



The Development of Self-Confidence Training Model based on Experiential Learning to Stimulate Speaking Skill for EFL Learners

Paulus Subiyanto¹, Ida Bagus Artha Adnyana², and I Made Sumartana³

^{1,3}Accounting Department, Bali State Polytechnic, Bali, Indonesia

² Business Administration Department, Bali State Polytechnic, Indonesia
subiyanto@pnb.ac.id

Abstract. The difficulty in speaking English is not only linguistic factors but also psychological ones such as “fear of being wrong”, “insecure”, “nervous”, and “fear of being laughed at”, which stems from low self-confidence. This research aims to develop a self-confidence training model aiming to stimulate speaking skills. The approach is experiential learning, namely learning from students' real experiences regarding low self-confidence. The method used in the research is Research and Development (R &D) so the expected output is in the form of a training model in the form of a presentation for in-house training. Learners' responses after participating in the training show that understanding self-confidence makes them dare to speak in English without worrying about mistakes (32.3% very agree, 64.2 agree, 3.7 % less agree, and 0% no agree). In conclusion, learning English, besides improving the teaching method, it is necessary to remove psychological hindrances such as a lack of self-confidence, to stimulate speaking skills.

Keywords: English as a Foreign Language, Experiential Learning, Self-Confidence

1 Introduction

Bali State Polytechnic students are English as Foreign Language (EFL) learners, namely they perceive English as a foreign language, meaning that learners know English through formal learning at school, rather than communicating directly and naturally. In general, EFL learners experience a kind of “gab” towards the target language so it has a psychological impact. The phenomena of “fear of being wrong”, “doubtful”, “insecure”, and “nervous”, are very common in EFL speaking classes. As a result, English language skills, especially speaking orally, are not optimally achieved (Subianto et al., 2020).

Meanwhile, the Era of Globalization, which is marked by the emergence of free market areas, both regionally and internationally, has an impact on increasingly tight competition in the world of work, but at the same time opens up wider job opportunities for those who have strong human resource qualities. Apart from

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mastering hard skills, graduates are also required to have communication skills, especially in English. The alternative approach is needed to overcome psychological obstacles as described above so that self-confidence can increase and have a positive effect on the courage to speak orally in English. This study aims to develop a model of self-confidence training based on experiential learning for stimulating speaking skills.

Regarding EFL learning, Krashen (2013) stated that there are two dimensions in the foreign language learning process, namely (i) acquisition which occurs naturally and unconsciously, especially in childhood, (ii) learning which occurs consciously and programmed through school, or courses, especially for adult learners. Students are adult learners so they need planned learning models because the dominant learning process is formal learning. In line with Systemic Functional Language Theory, according to Halliday (1994), language has an ideational function to understand the world and build knowledge and a relational function to build relationships with other people. Thus, regarding relational functions, psychological factors, especially intrapersonal and interpersonal, have an important role in language learning. The existence of affective filters such as anxiety, lack of motivation, and lack of self-confidence, will become obstacles to language learning. Thus, language plays a determining role in interpersonal relationships, language becomes central to a sense of self, so that learners tend to avoid feeling insecure.

The experiential learning theory originates from the thoughts of Dewey (1938), which was used to develop this self-confidence training model. Experiential learning emphasizes the importance of active involvement, through reflection on the learner's real experiences so that it can increase meaningful and in-depth learning. Kolb (1984) provides four levels of an experiential learning-based learning model: exploring real experiences, reflection, conceptualization, and experimentation. For the process to be optimally successful, students must actively participate and be involved through these four stages. Experiential learning also emphasizes the importance of learning context.

Research shows that Self-Confidence plays an important role in language learning, learners with high self-confidence will achieve success in learning languages, whereas learners with low self-confidence will hesitate to speak the target language, avoid communication, and feel frustrated and anxious when faced with language learning. assigned tasks (Jabor et al., 2017; Passel & Eggink, 2013). The relationship between experiential learning and self-confidence, and the results were that through direct experience and reflection, students were helped to develop self-confidence by being allowed to practice new skills (Akhter et al., 2020).

2 Methodology

This research will use the Research and Development method (Akhter et al., 2020) which broadly includes the following stages: 1) Generating Ideas: finding new ideas for products, services, or models that can be sourced from consumer input, research, or brainstorming sessions; 2) Research: carry out preliminary investigations or research to determine feasibility, existing benefits, and risks; 3) Development: After the research is carried out, the model or prototype is developed, tested and validated so that the model meets the target; 4) Trial: The model is tested to see its

effectiveness, efficiency and safety; 5) Production: Models that have gone through testing and revision are produced for general use.

The following chart is the research and development steps developed by Borg and Gal (1984) and Sugiyono (2017) with the following steps:

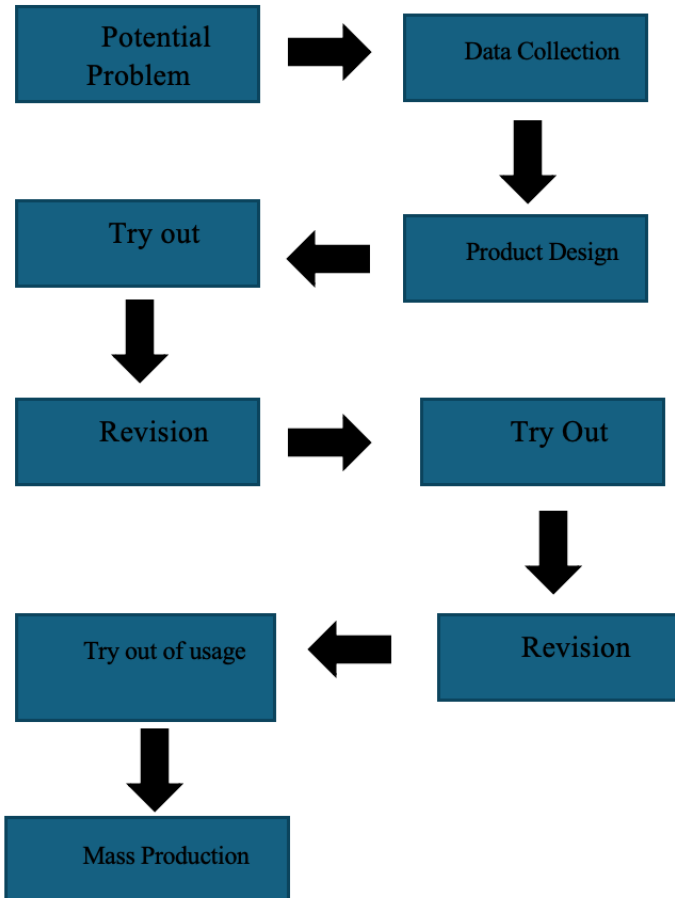


Figure 1. Steps of R & D

3 Result and Discussion

3.1 Result

After following self-confidence training, the learners (81 respondents) gave responses by answering questionnaire with result as follow:

Table 1. Responses of self confidence training

No	Question	VA (%)	A (%)	LA (%)	NA (%)
1	After following Self Confidence Training, I may aware that one of difficulties in speaking English is lack of self-confidence.	35.8	61.7	2.5	0.0
2	Lack of Self Confidence is due to parent’s treatment in childhood	17.3	61.7	21.0	4.9
3	Treatments causing lack of self-confidence are to be compared with others, less compliments, more critiques, etc.	34.4	56.8	7.6	1.2
4	To improve self-confidence, I need to accept myself as I am, not to compare with other, convince that I am a unique person, etc.	54.4	44.4	1.2	0.0
5	To increase my self-confidence by more focusing on positive aspects of myself rather than negative ones	44.3	43.2	2.5	0.0
6	Understanding self-confidence makes me dare to speak in English without worrying mistake	32.3	64.2	3.7	0.0

Note: VA: Very Agree; A: Agree; LA: Less Agree; NA: Not Agree

3.2 Discussion

Question 1 shows that there is awareness of the cause of the difficulty in speaking skills, namely the lack of self-confidence. Question 2 lets the learners know the causes of lack of self-confidence, which is due to how other persons (parents) treat them. Question 3 describes some treatments that harm self-confidence. Questions 4 and 5 are related to some strategies to grow self-confidence. Question 6 proves that growing self-confidence may increase speaking skills, especially by removing being afraid of making mistakes.

Based on the above findings, it is necessary to design the training model with these components:

Brain Storming. It is to find some difficulties in English learning, especially speaking skills, by questioning: What makes you feel most difficult to speak in English? Possible answers: grammar, vocabulary, pronunciation (linguistic factors). Besides, there are some psychological factors such as afraid of making mistakes, nervousness, insecurity, afraid of being laughed. Take aside linguistic factors, and focus on psychological ones.

Building Awareness. This exercise is to make reflection by writing all negative and positive aspects of themselves. The result shows that it is easier to find negative than positive aspects, and they get more negative than positive. It means that they have a negative self-image, namely, they think of themselves negatively and less appreciate themselves positively; Thus the impact is making low self-confidence. Next, the learners had a group discussion to find the correlation between low self-confidence and psychological impediments to speaking in English.

Finding The Causes of Low Self-Confidence. Personality and character are formed by how close parents and teachers treated them in childhood period. Therefore, they need to explore their real experiences during childhood by questioning: How did your parent, teacher, or other close persons treat you so that you feel hurt, angry, unlike, or frustrated? Possible answers: to be compared with others, fewer compliments, more critiques, to be unfairly punished, asked to be perfect. It is very important to remember that Low Self-Confidence is not due to natural, god-given, destiny, but rather because of other people's treatments. Don't blame yourself, it is not your fault.

Growing Self-Confidence. The learners make group discussions consisting of 4-5 persons to find some ways to grow self-confidence by questioning: How to grow your self-confidence? Possible answers: not to compare myself with others, to be myself as a unique person, accept me as I am with positive and negative aspects, more focus on positive than negative, try to change what is possible to be changed, and accept what cannot be changed.

Affirming Self-Confidence. The Trainer tells a story to affirm the importance of Self-Confidence for the learning process, especially speaking skills. For example, a story about the process of human reproduction (conception) in which millions of sperm compete with each other to get into one ovum. Only the strongest, super sperm can win this competition. And, it is you so no reason to be less confident. You have been the champion since the beginning.

4 Conclusion

The model of self-confidence has been tried out for 100 EFL learners and the result of it shown in Table 1. Therefore the implementation of the model can have positive impacts on English learning, especially speaking skills because 1) The learners may identify the cause of difficulties in learning English, especially psychological factors; 2) The learner may identify the lack of self-confidence that obstructs their ability to speak in English; 3) The learners may find the causes of lack self-confidence due to their experience of parent's treatment in childhood; 4) The learners may find some ways how to increase their self-confidence.

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