An Analysis of Students Confidence Level in English Public Speaking Through Group Discussion Learning Strategy

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Abstract— Confidence is an important psychological construct that refers to a person's belief in his or her ability to succeed in a given situation or complete a task. It encompasses a positive perception of oneself and one's abilities, which significantly influences performance in a variety of circumstances, including academic and social contexts. Research shows that self-confidence is a predictor of success and a facilitator of effective communication, especially in language learning environments. In the context of language acquisition, self-confidence can increase students' willingness to engage in speaking activities, thus improving their overall proficiency. This chapter outlines the qualitative research approach employed in this study, which aims to assess the self-confidence levels of 11th-grade students at MAN 2 Bojonegoro in English public speaking through group disc ussion learning strategies. The qualitative paradigm is particularly suitable for this research as it allows for an in-depth exploration of students' experiences, perceptions, and feelings regarding their confidence in public speaking. The researcher was motivated by a desire to understand the dynamics of language learning and the factors that influence students' confidence in speaking English. The researcher's experience in educational settings has highlighted the important role that confidence plays in language acquisition. So Based on this background the researcher would like to choose the title "An Analysis of Students Confidence Level in Speaking English through Group Discussion Learning Strategy".

Keywords— Student Confidence Level, English Public Speaking, Group Discussion.

abstrak— Kepercayaan diri adalah konstruk psikologis penting yang mengacu pada keyakinan seseorang terhadap kemampuannya untuk berhasil dalam situasi tertentu atau menyelesaikan tugas. Hal ini mencakup persepsi positif terhadap diri sendiri dan kemampuan seseorang, yang secara signifikan memengaruhi kinerja dalam berbagai situasi, termasuk konteks akademis dan sosial. Penelitian menunjukkan bahwa kepercayaan diri merupakan prediktor kesuksesan dan fasilitator komunikasi yang efektif, terutama dalam lingkungan pembelajaran bahasa. Dalam konteks akuisisi bahasa, kepercayaan diri dapat meningkatkan kemauan siswa untuk terlibat dalam kegiatan berbicara, sehingga meningkatkan kemahiran mereka secara keseluruhan. Bab ini menguraikan pendekatan penelitian kualitatif yang digunakan dalam penelitian ini, yang bertujuan untuk menilai tingkat kepercayaan diri siswa kelas 11 di MAN 2 Bojonegoro dalam berbicara di depan umum dalam bahasa Inggris melalui strategi pembelajaran diskusi kelompok. Paradigma kualitatif sangat cocok untuk penelitian ini karena

memungkinkan eksplorasi mendalam tentang pengalaman, persepsi, dan perasaan siswa mengenai kepercayaan diri mereka dalam berbicara di depan umum. Peneliti termotivasi oleh keinginan untuk memahami dinamika pembelajaran bahasa dan faktor-faktor yang mempengaruhi kepercayaan diri siswa dalam berbicara bahasa Inggris. Pengalaman peneliti dalam lingkungan pendidikan telah menyoroti peran penting kepercayaan diri dalam pemerolehan bahasa. Berdasarkan latar belakang tersebut peneliti ingin memilih judul "Analisis Tingkat Kepercayaan Diri Siswa dalam Berbicara Bahasa Inggris melalui Strategi Pembelajaran Diskusi Kelompok".

Kata kunci — Tingkat Kepercayaan Diri Siswa, Bahasa Inggris Berbicara di Depan Umum, Diskusi Kelompok.

INTRODUCTION

Confidence is an important psychological construct that refers to a person's belief in his or her ability to succeed in a given situation or complete a task. It encompasses a positive perception of oneself and one's abilities, which significantly influences performance in a variety of circumstances, including academic and social contexts. Research shows that self-confidence is a predictor of success and a facilitator of effective communication, especially in language learning environments (Torabi, 2020). In the context of language acquisition, self-confidence can increase students' willingness to engage in speaking activities, thus improving their overall proficiency (Nazara, 2011).

So, self-confidence is one of the mental factors that is very important in language learning, because a person's belief in their ability affects the individual's treatment with the environment and actions. Statement shows that self-confidence can improve students' linguistic abilities, especially in language acquisition. Despite the importance of self-confidence, many students experience barriers or difficulties such as anxiety, fear of their abilities, and negative judgment from others. Therefore, it is important to foster self-confidence so that students can be motivated to practice and strive to improve their self-confidence.

Effective communication is fundamentally reliant on the development of speaking skills, Speaking is an interaction process that involves the production, reception, and processing of information (Ningsih, et al, 2023). Which encompass

various components including articulation, fluency, vocabulary, grammar, pronunciation, non-verbal cues, listening ability, and confidence. Speaking is one of two kinds of productive skills besides writing (Apriliana, et al., 2022) Each of these elements plays a critical role in ensuring that individuals can convey their thoughts clearly and engage meaningfully in personal, academic, and professional interactions. Research indicates that articulation and fluency are particularly significant; for instance, a study found that students prioritize teachers' articulation and listening abilities when assessing communication skills, highlighting the importance of clear pronunciation and effective listening in educational settings (Chang et al., 2022).

The research conducted observations on learners at the 2 Bojonegoro state Aliyah madrasah in developing their speaking English skills. Initial observations showed that many students exhibited low levels of confidence when speaking English, which hindered their overall language acquisition (Nazara, 2011). By focusing on the implementation of the discussion group strategy, this study aims to assess and improve students' confidence level in speaking English, ultimately contributing to the improvement of language proficiency.

Therefore, discussion groups are an effective approach in language learning, especially in improving students' speaking skills. Discussion groups are a very useful strategy in language education. A supportive and collaborative environment can help students feel safer to practice speaking without pressure, so they can develop communication and critical thinking skills.

The researcher was motivated by a desire to understand the dynamics of language learning and the factors that influence students' confidence in speaking English. The researcher's experience in educational settings has highlighted the important role that confidence plays in language acquisition. So Based on this background the researcher would like to choose the title "An Analysis of Students Confidence Level in Speaking English through Group Discussion Learning Strategy".

RESEARCH METHOD

This chapter outlines the qualitative research approach employed in this study, which aims to assess the self-confidence levels of 11th-grade students at MAN 2 Bojonegoro in English public speaking through group discussion learning strategies.

The qualitative paradigm is particularly suitable for this research as it allows for an in-depth exploration of students' experiences, perceptions, and feelings regarding their confidence in public speaking.

Qualitative research is characterized by its focus on understanding phenomena from the participants' perspectives, emphasizing the richness and complexity of human experiences. As noted by (Mahapatra et al., 2021) qualitative research requires sophisticated skills in design, execution, analysis, and presentation, making it a valuable method for exploring nuanced educational context. This aligns with the objective of this study, which seeks to delve into the intricacies of students' confidence levels in a specific learning environment.

RESULTS AND DISCUSSION

A. Research result

The results of this study contain all the data that has been collected regarding the response of 11th grade students of Man 2 Bojonegoro school. The late data obtained are as follows:
1. First topic orientation

Topic 1: **The Impact of Social Media on Teenagers' Lives**
Discussion Guide Questions:
1. What are the advantages and disadvantages of social media for teenagers?

2. How does social media affect the way teens communicate and socialize?

3. Does social media help or hinder students' learning achievement?

4. How can teenagers use social media wisely?

5. What steps can be taken to reduce the negative impact of social media?

Answer:

2. Second topic orientation

Group name: 1

1. Gracia Malaika

2. Nur naily rohmatin

3. ratna Kartika indah p.

4. salwa putri Lestari

Answer:

1. advantages:

    1.   social media can be a source of information and learning

    2.   social media can help develop their creativity

    3.   social media can help adapt in the era of digitas

disadvantages:

    1.   causing lazy learning

    2.   causing gadget addiction

    3.   disturbing mental health

2. with social media teenagers are easier to communicate because of the sophistication of technology now and also easier to socialize in this day and age

3. can help or hinder student learning achievement depending on how it is used

4. 1. choose positive and useful koten

    2. limit the time of use

5. 1. maintain the privacy and security of

    2. avoid unhealthy social comparisons

Topic 2: **The Importance of Environmental Awareness**
Discussion Guide Questions:
1.   What is environmental awareness, and why is it important for youth?

2.   What contributions can teenagers make to protecting the school environment?

3.   How does the use of single-use plastics affect the environment?

4.   What creative solutions can be implemented to reduce waste in the neighborhood?

5.   What is the school's role in supporting environmentally friendly activities?

Answer:

Group name: 2

1. Rahma naila cahya dewi
2. Lailatu izzati
3. Mertha ayu wanda
4. Tsania fitri A.
5. Maulida M.

Answer:

1. environmental awareness is the awareness that a person has to maintain and preserve the environment this is important to help protect the environment and also create sustainability for the future

2. 1. providing enough trash bins

   2. education about recycling

   3.regularly cleaning the school area

3. having a direct impact on the environment, such as examples of pollution which is a serious problem

4. creative solutions, such as recycling that has no impact

5. the role of the school, namely:

   1. provide environmental education and cooperation

   2. greening conservation

   3. energy saving

3. Third topic orientation

Topic 3: **Effects of Online Games on Education**
Discussion Guide Questions:
1.   What are the positive and negative impacts of online gaming on students?

2.   How do students manage their time between gaming and studying?

3.   Can online games be used as learning media? Give an example.

4.   How to overcome online game addiction among teenagers?

5.   What do you think about the role of parents in supervising children playing games?

Answer:

Group name: 3
1.   Eko
2.   Febi
3.   Farhan
4.   Fariel
5.   Rofif

Answer:
1. positive:
get entertainment, earn money, unite cooperation
negative:
make addiction, forget time, lazy to study
2. time for school is prioritized and if free can play

3. can, learn English through online games

4. by diverting activities with sports

5. parents must be firm with their children to remember the time

4. Fourth topic orientation

Topic 4: **The Role of Football in Teenagers' Lives**
Discussion Guide Questions:
1.   What are the physical and mental health benefits of playing soccer for

adolescents?

2.   How can soccer help build teamwork and discipline?

3.   Is soccer just a hobby, or can it be a future career? Explain.

4.   How do you manage your time between sports activities like soccer and

academics?

5.   What impact does soccer have on the character building of a teenager?

Answer:

Group name: 4
  1. Airlangga putra abadi
  2. Kylen risky putra
  3. Airlangga Bintang
  4. Rafael pratama yoga
  5. Kenzo Aditya

Answer:

1. 1. improve body fitness
   2. lose weight with fun
   3. skill development

2. help strengthen relationships among team members

3. No, football can be a good career in the future like cr7 footballers

4. time management is very important as students we prioritize time for education first then hobbies

5. football can create important characters for the future such as discipline, teamwork, and mental resillence

  5. Fifth topic orientation

Topic 5: **The Role of Technology in Modern Education**
Discussion Guide Questions:
  1.   How has technology changed the way students learn?

  2.   What are the benefits and challenges of using technology in education?

3. Does technology help or hinder students' learning focus?

4. How can students utilize technology to enhance creativity?

5. What do you think about online learning compared to face-to-face learning?

Answer:

Group name: 5
1. Rafi
2. Ma'ruf
3. Raziq
4. Asfa
5. Daffa

Answer:

1. making learning more interactive, students learn concepts more visually and practically

2. student access to learning resources anytime and from anywhere

3. the use of internet media has an influence on students' higher interest in learning

4. using as a learning tool technology can help students express their ideas

5. sometimes online learning is more difficult to understand, because it can be because it can think of other apk, while face-to-face learning is more effective and innovative

B. Discussion

Researchers have analyzed students by observing and giving questions to measure the level of student confidence with the group discussion learning model that has been applied previously so that the data obtained is as follows:

1. Orientation The first topic with the theme The Impact of social media on Teenage Life

The students worked on the questions in groups to find out how much confidence they had in working on the questions in groups.

Topic 1: **The Impact of Social Media on Teenagers' Lives**

Discussion Guide Questions:

1. What are the advantages and disadvantages of social media for teenagers?
2. How does social media affect the way teens communicate and socialize?
3. Does social media help or hinder students' learning achievement?
4. How can teenagers use social media wisely?
5. What steps can be taken to reduce the negative impact of social media?

The answers obtained from the group with the first topic can be concluded that students look quite confident by choosing 1 person as chairman, they work very deftly and neatly, the answers they get are also very straightforward so it is easy to understand. The level of student confidence is also measured by how much they contribute to the group. In this group, there was one student who was quite lacking in confidence in working on problems. However, the other three were very confident in answering the questions. In addition, students were also asked to come forward to read out the results to find out how much confidence they had individually. After that, an interview session was conducted to find out whether the group discussion learning strategy was effectively used to measure students' confidence level.

AG: "Do you think doing group work like this can be used to measure your confidence level?"

GM: "I think yes, because I happened to be the group leader in this lesson, I feel I can see the extent of my confidence level"

AG: "What level do you think your confidence is at?"

GM: "I can divide my group well, I can also lead them in doing the problems, besides that my group can also discuss well, so I think our confidence level is very good"

AG: "Have you ever measured your confidence level before?"

GM: "No, but I think this strategy is efficient enough to measure my confidence level"

After getting observed, in this group there are 4 students who have high level of confidence and 1 student who has low level of confidence.

2. Second Topic Orientation Importance of Environmental Awareness

The students worked on the questions in groups to find out how much confidence they had in working on the questions in groups.

Topic 2: **The Importance of Environmental Awareness**

Discussion Guide Questions:

1. What is environmental awareness, and why is it important for youth?
2. What contributions can teenagers make to protecting the school environment?
3. How does the use of single-use plastics affect the environment?
4. What creative solutions can be implemented to reduce waste in the neighborhood?
5. What is the school's role in supporting environmentally friendly activities?

The answers obtained from the group with the second topic can be concluded that some students look less confident, they work very deftly and neatly, the answers they get are quite long and less straightforward. The level of student confidence is also measured through how much they contribute to the group. In this group, there were 2 students who were very confident, 1 student who was quite confident, and 2 students who were less confident. In addition, students were also asked to come forward to read out the results to find out how much their confidence level was individually. After that, an interview session was conducted to find out whether the group discussion learning strategy was effectively used to measure students' confidence level.

AG: "Do you think doing group problems like this can be used to measure your confidence level?"

MAW: "Yes, because it can see how active students are in working on problems"

AG: "What level do you think your confidence is at?"

MAW: "I personally might be at a fair level, but some of my friends are much more confident and some are less confident"

AG: "Have you ever measured your confidence level before?"

MAW: "Not at all"

After getting observed, in this group there were 2 students who had a high level of confidence, 1 student who had a fair level of confidence, and 2 students who were at a low level.

3. Orientation Third topic on the role of online games

The students worked on the questions in groups to find out how much confidence they had in working on the questions in groups.

Topic 3: **Effects of Online Games on Education**

Discussion Guide Questions:

1. What are the positive and negative impacts of online gaming on students?
2. How do students manage their time between gaming and studying?
3. Can online games be used as learning media? Give an example.
4. How to overcome online game addiction among teenagers?
5. What do you think about the role of parents in supervising children playing games?

The answers obtained from the group with the first topic can be concluded that all members lack confidence in doing the questions. The answers they gave were not in accordance with the topics that had been discussed. In addition, students were also asked to come forward to read out the results to find out how much their level of confidence individually. After that, an interview session was conducted to find out whether the group discussion learning strategy was effectively used to measure students' confidence level.

AG: "Do you think doing group work like this can be used to measure your confidence level?"

E: "I think so, because I happened to be the group leader in this lesson, I feel I can see the extent of my confidence level"

AG: "What level do you think your confidence is at?"

E: "Not good in my opinion, I am still quite lacking in giving answers to the questions that have been given, we are also lacking in explaining individually"

After getting observed, in this group all students have a low level of confidence.

4. Fourth Topic Orientation The role of soccer in teenagers' lives

The students worked on the questions in groups to find out how much confidence they had in working on the questions in groups.Orientation Topic Four The role of soccer in the lives of teenagers.

Topic 4: **The Role of Football in Teenagers' Lives**

Discussion Guide Questions:

1. What are the physical and mental health benefits of playing soccer for adolescents?
2. How can soccer help build teamwork and discipline?
3. Is soccer just a hobby, or can it be a future career? Explain.
4. How do you manage your time between sports activities like soccer and academics?
5. What impact does soccer have on the character building of a teenager?

5.

The answers obtained from the group with the fifth topic can be concluded that students look very confident in working in groups, they work very deftly and neatly, the answers they get are also very straightforward so it is easy to understand. The level of student confidence is also measured by how much they contribute to the group. In this group, all students seemed to have a high level of confidence. In addition, students were also asked to come forward to read out the results to find out how much confidence they had individually. After that, an interview session was conducted to find out whether the group discussion learning strategy was effectively used to measure students' confidence level.

AG: "What level do you think your confidence is at?"

NY: "We are very confident in doing the questions and reading them in front of the class, we think our confidence level is at a high level"

AG: "Have you ever measured your confidence level before?"

NY: "No, but I think this strategy is efficient enough to measure my confidence level"

After the data was observed, in this group all students had a high level of confidence.

Fourth Topic Orientation The role of soccer in teenagers' lives.

5. Topic Orientation Fifth role of technology in modern education

The students worked on the questions in groups to find out how much confidence they had in working on the questions in groups.

Topic 5: **The Role of Technology in Modern Education**

Discussion Guide Questions:

1.   How has technology changed the way students learn?
2.   What are the benefits and challenges of using technology in education?
3.   Does technology help or hinder students' learning focus?
4.   How can students utilize technology to enhance creativity?
5.   What do you think about online learning compared to face-to-face learning?

The answers obtained from the group with the fourth topic can be concluded that students look very confident in working in groups, they work very deftly and neatly, the answers they get are also very straightforward so it is easy to understand. The level of student confidence is also measured by how much they contribute to the group. In this group, all students seemed to have a high level of confidence. In addition, students were also asked to come forward to read out the results to find out how much confidence they had individually. After that, an interview session was conducted to find out whether the group discussion learning strategy was effectively used to measure students' confidence level.

AG: "What level do you think your confidence is at?"

AS: "I am personally very confident in doing the problems and reading them in front of the class, as well as my group members, they are also very confident in front of their friends"

AG: "Have you ever measured your confidence level before?"

AS: "Not yet, but I think this strategy is efficient enough to measure my confidence level"

Upon observation, in this group there were 4 students who had a high level of confidence and 1 student who had a low level of confidence.

Conclusions

This study aims to analyze students' confidence level in public speaking using English through the implementation of group discussion learning strategy. Based on observations, questionnaires and interviews, it was found that the group discussion strategy was able to create a more open, interactive and supportive learning atmosphere for students. This is an important factor that contributes to the increase of their confidence in public speaking.

Students felt more comfortable and motivated when speaking in front of their group mates compared to speaking directly in front of the class individually. The interaction that occurs during group discussions allows students to give each other feedback, build shared understanding, and reduce fear of mistakes. This collaborative

environment helps them develop communication skills in English more naturally and gradually.

This finding is reinforced by the qualitative data from the interviews, where respondents revealed that they felt more prepared and less nervous when they had to do presentations or public speaking in English after getting used to group discussions.

In addition, the group discussion strategy also provides an opportunity for less active students to start engaging in communication. With small groups, students tend to feel less pressure, so they are more courageous to express their ideas and views verbally. This shows that this strategy is not only beneficial for students who already have a foundation of confidence, but also helps to increase the confidence of students who were previously passive.

Overall, it can be concluded that group discussion learning strategy is an effective method to increase students' confidence in public speaking using English. Therefore, it is recommended that English lecturers or teachers consider using this strategy regularly in the process of learning speaking, especially in the context of public speaking. This strategy is able to have a positive impact both psychologically and on students' communication skills.

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