

STUDENTS' PERCEPTION OF ENGLISH ONE FOR TWENTY (EOT) PROGRAM TOWARDS THEIR SELF CONFIDENCE IN SPEAKING SKILL

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Abstract

English is one of the languages used throughout the world as an international language. Thus, it is not surprising that speaking is an important component that must be mastered by students in expressing an idea or information directly. However, the process of learning to speak English has several problems, one of which is lack of confidence. Confidence is one of the non-linguistic aspects that can affect students' speaking ability. The existence of the English One for Twenty (EOT) program helps students in speaking English, especially in increasing self-confidence.

The researcher used a qualitative design with the variable perception of EOT participants on the students' self-confidence in speaking ability. Then, the participants of this research are students who are members of the EOT program which consists of 30 students from various majors at University of Islam Malang. In collecting data, researchers used questionnaires and online interviews. The questionnaire was adopted from (Anjelyn Susanti Purba 2014) and Selfy Aveline Talilah (2013) for interviews. Based on the results of the study showed that having self-confidence in speaking skills is very important. It is proven that students who are members of the EOT program give a positive perception regarding the importance of having self-confidence in speaking skill. Based on the result, for further researchers can expand this research by using other skills such as; reading, listening, and writing. On the other hand, you can use more instruments to get more information from respondents. Thus, it is hoped that future researchers can find more complete and perfect results

Keywords: English One for Twenty (EOT) program, Self-Confidence, Speaking Skill,

Students' Perception

INTRODUCTION

Modern era, English has become global either by being made an official language or being prioritized in expanding circle countries on outer circle countries (Dewi, 2013:3). Then, based on Allo & Priawan (2009) said that, English still plays an important role to master. English is really significant in social life because it has been being global language in the. Therefore, English dominates the language

universally and has played many important positions such as information and technology, education, and business.

Speaking is one of the constructive skills that must be learned by the students when we are talking about an act of communicating or telling someone about information directly. The main aim of people who study language in speaking ability are having good of grammar, multiple vocabularies, precision, fluency, and self-confidence.

In addition, there are several researchers who concerns to investigate about speaking skill such as Putri & Refnaldi (2020) said that most of the problem in speaking is pronunciation on alveolar, and velar and generally the mistakes were caused by their mother tongue, less use of English in their everyday lives, unchallenging classes, becoming passive learners, and less trust when practicing. Then, Heriansyah (2012) & Huwari (2019) found that were the most significant problems felt by the respondents were lack of vocabulary, confidence in conversation, used to their mother tongue in class, and difficult to express words or phrase

Apart from the problems above, there one of the biggest problem is a lack of confidence. Therefore, based on as explained above, the researcher is interested in investigate the students perception of students' self-confidence through an EOT (English for One Twenty) program. As we know that, believe in self must be owned when you want to talk in front of people. According to Namaghi, Safaee, & Sobhanifar (2015) they stated that shyness is one of the problems of social predisposition and fear of negative judgments from others that makes people embarrassed to communicate. Also, based on Subagiah (2017), the people will be embarrassed if they have made a mistake in speaking of use sentences or words in English. It can be said that the obstacle experienced by students is that they do not have self-confidence and they used Bahasa Indonesia or their mother tongue in daily life.

With the problem above, an institution or campus has certainly prepared an alternative media for students to learn to increase self-confidence in speaking. One of them is University of Islam Malang that has some excellent programs in creating students who are more professional and ready to face the global world. The program is EOT (English One For Twenty). English One for Twenty means that one student from the English department teaches twenty students from other majors. With a community learning program on campus, students can learn English well, including increasing self-confidence.

Regarding the implementation of self-confidence Rumapea & Wennyta (2020) is to identify the correlation self-confidence and speaking skill with the study program. The researcher found that there was a relationship between self-confidence and speaking ability. Then, the self-confidence gives dominant effect through speaking ability. The next previous study is conducted by Elnadeef & Abdala (2019). Elnadeef and Abdala's research was to analyze the effectiveness of English club as free voluntary speaking activity strategy in fostering speaking skill. The results English club enhances student –student engagement and teacher- student engagement. As the result, self-confidence and self-esteem in terms of learning process increases among students.

Both of the previous study above the results showed that the use of an English language learning program provided a significant increase in self-confidence which had a good impact on the ability to speak in public. So, it is clear that increasing self-confidence is one way to significantly improve students' speaking ability. However, what distinguishes previous research from this research is the type of program used in this study and the author of this study took data online due to pandemic-19 conditions.

RESEARCH METHOD

In this study, the research used was descriptive qualitative research. Furthermore, the participants in this study were 30 students from all majors at the University of Islam Malang consisting of. After that, the researcher will interview ten students to represent the 30 responses to the questionnaire and also the participants were recruited voluntarily. The participants were selected randomly. In collecting data, researchers used instruments, namely questionnaires and online interviews. Data collection was carried out with two kinds of instruments; interviews and questionnaires. The questionnaires and interviews were in Indonesian. The questionnaire adopted from Anjelyn Susanti Purba (2015) and the interview adopted by Selfy Aveline Talilah (2013). Data analysis used the theory of Sugiyono (2015) for the questionnaire, and Enthoven et al., (2021) for the interview.

FINDING AND DISCUSSION

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The researcher discussed 15 statements obtained from the questionnaire and 5 question from the interview. The finding of this study presents that students' perception of EOT program towards the self confidence in speaking skill is positive. From the statement in questionnaire, the students show their agreement in several activities in speaking skill. From the result of interview, students confess that they are less confident in speaking. Then, students also claim that they need English One for Twenty (EOT) program to develop their self-confidence to speak English.

The interest of students for EOT program in developing their speaking skill especially at self confidence aspect is considered as positive perception. It is in line with the theory by Walgito (2010) that stated a perception is influenced by experience, learning process, and knowledge of something. The students' experience in conducting speaking activities of EOT program can make them more confident.

Those experiences can grow the self-confidence of students which influences their speaking ability better. This case is accordance with the research done by Mulyadi & Novitasari (2017) which states that intrapersonal intelligence, learning styles, and self-confidence have a good relationship with speaking ability.

Through the EOT program, the student can improve their self-confidence. This fact is accordance with theory of Berrigan (1979) which states that a community program can be considered as a media adaptation that can help to be utilized by everyone with various desired goals. It means that the students can increase their self confidence by joining EOT program as consequence they will be able to speak up in public confidently.

In practicing speaking, students are less confident because of lack of vocabularies, grammar, and pronunciation; and fear of making mistakes. Those problems are in line with the research conducted by Andas & Rutniatyanti (2020) that present that some students have difficulty speaking in English because they do not have enough vocabulary to arrange words into good sentences based on proper grammar rules. This students' problem can be solved by the English tutors in EOT program who have capability in teaching English skill. This case is accordance with the research by Khalid et al. (2018) which describe that peer tutor is the most effective method to improve a teaching skill and it has a great positive impact tutors' learning and development as a teacher.

Thus, it can be assumed that the students consider that EOT program can develop their self confidence when they are practicing speaking. This consideration is based on their experience in their involvement in EOT program. The can feel the good effect on it.

CONCLUSION AND SUGGESTION

Based on the result of this study, the researcher assumes that students' perception of English One for Twenty program at the University of Islam Malang towards the self

confidence in speaking skill is positive. It can be proved on their response reflected in questionnaire and interview results by students. From the statements in questionnaire, it shows that students agree with several activities in speaking skill such as presentation in front of class, starting the conversation when someone else has started it first, answering question, discussing opinion, presenting idea, appreciating other opinion, helping friends in responding teacher without being asked, and involving in actively discussion. While, from the result of interview, it shows that the students are less confident in speaking because of lack of vocabularies, grammar, and pronunciation; and fear of making mistakes. Then, they need EOT program to develop their self confidence.

The end of this study the researcher brings the suggestion for the future research that the study can provide information about perception of EOT program for increasing self-confidence in speaking skill which is able to be utilized by other researchers in developing the further studies about other foreign language program so it can produce the result in different perspective.

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