

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the researcher finding and the discussions about students' self-confidence in speaking English at the eight year of junior high school 1 Maiwa.

A. Findings

The research findings were the answering of problem statements that formulated in the first chapter. This part was also present the data analysis of students' self-confidence in speaking English. In order to collect the data, the questionnaire was used to find out the students' self confidence in speaking English that referred into aspects and dominant factors. In this research, the interview was used as instrument to support data.

1. The Result of the Questionnaire

This questionnaire referred to the dominant aspect. In analyze the questionnaire; the researcher used the formulas as follow:

a. Conviction Factor

Table 4.1 The Students Dare to Appear Speaking English in Front of the Class

No	Category	Score	Frequent	Percentage
1	Strongly Agree	4	0	0
2	Agree	3	15	75%
3	Disagree	2	5	25%
4	Strongly Disagree	1	0	0
Total			20	100

(Data Source: Questionnaire item 1, 2020)

Based on the table above, that was obtained from 20 students. Explain there are 15 students (75%) that agree to the statement above, that was explaining that students dare to appear speaking English in front of the class. It means the statement above categorized strong.

Table 4.2 Students Only Dare to Speak in Front of the Class if there are Friends accompanying them

No	Category	Score	Frequent	Percentage
1	Strongly Agree	1	0	0
2	Agree	2	6	30%
3	Disagree	3	11	55%
4	Strongly Disagree	4	3	15%
Total			20	100

(Data Source: Questionnaire item 2, 2020)

Based on the table above, that was obtained from 20 students. Explain there are 11 students (55%) at disagree to the statement above. That was explaining that the students dare to appear alone to speak English in front of the class. The main cause that makes students afraid to speak English in class in front of the class is because students do not have insight into the topic of discussion. It could also be because students have not mastered the language material to be discussed, or it could be because they were not paying attention to lesson. Students also sometimes felt worried if they made mistakes in pronouncing their vocabulary because they felt that other students would attack them with unpleasant sentences.

It means that the statement above categorized Undedicated.

Table 4.3 Students always feel Anxious when the Teacher Asks the Class to Speak English

No	Category	Score	Frequent	Percentage
1	Strongly Disagree	1	0	0
2	Disagree	2	7	35%
3	Agree	3	12	60%
4	Strongly Disagree	4	1	5%
Total			20	100

(Data Source: Questionnaire item 3, 2020)

Based on the table above, that was obtained from 20 students. That shows that there are 12 students (60%) who disagree with the statement above. So it can be explained that students do not feel anxious when the teacher asks the class to speak English. It means that the statement above categorized Undedicated.

Table 4.4 Students have the courage to respond when the teacher asks questions

No	Category	Score	Frequent	Percentage
1	Strongly Disagree	4	1	5%
2	Agree	3	17	85%
3	Disagree	2	2	10%
4	Strongly Disagree	1	0	0
Total			20	100

(Data Source: Questionnaire item 4, 2020)

Based on the table above, that was obtained from 20 students conclude that there are 17 students (85%) agree with the statement above, so it can be explain that

students have the courage to respond when the teacher asks questions. It means the percentage was categorized Very Strong.

b. Optimistic Factor

Table 4.5 Students have good confidence in speaking at every opportunity

No	Category	Score	Frequent	Percentage
1	Strongly Agree	4	1	5%
2	Agree	3	17	85%
3	Disagree	2	2	10%
4	Strongly Disagree	1	0	0
Total			20	100

(Data Source: Questionnaire item 5, 2020)

Based on the table above, that was obtained from 20 students. That showed that there are 17 students (85%) who agree with the statement above. So it can be explained that students had good confidence in speaking at every opportunity. It means that the percentage was categorized Very Strong.

Table 4.6 students are confident in their abilities observe and understand when the teacher explain

No	Category	Score	Frequent	Percentage
1	Strongly Agree	4	0	0
2	Agree	3	19	95%
3	Disagree	2	1	5%
4	Strongly Disagree	1	0	0
Total			20	100

(Data Source: Questionnaire item 6, 2020)

Based on the table above, that was obtained from 20 students. That showed that there are 19 students (95%) who agree with the statement above. So it can be explained that students were confident in their abilities observe and understand when the teacher explain. It means that the percentage was categorized very strong.

Table 4.7 The Students feel shy and insecure when other people are better able to speak English

No	Category	Score	Frequent	Percentage
1	Strongly Agree	1	1	5%
2	Agree	2	11	55%
3	Disagree	3	7	35%
4	Strongly Disagree	4	1	5%
Total			20	100

(Data Source: Questionnaire item 7, 2020)

Based on the table above, that was obtained from 20 students. That showed that there are 11 students (55%) who agree with the statement above. So it can be explained that students feel shy and insecure when other people were better able to speak English. The cause that makes students feel insecure when other students are more fluent in speaking English because competition between students may reduce the confidence of students who are not fluent in English and are afraid to compete with students who are afraid to compete with students who are much more fluent. Feelings of inferiority can hamper especially the process of learning English, if students want to be more fluent in speaking the language. If students feel inferior, students would find it difficult to improve.

It means that the percentage was categorized Undedicated.

Table 4.8 Students do not have that self-confidence high on his ability in speaking English

No	Category	Score	Frequent	Percentage
1	Strongly Agree	1	0	0
2	Agree	2	1	5%
3	Disagree	3	19	95%
4	Strongly Disagree	4	0	0
Total			20	100

(Data Source: Questionnaire item 8, 2020)

Based on the table above, that was obtained from 20 students. That showed that there are 19 students (95%) who disagree with the statement above. So it can be explained that students had self-confidence high on his ability in speaking English, thus making students active in the classroom. It means that the percentage was categorized very strong.

Table 4.9 The Students feel able to arrange words or sentences in English properly and correctly

No	Category	Score	Frequent	Percentage
1	Strongly Agree	4	0	0
2	Agree	3	8	40%
3	Disagree	2	12	60%
4	Strongly Disagree	1	0	0
Total			20	100

(Data Source: Questionnaire item 9, 2020)

Based on the table above, that was obtained from 20 students. That showed that there are 12 students (60%) who disagree with the statement above. So it can be

explained that students felt able to arrange words or sentences in English properly and correctly. It means that the percentage was categorized undedicated.

c. Objective Factor

Table 4.10 The Students are not enthusiastic about deepening ability to speak English

No	Category	Score	Frequent	Percentage
1	Strongly Agree	1	0	0
2	Agree	2	8	40%
3	Disagree	3	12	60%
4	Strongly Disagree	4	0	0
Total			20	100

(Data Source: Questionnaire item 10, 2020)

Based on the table above, that was obtained from 20 students. That showed that there are 12 students (60%) who disagree with the statement above. So it can be explained that students are not enthusiastic about deepening ability to speak English. It means that the percentage was categorized undedicated.

Table 4.11 The Students always try to use English in speaking

No	Category	Score	Frequent	Percentage
1	Strongly Agree	4	1	5%
2	Agree	3	14	70%
3	Disagree	2	5	25%
4	Strongly Disagree	1	0	0
Total			20	100

(Data Source: Questionnaire item 11, 2020)

Based on the table above, that was obtained from 20 students. It showed that there are 14 students (70%) who agree with the statement above. So it can be explained that students always tried to use English in speaking both inside and outside the classroom. It means that the percentage was categorized strong.

Table 4.12 The students are lazy and shy speaking English when meeting their friends

No	Category	Score	Frequent	Percentage
1	Strongly Agree	1	0	0
2	Agree	2	6	30%
3	Disagree	3	13	65%
4	Strongly Disagree	4	1	5%
Total			20	100

(Data Source: Questionnaire item 12, 2020)

Based on the table above, that was obtained from 20 students. It showed that there are 13 students (65%) who disagree with the statement above. So it can be explained that students were diligent in learning the practice of speaking English when meeting their friends. Students were afraid of making mistakes, so students sometimes can not say what they want to say. In addition, they are also embarrassed and afraid that their friends will laugh at their wrong pronunciation, it was also common because when speaking English, which had started to run smoothly, it stammered again due to lack of habituation or lack of communication practice with friends. So that makes students lazy to practice speaking English when they meet their friends.

It means that the percentage was categorized strong.

Table 4.13 The students always use a dictionary to look up vocabulary

No	Category	Score	Frequent	Percentage
1	Strongly Agree	4	1	5%
2	Agree	3	17	85%
3	Disagree	2	2	10%
4	Strongly Disagree	1	0	0
Total			20	100

(Data Source: Questionnaire item 13, 2020)

Based on the table above, that was obtained from 20 students. It showed that there are 17 students (85%) who agree with the statement above. So it can be explained that students always used a dictionary to find vocabulary that is difficult to pronounce. It means that the percentage was categorized very strong.

a. Responsible Factor

Table 4.14 The students always develop their speaking skills

No	Category	Score	Frequent	Percentage
1	Strongly Agree	4	1	5%
2	Agree	3	11	55%
3	Disagree	2	8	40%
4	Strongly Disagree	1	0	0
Total			20	100

(Data Source: Questionnaire item 14, 2020)

Based on the table above, that was obtained from 20 students. It showed that there are 11 students (55%) who agree with the statement above. So it can be explained that students always develop their speaking skills, so they can be confident

when speaking English in front of a crowd. It means that the percentage was categorized undedicated.

Table 4.15 The students have difficulty understanding the text in English

No	Category	Score	Frequent	Percentage
1	Strongly Agree	1	0	0
2	Agree	2	6	30%
3	Disagree	3	13	65%
4	Strongly Disagree	4	1	5%
Total			20	100

(Data Source: Questionnaire item 15, 2020)

Based on the table above, that was obtained from 20 students. It showed that there are 13 students (65%) who disagree with the statement above. So it can be explained that students easily understand the text in English, thus making them believe in themselves. It means that the percentage was categorized strong.

Table 4.16 The students prefer silence rather than talk a lot during discussion

No	Category	Score	Frequent	Percentage
1	Strongly Agree	1	0	0
2	Agree	2	3	15%
3	Disagree	3	16	80%
4	Strongly Disagree	4	1	5%
Total			20	100

(Data Source: Questionnaire item 16, 2020)

Based on the table above, that was obtained from 20 students. It showed that there are 16 students (80%) who disagree with the statement above. So it can be

explained that students speak more actively during the discussion. It means that the percentage was categorized very strong.

Table 4.17 Great curiosities made students dare to ask questions

No	Category	Score	Frequent	Percentage
1	Strongly Agree	4	2	10%
2	Agree	3	16	80%
3	Disagree	2	1	5%
4	Strongly Disagree	1	1	5%
Total			20	100

(Data Source: Questionnaire item 17, 2020)

Based on the table above, that was obtained from 20 students. It showed that there are 16 students (80%) who agree with the statement above. So it can be explained that students great curiosity made students dare to ask questions when they did not understand what the speaker was saying. It means that the percentage was categorized very strong.

Table 4.18 The students are always afraid and hesitant when they want to express their opinions

No	Category	Score	Frequent	Percentage
1	Strongly Agree	1	0	0
2	Agree	2	9	45%
3	Disagree	3	9	45%
4	Strongly Disagree	4	2	10%
Total			20	100

(Data Source: Questionnaire item 18, 2020)

Based on the table above, that was obtained from 20 students. It showed that there are 11 students (55%) who disagree with the statement above. So it can be explained that students were always to express their opinion in English.

The main reason was that students usually thought that if they gave an opinion, they would experience an unpleasant impact, because the students felt they do not master enough vocabulary to express their opinions using English, thus making students not confident. For example, if students suggest the teacher would provide the following questions, while the child was not ready, so that when child was not ready. So that when asked again students can not answer.

It means that the percentage was categorized Undedicated.

b. Rational and Realistic

Table 4.19 The students are not able to be calm when faced with difficulties

No	Category	Score	Frequent	Percentage
1	Strongly Agree	1	0	0
2	Agree	2	11	55%
3	Disagree	3	8	40%
4	Strongly Disagree	4	1	5%
Total			20	100

(Data Source: Questionnaire item 19, 2020)

Based on the table above, that was obtained from 20 students. It showed that there are 11 students (55%) who agree with the statement above. So it can be explained that students were not able to be calm when faced with difficulties when speaking English.

It means that the percentage was categorized Undedicated

Table 4.20 The Students do not push themselves to be able to speak as much as other people

No	Category	Score	Frequent	Percentage
1	Strongly Agree	4	2	10%
2	Agree	3	17	85%
3	Disagree	2	1	5%
4	Strongly Disagree	1	0	0
Total			20	100

(Data Source: Questionnaire item 20, 2020)

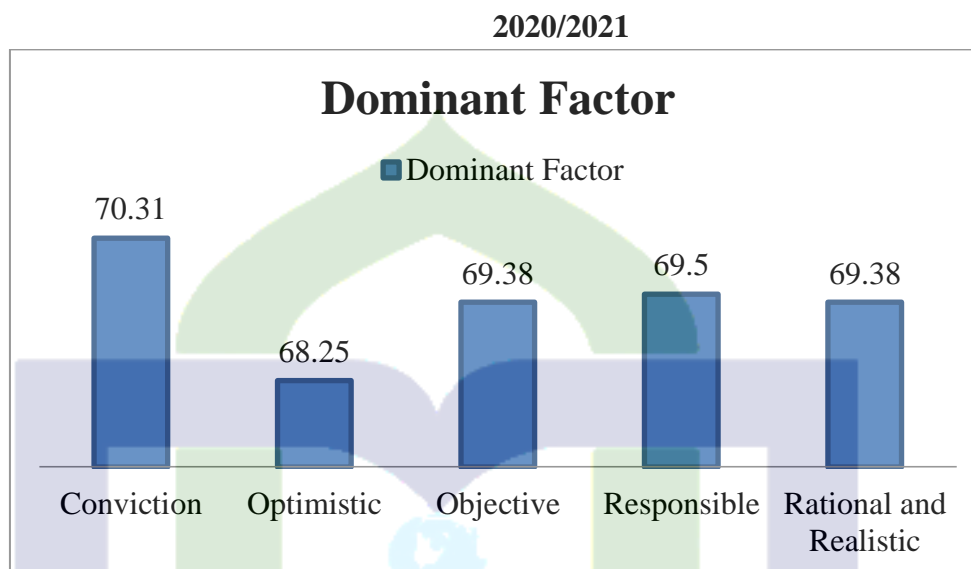
Based on the table above, that was obtained from 20 students. It showed that there are 17 students (85%) who agree with the statement above. So it can be explained that students do not push themselves to be able to speak as much as other people. It means that the percentage was categorized Very strong.

Table.4.21. The accumulation of each aspect can be seen in the table below:

No	Aspect	Value
1	Conviction	70,31
2	Optimistic	68,25
3	Objective	69,38
4	Responsible	72,50
5	Rational and Realistic	69,38

The researcher showed the diagram in order to be easy for understanding the dominant factor faced by students on speaking skill as shown below:

Chart 4.1. Histogram Analysis of the Dominant Factors of Students' Self-confidence of SMP Negeri 1 Maiwa in the academic year



Observations on tables and graphs shows:

1. Conviction aspect, the percentage agree on this aspect is 70,31% which is categorized strong
2. Optimistic aspect, the percentage agree on this aspect is 68,25% which is categorized strong
3. Objective aspect, the percentage agree on this aspect is 69,38, which is categorized strong
4. Responsible aspect, the percentage agree on this aspect is 69,5% which is categorized strong
5. Rational aspect, the percentage agree on this aspect is 69,38% which is categorized strong.

So based on the above observations it can be concluded that all these aspects into the strong category.

2. The Result of the Interview Students

The researcher interviewed five different students from the second grade of Junior High School 1 Maiwa. This interview is supported by an audio recorder. Interview data processed through data display and coding are a representative responds present below:

a. Informant 1

Berkenaan dengan kepercayaan diri saya dalam berbahasa inggris saya merasa agak tidak percaya diri karena saya merasa malu-malu disebabkan karena saya tidak mengetahui bahasa inggris. Kemudian juga yang berkenaan dengan pengalaman sebelumnya baik itu didalam kelas dan diluar kelas itu saya tidak memiliki pengalaman dikarenakan saya tidak mengetahui cara menyebutkannya sehingga saya kesusahan. Berkenaan dengan merasa berbeda dengan teman-teman yang ada dikelas ketika berbicara didepan umum saya merasa tidak ada yang berbeda, untuk berbicara didepan kelas saya merasa gugup dikarenakan tidak biasa. Berkenaan dengan dorongan dan guru kadang saya merasa terbebani kalau guru-guru saya menyuruh saya belajar terus untuk berbahasa inggris. Kemudian untuk dukungan dari keluarga itu hanya ada beberapa saya hanya diarahkan masuk kedalam lembaga kursus supaya saya dapat berbicara didepan umum juga ketika ada orang luar negeri itu saya didukung oleh orang tua saya untuk masuk didalam lembaga kursus.

b. Informant 2

Berkenaan dengan kepercayaan diri saya, saya merasa tidak percaya diri, disebabkan karena takut salah dan malu ketika teman saya menertawai. Kemudian berkenaan dengan pengalaman sebelumnya berbicara bahasa inggris, saya tidak memiliki pengalaman berbicara didepan orang banyak. Kemudian untuk berkenaan

dengan merasa ada yang berbeda dengan diri saya pada saat tampil, saya hanya merasa tidak percaya diri karena ketika saya berbicara kemudian teman-teman terus menatap saya dan menertawai saya, berkenaan dengan dukungan dari guru, saya hanya diperintahkan untuk menghafal kosa kata. Kemudian untuk berkenaan dengan dorongan dari keluarga saya itu saya hanya diarahkan masuk kedalam lembaga kursus pada saat sudah di SMA.

c. Informant 3

Berkenaan dengan kepercayaan diri saya, saya merasa percaya diri dalam berbicara bahasa inggris disebabkan karena saya ingin belajar bahasa inggris. Kemudian untuk berkenaan dengan pengalaman sebelumnya, ibu saya suka bahasa inggris jadi pada saat saya pulang sekolah saya diperintahkan untuk membaca buku bahasa inggris sehingga itu membuat saya suka bahasa inggris. Kemudian yang berkenaan dengan merasa ada yang berbeda dengan diri saya, saya merasa tidak ada yang berbeda. Untuk berkenaan dengan dorongan atau dukungan dari guru yaitu saya berhubungan baik dengan guru bahasa inggris saya dan orangnya ramah. Sedangkan untuk yang berkenaan dengan dukungan dari keluarga, keluarga saya sangat mendukung untuk belajar bahasa inggris karena bahasa inggris itu keren, dan cara mensupportnya itu dengan cara saya dimasukkan kedalam lembaga kursus.

d. Informant 4

Berkenaan dengan kepercayaan diri saya dalam berbahasa inggris, saya merasa tidak percaya diri disebabkan karena saya selalu merasa takut ketika ingin menyampaikan sesuatu, dan saya merasa malu dan gugup ketika saya melihat orang banyak. Kemudian berkenaan dengan memiliki pengalaman sebelumnya, saya merasa tidak ada pengalaman untuk berbicara didepan orang banyak. Kemudian untuk

berkenaan dengan merasa ada yang berbeda dengan diri saya, saya merasa tidak ada yang berbeda, namun saya terkadang malu ketika teman saya menatap saya terus dan juga saya ditertawai ketika saya salah dalam pengucapan bahasa inggris. Kemudian yang berkenaan dengan dorongan dari guru, guru itu selalu memberikan motivasi dan tugas menghafal kosakata dan membiasakan menggunakan bahasa inggris ketika bertemu dengan teman, sedangkan yang berkenaan dengan dukungan dari keluarga, saya hanya diarahkan untuk masuk ke lembaga kursus dan memberikan motivasi agar saya pintar berbicara bahasa inggris.

e. Informant 5

Berkenaan dengan kepercayaan diri pada saat tampil, saya kadang-kadang merasa biasa tidak percaya diri dan biasa juga saya merasa percaya diri. Dan yang membuat saya tidak percaya diri disebabkan karena saya merasa malu dan minder ketika teman saya lebih pintar daripada saya. Kemudian yang berkenaan dengan memiliki pengalaman sebelumnya, saya merasa tidak memiliki pengalaman tampil sendiri berbicara bahasa inggris di depan orang banyak. Kemudian yang berkenaan dengan merasa ada yang berbeda dengan diri saya ketika tampil di depan orang banyak yaitu saya merasa tidak ada. Kemudian untuk yang berkenaan dengan dorongan dari guru yaitu guru saya memberikan motivasi pentingnya bahasa inggris. Sedangkan untuk dorongan dari keluarga itu sendiri orang tua selalu memberikan motivasi dan orang tua selalu mengajar saya berbahasa inggris, tapi terkadang saya selalu merasa malas disebabkan karena bahasa inggris itu sangat susah.

B. Discussion

1. The aspect that determines the student's confidence in speaking English at the eight year of junior high school 1 Maiwa.

a. Conviction Aspect

Studies have been conducted, resulting in several factors of confidence to be noted in order to improve students' skills in Speaking English. One such factor is having confidence. With finding out that the brave student appeared speaking English in front of the class, the strength of this item could be indicated that the eighth year of junior high school 1 Maiwa was brave enough to appear before the class because the student already had strong confidence in his or her ability so that it would not be affected by others and could act upon itself to speak English confidently in front of the class. Because when a student is confident of his or her ability the student will be as diligent as the student become, just as the student is sure to have the courage to respond, when the teacher raises the question, so that the learner does not hesitate to speak English or let his or her opinions stand out in front of the class. It is theoretically expressed that having strong confidence in yourself will affect a person's ability in language. The above might be in line with what Gufron says about confidence in one's ability is one's positive attitude about oneself.

b. Optimistic Aspects

Having an optimistic outlook is one way to have confidence in improving your ability to speak English. As found out in finding that students have good self-confidence in speaking on every occasion, the strong statement can be made that the eighth year of junior high school 1 Maiwa have good confidence in speaking English even though at times it is still often associated with Indonesian. But the point may be given is that the student eighth year of junior high school 1 Maiwa already have positive attitude about their ability to speak English, and also that the students believe their ability to observe and understand when the teacher explains can make the

student optimistic because the student feels able to speak before the class when speaking. So it could be indicated that the eighth year of state junior high school 1 Maiwa already had an optimistic attitude about the skill and talent she had. According to Guffron, Optimism has been said to be the positive attitude of a person who maintains a good view of himself and his abilities.

c. Objective Aspect

An objective aspect is one factor that can lead a student to root out a problem or something that should be true, not personally or themselves. As found out in finding that students always try to use English in speaking both inside and outside the classroom strong this item can be shown that students at the eighth year of junior high school 1 Maiwa are already bold and is acting independently in making decisions. The students at the eighth year of junior high school 1 Maiwa always believed that when they tried to use English when each spoke both inside and outside the class allowed them to develop speaking ability that they had. They said that the objective was that people should view matters or conform to what is right not according to personal or supposed truths. Whereas if a student is always lazy and shy about learning english-speaking exercises when meeting a friend can create a passive and distrustful student at a time each wants to have communication with his or her friend, since previously the student has no experience in speaking. According to Anthony (in guffron and rasnawati) believes that experience is a factor that affects confidence. When a person suffers from failure, is often losing a competitive battle, it is easy for one to be nervous, worried, afraid, ashamed, and insecure.

d. Aspect Responsible

Taking responsibility is also one factor in self-confidence that can affect a student's speaking ability. As brought forth in finding that great curiosity emboldened students to ask when students did not understand what the speaker was saying, the force of the statement could be indicated that the eighth year of junior high school 1 maiwa was already taking the independent decision, because students have a great and confident desire to dare to ask in English whatever the consequences are when students cannot understand and understand what the speaker is saying, so students of junior high school 1 maiwa have a sense of responsibility. According to Gufron that being responsible is the willingness of the people to pay the price.

e. Rational and Realistic

A certain self-confidence factor can also affect a student's ability to speak, as is seen from the individual analyzing an incident using a commonsense and realism in view. As difinding pointed out, students are unable to remain calm when facing difficulties when speaking English and not overly exert themselves to speak English as others do. The power of the statement could be indicated that the eighth year of junior high school 1 Maiwa was able to analyze the current problem because they always thought that they wouldn't be able to do it the same way as everyone else, They think that his or her ability to speak English is so weak that it makes the student feel less confident and the student thinks something that is too forced to be like other people is also bad because each individual has different abilities. According to Gufron that rational and reality is the analysis of something's problem, something's happening using a thought which is acceptable by sense and conformity to reality.

Based on the results of the study, the researcher concluded that, the students at the the eight year of junior high school 1 Maiwa actually have high level of

confidence though not equal to all learners. This is because the protege is in the process of recognizing their self-confidence, such as trying to dare to appear in English in front of the class. While items for the weak could be indicated that the eighth year of junior high school 1 Maiwa needs to be raised and redeveloped, therefore the eighth year of junior high school 1 Maiwa needs guidance and assistance from the the or guidance teacher from the English teacher so that the learner has the most confidence in speaking English. Because as we know that if one has good self-confidence then that one can have a good influence in doing a job or something else.

Based on the explanation above, it can be in line with the expert opinion, namely Gufron, there are several aspects of self-confidence: 1. Confidence in self-efficacy, namely the positive attitude of the individual about himself that he really understands what he is doing. 2. Optimistic, namely the positive attitude of children who always have a good view of everything about themselves, their hopes and abilities. 3. Objective, namely a person who believes he to see a problem or something according to the truth it should be, not according to personal truth or according to himself. 4. Responsible, namely the individual's willingness to bear everything that has become the consequences. 5. Rational, namely the analysis of a problem, an incident using thoughts that are acceptable to reason and in accordance with reality.¹

Based on the results of this study, the researcher concluded that the eighth grade students of Junior high school 1 Maiwa can be concluded that the factors that influenced the students' self-confidence in speaking English in fact referred to all

¹Gufron & Rasnawati. *Teori-teori Psikologi*. Jogjakarta: Ar-ruzz Media, (2014), p.36

factors, so it was not easy to determine the fixed factors of the dominant factors here, which were caused by the results, the intervals of the quantitative data differ only slightly.

2. Factors that give a confident student the opportunity to speak English at the eighth year of junior high school 1 Maiwa

Based on the description of data through interview that has been explained by researcher in previous section, it has found out the other factors that affect students' self-confidence in speaking English which explained belows:

a. Internal Factors

Based on research, the assessment conducted an interview with an eighth year of junior high school 1 maiwa and found some of the first internal factors of self-awareness. As pointed out to finding that students still remain a few students who do not have good self-confidence in speaking English because students are always afraid of the wrong, ashamed and lazy to commune with the English and there are students who feel confident in speaking English at every opportunity, it can be indicated that students like English and want to learn how to speak English. It is theoretical that the concept of self in a person starts with the development of self-concept obtained in socialization with the environment. Formation of a negative self-concept tends to make a person only focus on the negative things in him as a result he becomes pessimistic about his abilities. The opposite is true if the self-concept is positive.²

The second internal factor is life experience. The confidence that builds in each person is the result of a lifetime of experience. But the stusents at the eight year of junior high school 1 Maiwa have no prior disappointing experiences, so it can be

²Gufron & Rasnawati. *Teori-teori Psikologi*. Yogyakarta: Ar--Ruzz. Media, (2010), p. 37

indicated that students have never performed English in front of a lot of people then students are disappointed by what they have done, because usually the person with a disappointing experience gives rise to a low self-esteem. This harmonizes with Anthony (in Guffron and Rasnawati) suggests that experience is a factor affecting confidence. When a person suffers from failure is often losing a competitive battle, it is easy for one to be nervous, worried, afraid, ashamed, and insecure.

The third internal factor is physical appearance. Based on an interview given to the eighth year of junior high school 1 Maiwa that it was appropriate to go out with the student's physical appearance, it did not feel that there was any variation or abnormality. So it can be suggested that the eighth year of junior high school 1 Maiwa is not confident in speaking English because they have a physical abnormality, because of defects or physical impairments like limbs or impaired one's senses is an obvious flaw to others. If the person is unable to react positively, it brings the low self-esteem that develops. According to Guffron stated that physical condition is a defect or a physical disorder or a similar defect in the limb or one of the senses a weakness that is clearly visible to others. If the person is unable to react positively, it brings the low self-esteem that develops.

b. External Factors

The external factor that affect the self-confidence at the eighth year of junior high school 1 Maiwa advance in the attainment of good self-confidence of the environment, both of the family environment, the school environment and the community. A supportive family environment like that of family members who interact well as found out in finding that supporting students toward the institution is the best support for students to increase their self- confidence in speaking English,

and it also brings great comfort and confidence to students when speaking English. While good friendships between students and teachers, teacher-giving, and school programs can be a tool in promoting self-confidence in the student community. The same can be said about communities of communities, where they can meet accepted and accepted norms of society, a sense of self-worth increases. Based on this assessment by Gufron the environment here is family, school, and society, good support received from the family environment such as family members who interact with each other well will give a sense of comfort and high confidence.

Based on the results of the study, the researcher concluded that the eighth year of Junior High School 1 Maiwa actually had good self-confidence, but it was not evenly distributed to all students. This is because students are in the process of understanding their self-confidence, such as acting independently in making decisions and having the courage to try something new.

