freq.	%
1.	57 – 61	1	7%	57 – 61	0	0%
2.	62 – 66	2	13%	62 – 66	2	13%
3.	67 – 71	6	40%	67 – 71	3	20%
4.	72 – 76	3	20%	72 – 76	3	20%
5.	77 – 81	3	20%	77 – 81	5	33%
6	82 – 86	0	0%	82 – 86	2	13%
Total		**15**	**100 %**		**15**	**100%**

From Table 2 it could be seen that the lowest score in speaking pretest was 57 and the highest score was 77. While in speaking posttest, the lowest score was 63 and the highest score was 83.

It could be concluded that there were improvements of students speaking achievements. Yet, the improvements of students speaking achievements were not experienced constantly by all the students, which meant that some students' speaking achievements were increased and some students' speaking achievements were, decreased The student who was in the lowest class

of pretest with score 57, improved to the fourth class which ranged 72 – 76. Next, the two students who were in the second-class range from 62 – 66 seemed improved. One of the two students improved to the third class in the speaking posttest, which ranges 67 – 71.

Yet, the student who was in the second-class seemed not to have any improvements since the student was constant in the second class of speaking pretest. Then, the third class, which was the largest members, also had tendency to improve. Three of the six students improved to the fifth class of the

posttest. one of the six students improved to the highest class of speaking posttest, the sixth class. Then, there one student had constant achievement. Next, the students who were in the fourth class also improved. One of the three students improved to the fifth class.

Additionally, the other students did not improve meant the speaking achievement was constant as in the speaking pretest. The last student who was in the fourth class decreased to the third class. Then, the students who were in the fifth class also improved. One of the three students improved to the highest class in the speaking posttest, the student was remain the same as in the speaking pretest which meant the student was in the fourth class, and the last students was decreased to the third class.

In addition, the speaking aspect was analyzed to find out the speaking aspect improved the most. In analyzing the speaking aspect, the data were analyzed using Ms. Excel

Table 3. The Improvements of Speaking Aspects

No	Speaking Aspects'	Pre-Test	Post-Test	Gain
1	Pronunciation	32	33	2
2	Grammar	33	34	1
3	Fluency	30	33	3
4	Comprehensibility	33	36	4
5	Vocabulary	30	33	3

Table 3 shows the improvement of speaking aspects after the implementation of group discussion. The highest point in the speaking pretest was comprehensibility and grammar aspect with 33 points, followed by pronunciation with 32 points, fluency and vocabulary with 30 points. In short, the speaking aspects improved after the implementation of the group discussion. It could be inferred from Table 3 that there were gains between speaking pre-test and speaking post-test. The highest gain was from comprehensibility aspect, which increases with four points. The aspect had the lowest score in speaking pre-test, fluency and vocabulary seemed to have similar improvement, three points. In addition, the lowest improve among all aspects was grammar with one point.

DISCUSSIONS

Table 1 shows that the students were in average level of self-confidence since the students had not had a speaking exposure. Then, there was an improvement of students' self-confidence after the implementation of group discussion.

It could be seen from the second term of the questionnaire

administration, most of the students were in high level of self-confidence. In this research, there were two aspects of self-confidence considered: assurance, willing engagement.

In assurance aspect, there were eight sub-aspects represented the assurance. The result shows that the fondness, feeling of relaxes anxiety, and composure improved from average level to high level after the implementation of the group discussion. It could be seen that the students were slowly changing their attitude toward the discussion. The students were more relax and enjoy in every meeting of discussion.

However, the nervousness and shyness also improved, although the improvements were not so high as the fondess, feeling of relax, anxiety, and composure. It could be assumed that these aspects improved because the group discussion provided the place for communication in face to face. The face-to-face communication would heighten the students' comfortness because the students communicated or discussed with their own friends where they did not feel offended and the students felt free to express their thought. As it is stated by Clement (1980), the self-confidence is built or formed in social context and the qualitative and quantitative aspects of communication of the learners will give positive effect for the self-confidence. Therefore the

group discussion implementation strengthened in discussing the issue which has close relation or each member was familiar with the topic discussed.

In addition, the issue itself contained social problems and it made the students easier to solve the issue. For this reason, the students would feel relax and enjoy during the discussion. In addition, the implementation of group discussion provided the students to explore their speaking ability in form of communication where in communication it took comprehensibility to understand and to reply the thought. This result was in line with Dalkou (2016) theory on which the communication activity which provide students to explore their speaking ability and the exposure of speaking activity.

However, fearness aspect and awareness in mistakes aspect which were the highest point in the first term, decreased in the percentage although the level was still in high level. It could be assumed that the students were still aware in choosing grammar and afraid in expressing their thought. It might be caused by the topic was so suiTable for them or some of the group members were so active rather than the student. It also could be assumed if the student might feel inferior or the student had high anxiety level which made him do not comforTable in speaking.

Moreover, in willing engagement aspect, the result shows that the students improved in willing engagement aspect. There were eight sub-aspect which represented the willing engagement aspect. From the first term of the questionnaire administration, the students were in average level.

After the implementation of the group discussion, the willing engagement aspect of the students improved to the high level. It could be seen from the discussion, the students were actively involved in the discussion. The students lowly engaged in the discussion and freely expressed their thought. In short, there were five sub-aspects of willing engagement, which improved from average to high level. They were looking for chances, wants in learning, wants in speaking, the use in daily activity, and difficulties of the use. In addition, feeling of pleasure and having of chances to improve but the improvements were not so significant. This aspect might improve because of the communication environment built by the group discussion.

The implementation of the group discussion provided the face-to-face communication environment. In the discussion, the students changed their thought or ideas one to member. The activity was fun and motivated students to speak. It is in line with Doqaruni's research

(2013). Storytelling and presentation were used in his research. During the first meeting, the students were reticent and passive in following the activity.

After the treatment of storytelling and presentation that were implemented by Doqaruni, the students' confidence improved and so were the speaking ability. The students were actively engaged the teaching learning activity after the implementation of fun activity which stressed on peer collaboration, for example presentation, storytelling (Doqaruni's Research) and group discussion (present research). Surprisingly, expressing oneself sub-aspect was the most significant improvement among all sub-aspects of assurance and willing engagement. This sub-aspect improved significant from low to high level. It could be assumed, why the expressing oneself had the most improvement because the implementation of group discussion served place for giving and responding thought.

Hoover (1997) states the group discussion is a process of cooperative effort on every part of the member in the group in exchanging thought orally. Moreover, Harizaj (2015) argues that the implementation of group discussion provides place for expressing feeling or thought orally and serves a face-to-face

communication environment. In addition, Dalkou (2016) claims that the group discussion develops the interpretative strategies of understanding the ideas or thought conveyed by each member of the group. He adds that the group discussion can increase the motivation to speak since in group discussion the students enhance peer correction and interaction.

Given by the statistical data analysis and the comparing means of each speaking pretest and speaking posttest, it could be assumed that the majority of the students' speaking achievements improved after the implementation of the group discussion. Yet, there were some students who decreased. Additionally, the student who was in the lowest class in speaking pretest seemed improved to the fourth class with the largest gained and jumped which meant that the student could improve their speaking aspects.

The result reported that students' speaking ability increased due to the implementation of group discussion. This result was in line with Harizaj (2015). She examined the group discussion as an active learning in writing. There research had university students in advanced level of English in Albania to be her subjects. She found that, through group discussion, students have face-to-face communication where they are not afraid or expressing

themselves in a group discussion. Through group discussion, students develop social communicative expression and help them to reach inside-outside classroom achievements. Moreover, they will achieve their social affective. In recent study, noted that the students were not hesitate to ask to their friend whenever they made mistakes in speaking.

Dalkou and Fiydaka (2016) who examined the use of group discussion in teaching literature was the second previous study. In their research, a public of junior high school was chosen to be their subjects, which has 90 students. The class was divided into 2 groups, control and experimental groups. The result drawn indicated that the group, which used group discussion, the experimental group, had better improvements and marks than the control group. In line with their result, the recent study result noted that the students' speaking ability improved after being taught through group discussion.

In the speaking aspects, there were five aspects which were considered. They were pronunciation, grammar, fluency, comprehensibility, and vocabulary. According to Table 3. In addition, the comprehensibility aspect had the most improvements and the grammar was the least improvements.

The most improvement of the

speaking aspect was comprehensibility; it could be assumed that because the group discussion served the place for exchanging thought or ideas orally.

The comprehensibility itself meant the understanding of certain idea and the ability of responding it, (Brown, 1980). The face-to-face communication environment, which was provided by group discussion, might enhance students in understanding topics or thoughts as it states by Hoover (1997). He states that the process recorded in discussion is ideally a cooperative effort or each member in exchanging ideas, opinions, and thoughts toward certain motion or theme to achieve the objectives. Dalkou (2016) states that the implementation of the group discussion in teaching learning concerns in students peer collaboration and students interaction where they can share, respond new idea. He adds that the group discussion can help students by enhancing active learning and avoiding correction. The avoiding correction here can improve student's activeness and understanding toward the ideas cince they are free to expressing their thought.

Surprisingly, grammar has the least improvement, with one point. It could be inferred the students were able to discuss and understand each member thought although the

grammar or the structure was not good enough. The improvement of the grammar was not so high because of the students were not so aware in choosing the appropriate grammar or diction since they can understand each other. As Dalkou (2016) states that the implementation of the group discussion enhances students active learning, interaction and avoiding correction. That is why the grammar has the least improvement since the members in discussion tend to understand the thought without any interruption to correct the wrong grammar or diction.

CONCLUSIONS

After conducting the research at the second year in SMA Negeri 8 Bandar Lampung and analyzing the data gained, the reseacher draws the conclusions that students' self-confidence and students' speaking ability improves. Additionally, the self-confidence of the students improved after being taught by group discussion by making a communication environment that serves more chances for students to speak and practicing. Group discussion provides a fun activity, which enhances students' motivation to learn English. Surprisingly, the expressing oneself had the most improvement among all sub-aspects of self-confidence.

Furthermore, according to the analysis of the speaking pretest and posttest, it can be concluded that

students speaking skill is improved after being taught through group discussion. Moreover, the group discussion provides an activity which enhances students to speak, and serves an active learning, peer correction-collaboration. The students will have more speaking exposure since group discussion provides a debating environment where they will state their ideas. Surprisingly, the comprehensibility aspect of speaking had the most improvement all five aspects of speaking.

Although majority of the students improved in their speaking achievements, some students were decreased. Additionally, the students who were decreased in their speaking posttest, it seems they were not confident with the topics given in the discussion.

However, student who was in the lowest group in speaking pretest had the largest improvements among all students in other group in speaking pretest.

SUGGESTIONS

Referring the data, some events occurred in treatments, and conclusions, the researcher would like to recommend some suggestion as follows:

1. For teachers, the communicative environment in any forms especially in group discussion is important to build students self-confidence moreover to increase students' speaking ability.

2. For teachers, before starting the discussion with several topics, it is important to understand the students' age, students' ability, thus the discussion about the topic runs well.

3. For further researchers, implementing group discussion with same group for lots of discussions may help the students to increase their ability but probably, for some students, having the same members in lots of discussion makes them bore. Thus, the researcher suggest to the next researcher who wants to have a research on group discussion to have a different pattern of members and calculate the result of each members.

4. For further researchers. This research aims to the improvement of both self-confidence and speaking skill through group discussion, thus the researcher suggests to the next researcher to analyze the student's self-confidence and the correlation to their motivation in learning English.

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