

ROLEPLAY AND STUDENTS' CONFIDENCE IN SPEAKING IN ENGLISH: A CASE STUDY IN A PUBLIC HIGH SCHOOL IN SURABAYA

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Abstract

The issue of challenges in speaking in English in the Indonesian ELT context has been long attracting researchers and educators. Yet, many problems regarding the issues still remain unsolved. This article presents a case study on aspects influencing students' confidence in speaking in English and the use of roleplay to improve their confidence. The study was conducted in an Indonesian public school in Surabaya. Involving 36 students at the school as the respondents, the data collection went through unstructured interviews and questionnaires. The data highlights that the highest percentage of 24 (66.6%) students strongly agree that the students feel confident when their pronunciation is better. The findings indicate that the self-confidence factor of high school students in Surabaya is influenced by affecting factors (e.g., becoming the center of attention, tense of atmosphere in the class) and cognitive influencing factors (e.g., mastery of grammar, mastery of vocabulary, pronunciation, the problem; lack of encouragement, pressure, afraid of being ridiculed.) on self-confidence in improving English speaking skills. In addition, related to increasing the confidence of students speaking English using task strategies that make it easier for students and types of activities that don't make students anxious (e.g., work pairs, work in teams, forum group discussion.). Therefore, the senior high school students feel that role play activities can help in increasing students' activeness and confidence in speaking English.

Keywords: Self- Confidence, English Speaking Skills, Role Play Activities

INTRODUCTION

Many have considered speaking is the most important skill in learning a language. People in general value fluency in speaking and the indicator of good communication skills. This is because through speaking people can express their opinion, give information, express their feelings and thoughts. Despite the role of good speaking skills to show communication skills, it is undeniable that many also realize that learners in majority face difficulties in speaking particularly in the context of English as a foreign language such as in Indonesian EFL. Rubio (2007) stated that low self-confidence may lead to some psychological conditions such as a sense of insecurity, fear, anxiety, and antisocial behaviors. In this case, many students feel not confident to forward in front of the class if the teacher asked them because they feel lack of guidance on the materials.

Self- confidence becomes a success factor for students in learning to speak English. But, mostly students that face difficulties in speaking English, there are main factors that can influence self- confidence in each student. According to Hanifa (2018) and Humaera (2015), there are two main factors inhibiting students in speaking, namely, affective and cognitive factors. It means that there are sub factors for differentiating factors of students in speaking. Speaking ability is hard to learn because it is related to other competencies such as grammar, pronunciation, and vocabulary. The students that can lead those aspects in speaking English can help students make clear and understandable decisions when they are speaking spontaneously.

Unfortunately, in fact, it is still difficult for senior high school students to practice their English ability in daily conversation although they have studied for many years since elementary school, junior high school, senior high school, and university in spite of the fact that they cannot speak English fluently (Musthafa, 2001). It is the reality that many students do not consider using the English language because they are afraid to make wrong decisions. Many factors can affect students negatively in learning speaking activities during the English lesson. First, the large number of students in class makes learning activities are not effective and makes the atmosphere of class tense. There are several reasons why students are not confident in speaking English so the students faced difficulties are: (1) Hard to convey ideas spontaneously (speaking); (2) Lack of vocabulary (3) Lack of grammar skills, makes it more difficult for students to compose words correctly (4) Lack of pronunciation that is making it difficult pronounce the sounds of the words obviously (5) Discourage and less of motivation for children to speak as fear of being wrong (Sari & Lestari, 2019). Confidence occurs in an interaction process that is built and implemented directly by students through several activities. Thus, most students lack self-confidence because they are afraid of their friends if they make mistakes. In this generation, many students of senior high school still circumspect to speak English in class. They are not confident to speak spontaneously to the teacher or in front of the class. However, some of them only speak English at an appropriate time if they are learning role play activities in a fun way such as speaking English works in groups and games related to the material. Related to improving students self-confidence it means that some activities can help students to find out their identity, making them more confident. Bandura (2006) identified that reassuring students to act and speak accurately, giving them positive feedback performance and giving them in-class activities that they will savor and can enhance their self-confidence without doubt.

Making games activities can enhance students' confidence. Role play is a game where activities held in class can eliminate students' self-confidence in expressing opinions between friends and teachers. Using role-play in the EFL classroom is one of the considerable ways to enhance learners in speaking English. Dorathy and Mahalakshmi (2011) determined that "role play is very dominant in teaching English because it gives students occasion to build communication through conversation within confidence spontaneously. Therefore, role play activities can build communication and interaction with each other which can improve their self-confidence and encourage students to give their thoughts and ideas.

Previous studies have discussed the factors that influence student self-confidence that by seeing the significance of speaking skills, students should be capable of speaking English confidently and competently. Nevertheless, in fact, there are a lot of students who face difficulties in speaking English (Brown, 2007). The inhibiting factors of speaking English that affect someone to the poor speaking and feel unconfident in their abilities performance. Riadil (2020) stated that language problems can affect the lack of academic performance of the students. Overall, existing studies discuss the inhibiting and supporting factors that can influence student self-confidence. For example, internal and external factors in which the main problems only focus on grammar, pronunciation, and vocabulary. Based on the problems that affect students in dealing with inhibiting factors that impact on their self-confidence and speaking skills, role play activities are the main assistance during learning in class. Psychodrama teaching techniques form the basis for role play activities (Perez, 2016). It means that role play is very suitable for use in improving students' activeness in speaking English and within role play activities

students are more confident in their abilities because they [students] imitate something that can hone their imaginative minds through interaction and build communication. Related to the Qing (2011) experimented role-play activities that can enhance intercultural consciousness and growth overall communicative competence. (p. 36)

To encapsulate the above mentioned of studies we find that role-play as strategies has demonstrated to be effective in enhancing students' confidence and speaking skills. Most of the researchers stated how students' progress and enlargement can affect the ability of students. Formulated by these researchers, our study is possible using role-play for improving students' confidence and speaking in English as it is 'interactive, active, innovative, and interesting.'

Moreover, making this study divergent from previous studies related to enhancing students' confidence in speaking English, this study aims to explore the reasons why high school students unconfidence to speak English apart from grammar, pronunciation, and vocabulary. It also attempts to use role play as an activity for improving students' self-confidence to speak English in the class. To be specific, the following three research questions are addressed in this study: (1) What factors influence the confidence of students in speaking in English? (2) In what ways does roleplay improve students' confidence in speaking in English? Based on the findings of the research questions, this study discusses the strategies that can enhance high school students' confidence in speaking English through role play activities in class.

RESEARCH METHODOLOGY

This study examined several class activities using roleplay that can increase high school students' confidence in speaking English. In addition, this study aims to investigate the factors that influence high school students' confidence in Surabaya in speaking English as a foreign language. This case study used a qualitative approach by combining both qualitative and quantitative data. The subjects of this study were students in grade 11 of a public senior high school in Surabaya. The study used primary data from both student questionnaires and an English teacher interview. As many as 36 students responded to the students' questionnaire and one English teacher participated in an unstructured interview. The analysis of the questionnaire used descriptive statistics to generate percentages of the responses. The analysis of the interview data used qualitative narrative analysis to generate topics and themes from the teacher' responses. The research activity lasted for two weeks and began with determining topics that were in accordance with the problems students often faced. So that the stages of the research are carried out according to the plans that have been designed and the results of the research will provide additional information related to the topics described.

RESULTS

After distributing the questionnaire and making an interview, the next step is to change it to the percent form in tabular form and written field note data. This questionnaire shows the data of the reason students speak not confidently and challenges high school students to practice speaking in class through some activities.

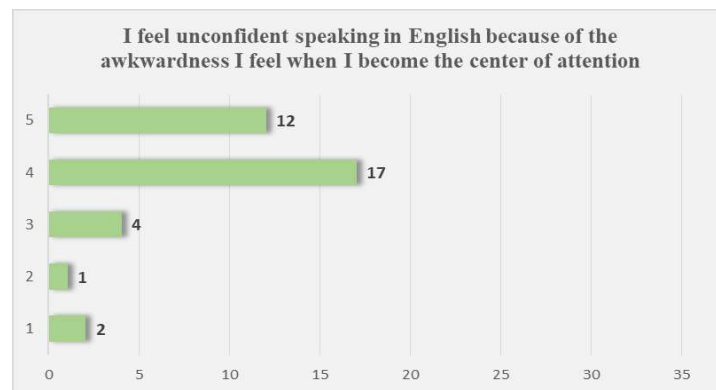
A) Factors affecting students' confidence in speaking English

Data from the interview highlights the teacher's reflection on the challenges the students' face when speaking in English. The teacher has a long experience of teaching English. Hence, her reflection highlights her longitudinal observation and experience on identifying the students' challenges in speaking English. The teacher stated that 'they [the students] feel unconfident when

speaking in front of the class this means that the situation of the class and the task when the students are speaking make them feel unconfident. This data from the teacher reflection is in correlation with the data from students' questionnaires. About speaking in front of the class, the students responded that they lack confidence when they become the center of attention.

Figure 1

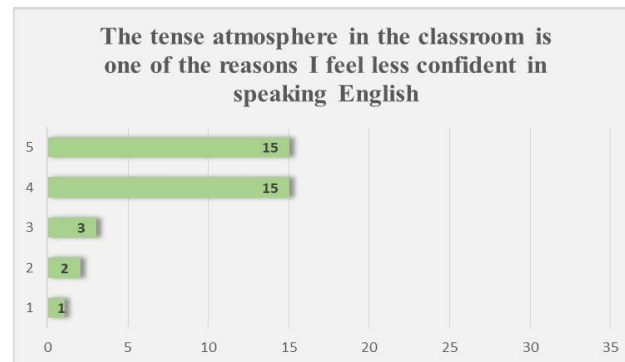
Question factors affecting students' confident



The table above shows the results of student questionnaire data related to students' self-confidence if they become the center of attention. In the chart, the scale 1 to 5 is the code from strongly disagree to strongly agree scale. The data shows that 17 students or 47.2% of the total students chose to agree with the statement that they felt insecure because they were the center of attention. In addition, there were 12 students or 33.3% who strongly agreed that they lacked confidence in being the center of attention, 4 (11.1%) students chose neutral because they felt they could cover self-confidence if they were the center of attention, 1 (2.7%) student chose to disagree and 2 (5.5%) others chose strongly disagree. Therefore, most students feel unconfident because they are the center of attention in which they feel anxious and afraid of the mistakes they make when speaking English.

Figure 2

Question factors affecting students' confident



The diagram above shows the results of student questionnaire data related to students' self-confidence if the atmosphere is tense. In the chart, the scale 1 to 5 is the code from the strongly disagree to strongly agree scale. The data shows that 15 students or 41.6% of the total students chose to agree and strongly agree with the statement that they felt less confident because the atmosphere is tense. In addition, there were 3 students or 8.3% who chose neutral because they lacked confidence in the tense of atmosphere, 2 (5.5%) students chose to disagree because they felt they can handle their situation if the atmosphere is tense, 1 (2.7%) other students strongly disagree. Therefore, most of the students feel unconfident because of the situation. The class situation greatly influences student self-confidence, according to the results of the study that students tend to lack confidence when the situation in the classroom is tense or stressful, so that it affects the way a student talks.

As many as 47.2% of the respondents ticked the option of agreeing to the question that they feel unconfident speaking in English because of the awkwardness when they become the center of attention. They also feel unconfident when the atmosphere is tense. This is reflected from their responses to questions that the tense atmosphere in the class is one of the reasons I feel less confident in speaking English. The highest response was 15 (41.6%) of the total students chose to agree and strongly agree with the statement. The interview data and the data from the questionnaire in combination emphasize that students' lack of confidence in speaking in English is due to the tense situation of the classroom when they have to speak in front of the class. This situation is tense and full of pressure because they become the center of attention.

The second factor influencing students' confidence in speaking in English is lack of skill in English. Based on the results of an interview with an English teacher, students tend to be afraid to say something in English because they are afraid of making mistakes. Lack of skills in speaking English makes them not confident and don't want to try to speak English. The students are generally anxious when speaking in English because 'they are afraid of being wrong,' the teacher added. Other than that, the students also lack English skills. These three challenges do not each stand as a single challenge but all together are interrelated because the lack of skills in speaking English makes students feel afraid to start

and tend to be nervous about the mistakes they make. From that, self-doubt arises in a student, including because the pressure and tense class situation support them not to speak English, because there are inhibiting factors that prevent them from having the courage to speak up in front of the class or show their ability to speak English.

B) Factors influencing students' confidence in speaking English

Based on the respondents' answers, there are several factors that influence students' confidence in speaking English. Data from the interview of an English teacher at senior high school in Surabaya highlights the teacher's reflection on the factors influencing students when speaking in English. The teacher identifies the students' factors influencing them in speaking English. The teacher stated that "they [the students] feel unconfident when speaking English." This teacher's reflection seems to echo that of students' responses to questionnaires. Items on the questionnaire also collected data on student's anxiety of being ridiculed and mocked by the audience and pressure from the echo correction. The problems which are caused by students because they lack mastering grammar, vocabulary, and pronunciation. An English teacher explained how the problems of students occurred:

"...Many students are afraid of being wrong if they want to speak English. ... fears faced by high school students greatly affect their self-confidence... They experience nervousness, anxiety, and unconfident when dealing with other people and even advancing in front of the class." (An English teacher of senior high school in Surabaya, personal communication, October 20th 2022)

The statement that the teacher said of the students' confidence was influenced by their lack of mastery of grammar, vocabulary, and pronunciation. Hence, those factors can lead to fear of making mistakes and fear of being laughed at and ridiculed by classmates when speaking English. The students' data that they lack mastery of grammar, vocabulary, and pronunciation was also proven by students with questionnaire data.

Table 1

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I will feel more confident if I master grammar (wording).	0	2	2	17	15
I will feel more confident if I have more vocabulary.	0	2	4	9	21
I will feel more confident if my pronunciation is better.	0	2	2	8	24

Lack of Skill in Mastering Grammar, Vocabulary, and Pronunciation

The table above shows the results of student questionnaire data related to factors of students' self-confidence when speaking in English based on language skills. In the table, the scale from the strongly disagree to strongly agree scale. The data shows that 15 students or 41.6% of the total students strongly agree and 17 (47.2%) agree with the statement that they will be more confident if they master grammar. In addition, there are 2 (5.5%) students who choose neutral and

disagree because they think grammar is not really important to speak English. There are no students who strongly disagree. It can be explained that grammar is a guide for students in speaking English. Lack of mastery of grammar can lead to unconfident in a student because they are afraid of being wrong in speaking English. In addition to mastery of grammar which is a factor influencing students' confidence when speaking English vocabulary and pronunciation are also very influential. The second statement shows that 21 (58.3%) students strongly agree which vocabulary makes it easier for them to speak in English and make them more confident because they have more words for helping them to speak. Furthermore, 9 (25%) students agree with that statement, 4 (11.1%) neutral it means that having vocabulary can influence their ability to speak in English but don't have to master the vocabulary in English as a whole, and for 2 (5.5%) students choose disagree because they think that many have vocabulary it doesn't influence their capability to speak in English. Thus, most students in senior high school in Surabaya feel confidence when they master many words in English to make it easier to speak. Another factor that can affect students' confidence in speaking English is mastering the pronunciation. By mastering pronunciation in vocabulary, we can avoid errors in language elements in a word and avoid misunderstandings. From that statement 24 (66.6%) students strongly agree that they [students] feel confident when their pronunciation is better, 8 (22.2%) students agree, and 2 (5.5%) students choose neutral and disagree about that statement. Therefore, the results of the questionnaire data with senior high school student respondents in Surabaya show that having good and correct pronunciation can affect their confidence in speaking English.

All in all, the highest percentage based on data analysis 66.6% of the respondents ticked the option of strongly agreeing to the question that they [the students] feel confident speaking in English if their pronunciation is good because it can enhance their confidence in speaking English. They also feel confident when they master grammar and have more vocabulary. This is reflected from their responses to questions that mastering grammar and vocabulary can enhance their confidence in speaking English. The total responses of students chosen are 41.6% for grammar and 58.3% for vocabulary. From those statements, it can be concluded that by mastering language skills where students master grammar, vocabulary, and pronunciation can reduce their anxiety in speaking English in front of many people. In addition, most students agree that the lack of self-confidence is influenced by their inability to master English skills.

C) Roles of role play

Based on the results of research through interviews with one of the English teachers at senior high school in Surabaya. She said that many factors affect students' confidence in speaking English. Moreover, students' self-confidence is also influenced by the skills factors possessed by students. An English teacher explained strategies to enhance students' confidence through role play activities in class:

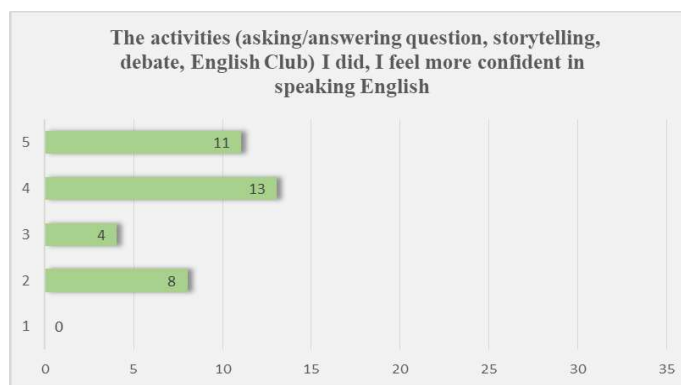
“... role play activities can motivate students and are effective methods to learn to speak English. Through this activity students can get something different related to the situations and conditions when they speak English.

She replied that the situation in role play activities is more comfortable for students to speak broadly without awkwardness and willing to speak broadly without any doubts and fears... made a circle in a group for learning to speak in English, with the statement that students are more active and participants to speak English." (An English teacher of senior high school in Surabaya, personal communication, October 20th 2022)

As time goes by, the students begin to understand their mistakes when speaking English and they are willing to practice as much as possible to improve speaking skills. Moreover, it gave statements that role play activities carried out in class can improve their speaking skills quickly. The teacher expressed that through this activity the interaction between students is more active and conducive where not only are they skilled at speaking English but also students can improve their pronunciation skills, vocabulary, and also grammar. In addition, the students feel comfortable that role play activities can enhance their confidence as well as speaking skills in English was proved based on the chart of the questionnaire.

Figure 1

Roles of Role Play

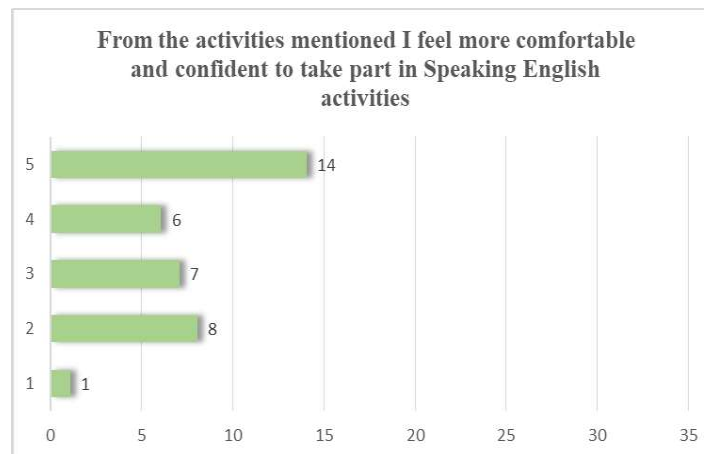


The diagram above shows the results of student questionnaire data related to enhancing students' self-confidence and speaking skills through activities in class. In the chart, the scale 1 to 5 is the code from the strongly disagree to strongly agree scale. The data shows that 11 students or 30.5% of the total students chose to strongly agree and 13 (36.1%) agree with the statement that they felt confident through some activities in class. In addition, there were 4 students or (11.1%) who chose neutral because they didn't feel anything when doing activities, 8 (22.2%) students chose to disagree because they felt they can handle and improve their confidence as well as speaking skills without doing some activities. Thus, according to the results of research data through a questionnaire, senior high school students in Surabaya agree that increasing their level of self-confidence and speaking skills through activities in class is more effective and interesting.

From the data obtained through the results of the questionnaire, it is evident that students are more comfortable and interested if role play activities can increase their self-confidence and also their speaking skills.

Figure 1

Students Perspective of Role Play



The diagram above shows the results of student questionnaire data related to enhancing students' self-confidence and speaking skills through role play activities that make them comfortable and confident. In the chart, the scale 1 to 5 is the code from the strongly disagree to strongly agree scale. The data shows that 14 students or 38.8% of the total students chose to strongly agree and 6 (16.6%) agree with the statement that they felt comfortable and confident through role play activities in class. In addition, there were 7 students or (19.4%) who chose neutral because they just feel ordinary when doing role play activities, 8 (22.2%) disagree, and 1 (2.7%) student chose to strongly disagree because they feel nothing impacts them.

DISCUSSION

The findings of this study highlight several factors influencing students' confidence in speaking in English. These include factors that can affect students' confidence in speaking English, such as the lack of skills of material grammar, vocabulary, and pronunciation that students have in learning English. These findings are in corroboration to the findings by (Sari & Lestari, 2019) some of the reasons students' unconfident in speaking English. According to Hanifa (2018) and Humaera (2015) that students' speaking performance may be affected by their affective and cognitive factors. The language components and sub-skills in speaking such as grammar, vocabulary and pronunciation can be regarded as the cognitive factors. This is because students need knowledge on those components. Lack of that knowledge then influences not only their performance but also their confidence. This finding and findings by Hanifa (2018) and Humaera (2015) further reconfirm that cognitive factors indeed influence students' confidence in speaking in English.

In addition, most of the students agree that their self-confidence is influenced by their ability to master skills in English learning. The other factors that can influence students' confidence in speaking English are external factors. It can affect the personal achievement of students such as tense atmosphere situations and to be the center of attention when students speak in front of the class, afraid of being wrong and full of pressure because they'll be laughed at if they make mistakes. Riadil (2020) expressed that the problems of language could affect the lack of performance of academic students. There are many problems that occur to students related to confidence in speaking English, as a result they are embarrassed and anxious to speak because they are afraid of making mistakes so they feel pressure that makes them feel nervous. These problems interfere with students' ability to improve their speaking skill. The problem impaired students' speaking ability is a psychological problem that becomes a problem relative to emotional and physical states and one's own performance. Hence, those problems can be an inhibiting factor for students to speak English confidently.

This data was obtained from student responses through questionnaires and this data shows that students lack practice in learning English due to a lack of mastery of language skills and students tend to hide their mistakes and inability to speak English by not wanting to speak. Furthermore, because there are factors that affect students' self-confidence, they are even more afraid to do it. Thus, if students are in front of the class they feel full of pressure and the situation becomes tense because they are poor of mastering skills in grammar, vocabulary and pronunciation.

This study also found that in terms of the use of role play as a means for students to practice speaking English through fun activities where by doing role playing activities students don't feel bored, the atmosphere is not tense and full of pressure. Role play activities are techniques that give a positive impact in enhancing students' speaking skills and most of the students like learning in a fun way, such as practicing dialogue, English club, forum group discussion which can improve their imagination and creativity to devote their thought, idea, and opinion spontaneously. The method that was made by an English teacher at a high school in Surabaya admits that the teacher uses a strategy of role play activities because these activities are interesting and innovative for students to actively learn speaking. In our research, it is evident that students are very enthusiastic about participating in role play activities. They [the students] showed their ability without any anxiety and doubts in speaking English. They become confident enough to speak English in situations that are made into real-life plots.

The data highlight that role play activities are an effective way to enhance English speaking skills as well as students' confidence. According to high school students in Surabaya participating in this research, role play as active activity in class is a comfortable that can increase their self-confidence and their ability to speak English. According to Harmer (2012: 114) the student's task is to find information lost, so there is no alternative way but to talk to each other. By using alternative and effective methods, role play becomes a tool as a strategy teaching material to improve students' skills in interaction. In the role play activity it is clearly stated that students are given a certain role to play. Gołębiowska (1987: 13) points out that in role-play learners are given tasks to complete and to do so, they are told who they are, what they think, and what they know. Based on the results of data analysis, students tend to experience insecurity and fear in speaking English due to a lack of skills, which makes the situation more tense and stressful. With this in mind, high school English teachers in Surabaya use the role play activity method in English lesson plans. Role play makes students

skilled and think critically. Student minds must be engaged and connect emotionally with the lesson, for example with a fun situation or a good picture (Harmer 2012: 178). High school teachers use the Role play activity method associated with learning materials that are appropriate to teaching materials.

CONCLUSION

The belief that so far states that the student's self-confidence factor comes from within the student himself. However, there are external factors that also affect students' confidence in speaking English such as tense situations that make students feel insecure, causing anxiety, full of stress and doubts about something. Thus, in overcoming the problem of students' lack of confidence in speaking English, the English teacher uses fun activities, role play strategies to improve their skills in speaking English. Overall, in this study the researcher also found that most students have an interest in speaking in English, however, they still have low self-confidence to use that. Hence, to cover the low of students' ability using role play activities.

This study supports previous findings which reported that role play activities can attract students' attention in interacting more actively and with more confidence. Furthermore, role play activities can increase students' confidence in speaking English because students can interact and be more active in learning participation, but not only that in role playing activities students can become other people who look like in real life. Therefore, this study reveals that role play is an effective way for students to increase their confidence and ability to speak English. The results of this study provide new awareness to examine certain groups within the scope of students in the field of education with different perspectives on what types of roleplay activities make them improve their confidence in speaking English. In conclusion, the finding and discussion of this study can suggest that it is necessary to accommodate more samples to obtain more comprehensive and in-depth research results about the kind of role play that matches for improving students' speaking skills.

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