

Exploring Indonesian EFL Students' Confidence in Speaking English using Screencast O Matic Combined with Inquiry Learning

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Abstract: The purposes of this research were to investigate the implementation of screencast o matic integrated with inquiry learning for improving students' soft skill which focused on developing students' self-confidence in speaking English and to investigate the interaction occurred among variables. Quantitative research method was used with true experimental design in order to achieve the aims of the research. Semester IV students of English Department of Muslim Nusantara Al-Washliyah University were chosen as the sample of the research and divided into 30 students for experimental class I and 30 students for experiment class II. The data found was analyzed by applying ANAVA (General Linear Models), normality test (one sample Kolmogorov Smirnov) and homogeneity test (One way Anova) with SPSS 22 IBM for Windows and MS. Excel in order to explore score obtained from each formulated indicator. The finding showed that the implementation of screencast o matic using inquiry learning significantly develops students' self-confidence, even though there was no interaction occurred between students' self confidence and speaking with Sig > 0.05. The obtained data showed that developing self-confidence through screencast o matic integrated with inquiry learning with Sig > 0,05 (0,776 > 0,05). In short, the students' speaking skill taught with screencast o matic software was higher, but students' self-confidence was not developed by that software as students were a bit hard to adapt using screencast o matic software that never be used by them in advance.

Keywords: Screencast O Matic, Self Confidence, Speaking English Inquiry Learning.

INTRODUCTION

Currently, the developing of digital era comes along with the demand of being able to speak English fluently especially for EFL students. It is due to the interaction among people around the world which will more frequent than before, for instance; local and global competition, students exchange, scholarship, job interview and any kinds of situation with various topic appeared. Unfortunately, speaking class in EFL classroom of Muslim Nusantra Al Washliyah University was still being taught in conventional teaching methods in which the lecturer continuously apply the instruction to the students to speak about certain topic or theme designed by the lecturer. In this case, the student were only asked to follow all the instructions without any improvement made by the students. Certainly, this method would never meet the goal of developing digital era expectation since EFL students were only guided to memorize the idea of the topic for speaking, while, there would be much more dynamic topics the students will participate outside the classroom.

To overcome this fact, it was expected that lecturers apply and utilize technology to create

innovative speaking English class process since innovative speaking class would encourage the students to think creatively, and it was assumed that the more innovative learning that took place in the classroom, the easier the material competency were delivered by the lecturers, hence, the objectives of speaking English subject were achieved as well as expected. Moreover, innovative learning in digital era was characterized by digital as visual aids in EFL classroom as digital media was used as an intermediary for problem solving in which digital media in speaking class will ease each activity in teaching learning process to be more understood by the students [1]. The digital media was a learning software with a more attractive appearance that encouraged students to speak English fluently and to think creatively [2]. Digital media used in this research is called screencast o matic. It was kind of software application that provided some features that enabled students to speak English easily and confidently.

Systematically, students would be asked to upload their own photo or picture and then they would be asked to think creatively in order to tell the idea related with the uploaded photo or picture. During its process, the students were given a chance to select their

favorite photo or picture, then by using the software, the students will upload those photo or picture. Students will later be given specific time to think creatively in order to tell or communicate those photo or picture by recording their voice in recorder menu icon. This screencast o matic software will give students chance in thinking process in order to develop their creativity and to communicate. Therefore, it was expected to improve their language skill especially related with their speaking skills. The improvement of their speaking skills would a give a great impact to the self confidence.

THEORITICAL REVIEW

Yusnita [3] stated that self-confidence is an individual positive attitude that enables himself/herself to develop positive judgment both for himself/herself and for his/her environment or situation. According to Afrina [4] confidence is an appreciation of ability, potential, talent, strength, achievement which is embodied in the form of real behaviours or certain works in accordance to the profession and providing benefits in the effort to establish self-reliance and self-actualization. Based on the opinion of the above experts, it can be concluded that self- confidence is the attitude of the individual who is convinced of his own ability to behave in accordance with the expected feeling that he/she is confident in making his/her actions, responsible for his/her actions and not affected by others. People who have self-confidence have characteristics of having tolerance, independent in making decisions or doing tasks, optimistic and dynamic, and having a strong sense of accomplishment. Furthermore, Mastuti [5] claimed that there are six characteristics possessed by students who have self-confidence, namely:

- Showing a good attitude in order to be accepted by other group.
- Being bold for accepting and facing people's rejection
- Having self-control
- Knowing the class atmosphere through the others' behavior
- Having positive point of view towards himself/herself, others and situation around
- Being a realistic towards himself/herself, so when everything is unachievable, they still could see themselves and situation positively.

Moreover, Mastuti [5] also stated that there are eight characteristics of those individuals who have less confidence, namely;

- Trying to compromise in order to be accepted by other groups.
- Having worry and anxiety toward rejection.
- Being uncertain in accepting the real fact
- Being pessimistic and seeing anything negatively.
- Being afraid to be fail and avoiding any risks,
- Ignoring the compliments from others.

- Being aware of the incapability
- Being hard to believe others

In addition, the students' self-confidence will be investigated through the using of Screencast O Matic software. This software is kind of Java based application operated by systems such as Windows, Mac and Linux. Screencast O Matic effectively works to give features to the users, such as; record any picture and movement from screen monitor, record the speakers' voices, click the indicators, attach the video, add captioned text, and send the video to other users. Video could be stored in many format such as MP4, AVI, FLV. It is then uploaded to screencast o matic, web space or Youtube. The lecturer can use screencasts to record teaching material, tutorial, undertake online orientain class, perform digital story telling and give feedback to students' assignment. It is believed that the use of screencast o matic will be more effective if it is integrated with Inquiry learning [6]. Inquiry learning is a learning method which assist students to gain and collect information and also to find answer and solve problem based on designated question. In inquiry learning model, the students are involved mentally and physically to solve problem given by lecturer. Wina [7] defined inquiry method as learning activities focusing on critical and analytical thinking process as well as finding out the answer from the given question. The thinking process itself is acquired from dialogue between teacher and students. Putrayasa [8] stated that inquiry learning is one of strategies used in a process-oriented class. Inquiry is also a teaching strategy focusing on students to support them in investigating and finding information. In brief, based on the explanation above, the researchers assumes that inquiry model is a way of allowing students to think ideas or topics they like the most. The students are asked to improve their own idea as creative as they can through the using of screencast o matic. Hence, it is also expected that the students' self-confidence in speaking English would be higher.

RESEARCH METHODS

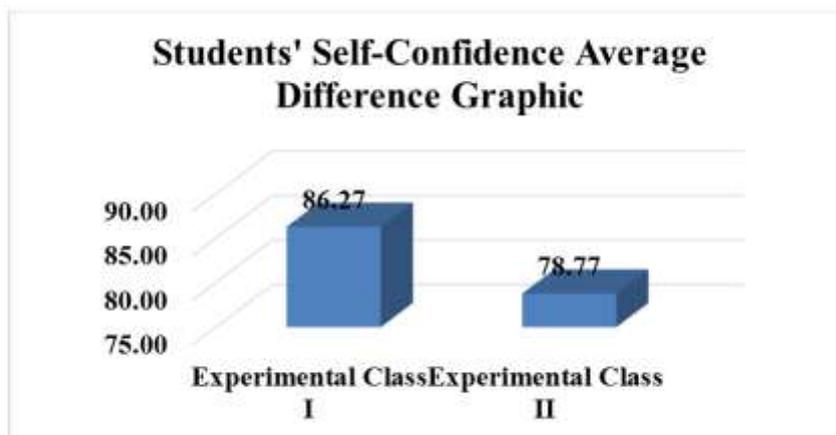
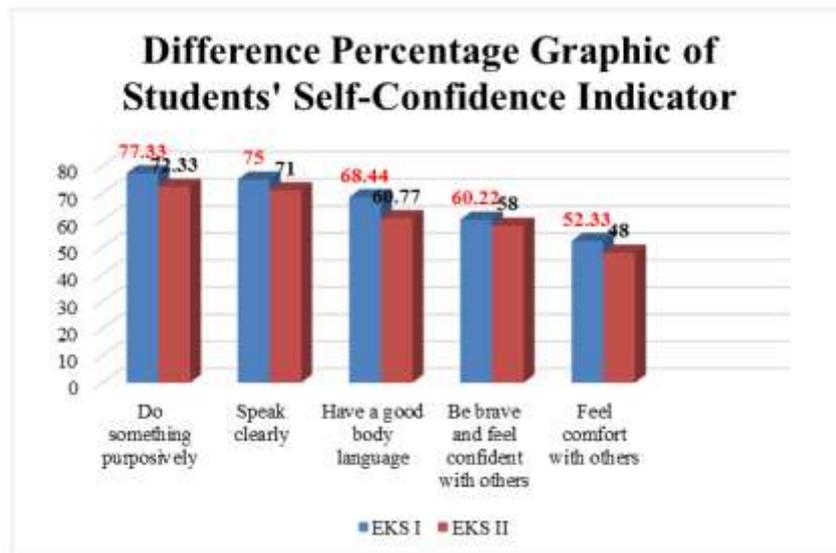
This research was carried out by quantitative research method with factorial design in which independent variable was self-confidence and dependent variable was screencast o matic. The population of the research was semester IV English students of Muslim Nusantara Al- Washliyah University. Two classes were chosen as the sample of the reserach by applying random purposive sampling with 30 students for each class. Moreover, there were two instruments of the research, namely; questionnaire with Likert for measuring the self-confidence, and speaking test for measuring students' speaking skill.

FINDINGS AND DISCUSSION

There were some indicators to examine students' self-confidence which visualized in the following graph.

From the above graphic, it could be seen that students' self-confidence of Experimental class I was higher than Experimental class II. The highest indicator achieved by experimental class I and II was doing something purposively. This indicator showed that the

students successfully chose the topic they liked the most and they really understood how to improve their own topic. Besides, the lowest indicator achieved was a comfortable feeling that it clearly showed that the students seemed so reluctant in expressing their idea. It happened as they talked to the screen but they were a bit uncomfortable for being nervous to be noticed by other students during the video recording. They were also worried for people or friends will be watching their video.



From the graphic above, it showed Experiment Class I gained 39,77 self-confidence average score, while Experiment Class II had 36,9 record score. Normality test was designed to determine whether the analysis between dependent variable and independent variable had normal distribution or not. Normality Test

was a test in some terms such as regression model test, dependent variable, and independent variable or both in normal and non-standard distribution. The regression showed that all the data were distributed normally kolmogorov-smirnovtest.as seen as table-1.

Table-1: Normality Test

Test Of Normality				
	Research Class	Kolmogorov-Smirnov ^a		
		Statistic	df	Sig.
Self Confidence	Experiment I	,205	30	,002
	Experiment II	,171	30	,025

Based on table above, all the data were distributed normally which showed from self-confidence significant value with Sig 0,25 > 0,05.

Moreover, Homogeneity test was carried out with Levene's test as shown in table-2.

Tabel-2: Homogeneity Test

Levene's Test of Equality of Error Variances ^a				
	F	df1	df2	Sig.
Self Confidence	1,479	20	39	,145
Research Class	2,620	20	39	,005
Tests the null hypothesis that the error variance of the dependent variable is equal across groups.				
a. Design: Intercept + Speaking				

The table showed that all the data were distributed normally with Sig 0,145 >0,05. Since the previous tests were undertaken, it could be continued by applying hypotheses test using ANAVA way with SPSS

22 analysis for windows. In this case, the requirement was sig < 0,05. It could be shown in the following Table-3:

Table-3: Tests of Between-Subjects Effects

Dependent Variable: Self Confidence					
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	1179.388 ^a	23	51.278	2.297	.012
Intercept	221005.061	1	221005.061	9900.733	.000
Research Class	331.941	1	331.941	14.871	.000
Self_Confidence	283.107	14	20.222	.906	.560
Research Class* Self_Confidence	106.070	8	13.259	.594	.776
Error	803.595	36	22.322		
Total	410523.000	60			
Corrected Total	1982.983	59			

a. R Squared = .595 (Adjusted R Squared = .336)

From the table above, it was found that there was no interaction occurred between students' self confidence and speaking skill in which it clearly showed that the Sig < 0.05 was not obtained in this research. The obtained data showed that developing self-confidence through screencast o matic integrated with inquiry learning with Sig > 0,05 (0,776 > 0,05).

DISCUSSION

Based on the data analysis, this research found that there was no interaction between students' self confidence in speaking English taught by screencast o matic with inquiry learning. There are some factors affecting, namely; the student were not totally ready for accepting innovative learning method. The students become unsure in applying digital media that they had not spoken in accordance with the duration. The students seemed anxious in presenting their idea in front of the screen. Similarly, a research conducted by Mastuti [5] showed that anxiety was one of signals from students who has less confidence. In addition, Bukhori [9] also pointed out that one of factors that could affect people's confidence is their anxiety level. In other words, the Indonesia EFL students were extremely uncertain in presenting their own idea in which it led to the undeveloping self-confidence in using English orally. Besides, screencast o matic was the first

software that used by the students in speaking class, so they would not be able to adapt to use the software fast. Thus, the uneffectiveness had occurred in this research. The effect of confidence towards anxiety was also related with Winarni's research [10] which found that there was negative relationship between speaking confidence and anxiety. It was also supported by Rakhmat and Surjaman [11] who stated that someone who has less confidence would be difficult in delivering their argument. It is because the anxiety in speaking is actually related with their feeling to be blamed by others for their errors. They have already been shadowed by their inferiority and fear of making mistakes.

CONCLUSION

From the finding of the research, it was concluded that there was no interaction between students' self confidence in speaking taught by screencast o matic combined with inquiry learning. It is because the students seemed so anxious in using the digital media. This phenomenon has led to the ineffective speaking class. It was indicated by the students less familiarity with the type of digital media so that they need to have more practices in using digital media. It was also suggested for the students to be more confident in communicating and presenting idea in

English and be more prepared to accept innovation in learning culture. On the other hand, the lecturers should also use media in their learning process in order to help language skill process especially in speaking skill.

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