



DEVELOPING SPEAKING MATERIALS TO IMPROVE NON-ENGLISH MAJOR LEARNERS' SELF-CONFIDENCE IN SPEAKING PERFORMANCE

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Abstract

This study aimed to develop speaking materials to enhance non-English department students' self-confidence in speaking. Using the Research and Development (R&D) method, the 4D model (Define, Design, Develop, and Disseminate) was applied to create a speaking activity textbook. Data was collected through interviews, questionnaires, and observations, and validated by two English-speaking experts across nine aspects. A try-out was conducted with users, and the results were analyzed qualitatively and descriptively. The final product, "Speak with Confidence," included material structure, objectives, exercises, activities, and language components. The textbook was clear, engaging, and appropriately challenging for students.

Keywords: *Material Development, Speaking materials, Speaking Performance, Self-Confidence, Non- English Major Learners*

INTRODUCTION

Speaking English to someone who is not majoring in English is very difficult in the nation where English is taught as a foreign language (Pham & Nguyen, 2021). Speaking proficiency is regarded as one of the more challenging aspects of language acquisition. Some EFL learners experienced some psychological issues such as fear, shyness and anxiety (Nijat et al., 2019). Other psychological issues faced by students included feeling under pressure to do well and being intimidated by students who were more advanced than they were. Fear of seeming foolish in front of the class, fear of being criticized, or fear of losing face (Trinh & Pham, 2021). Those make them feel lack confidence to speaking English with others. A study conducted by Haidara (Haidara, 2016) revealed that Indonesian learners were insecure when they speak English, since they are fear of making mistake, feeling shy, hesitated, and having lack



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<https://ejournal.umpri.ac.id/index.php/smart/index>
SMART Journal: Journal of English Language Teaching and Applied Linguistics

confidence while speaking English. When forced to debate in English with their peers, very few students felt inadequately confident in their intellectual abilities (Saidah, 2024). Therefore, helping them to solve the problems are very crucial for the teachers.

. Those factors influence on their self-confidence in performing language skills. Further they encountered linguistic difficulties such as lacking vocabulary and topical knowledge, insufficient sentence formation skills and inappropriate vocabulary, and being incapable of arranging ideas logically (Trinh & Pham, 2021). Non- English major learners of IAIN Kediri take English class on their first semester. The first semester learners of Hadith study program of IAIN Kediri get English class which is taught about general English. From the observation found that a many students decide to keep quiet in class. They look fear and hesitate to ask questions and response their lecturer's questions. After conducting interviews with them, it was found that they are not confident to speak English since they lack of vocabulary and have insufficient sentence formations skills. They are fear of making mistake, feel shy, and hesitate to express their thought and ideas. Some learners also have anxiety in speaking English in front of the class. When people stare at them and laugh as they speak, they feel ashamed and afraid (Fatmawati, 2022).

According to Lar & Maulina (Lar & Maulina, 2021) self- confidence is an essential component which influence learners' speaking performance. Although, it doesn't always correlate to learners' speaking ability (Nasih et al., 2019) . Naturally, when people are not confidence the become fear of making mistakes. They think randomly and cannot stay focus on their thought, sometime the lose their ideas or forget what they are going to say (Muin & Aswati, 2019) As a result, their speaking ability is improving slowly and it also effects to the achievement on their study. Teachers have crucial rules in teaching learning process (Hayati et al., 2020). They have to prepare an effective teaching strategies and activities before starting the class. Creating interesting speaking activities are helpful for learners to be active during teaching learning process. They also need encouragement to boost their self-confidence in speaking performance. It stimulates them actively participate during the process, since they feel confident and enjoy the activities. As result, they forget their fear and anxiety, and dare to express their thought and ideas. According to Douglas (Brown, 2001) there are nine communicative fluency activities; interview, guessing games, jigsaw, raking exercises,

discussion, value clarification, problem solving activities, role play and simulation technique.

Previous studies have been conducted by some scholars related to some strategies to improve learners' self-confidence. Story telling includes an activity which is able to improve students' self-confidence (Tifani et al., n.d.). It succeeded in making learners actively speak English in the class. According to Mareta et al. (Mareta et al., 2017) self-directed dialogue technique has improved second-grade of junior high school learners' self-confidence. It found that their self-confidence has significantly correlated to their speaking achievement. In addition, Christie and Listyani showed that some strategies such as role-play, small group discussion, and songs improved students' self-confidence in speaking (Christie & Listyani, 2018). Playing game obviously improves learners self-confidence. Mingling game has been successful to improve learners' motivation and self-confidence in speaking (Karsudianto, 2020). Further, mind mapping model which mostly implemented in writing course was effectively increased students' speaking performance as well as their self-confidence (Anwar & Hasmawati, 2020).

Many learners wanted to improve their speaking skills but they didn't express the idea. It means that they are willing to speak but they did not have the confidence (Cadiz-Gabejan, 2021). However, little research has been conducted on developing speaking materials to improve non-English major learners' self-confidence. Thus, to fill the gap, speaking materials will be developed to improve students' self-confidence in speaking performance. This kind of book is going to be useful for teacher as guidance to give effective activities to engage their students to be active in speaking English in the class or outside the class. They can achieve their learning goal. As result, they have good confidence and motivation to practice their speaking in the class.

RESEARCH METHOD

Design

The research design used in this study is educational Research and Development (R&D) which aims to develop speaking activity book to improve non-English major learners' self-confidence in speaking of the first semester learners of Hadith Study Program of Ushuluddin and Dakwah Faculty of IAIN Kediri. This book is useful for the teachers to provide activities which encourage their learners' confidence in speaking.

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Therefore, it would also reduce learners' anxiety to perform speaking. It is going to motivate the learners to improve their speaking ability as well. Educational research and development are a process to develop and validate educational products and models that meet specified criteria of effectiveness, validity and practically (Latief, 2012). Well-prepared material makes class run effectively and efficiently. It helps the teachers achieve his/her teaching goal and assist the learners acquire better achievement on their study.

Respondents

This recent study is located at Hadith Study Program of Ushuluddin and Dakwah Faculty of IAIN Kediri. It is on Jl. Sunan Ampel No. 7 Ngronggo Kota Kediri. The subject of this recent study is the first semester learners of The Hadith Study Program of Ushuluddin and Dakwah Faculty of IAIN Kediri who have their first English Class. The objective of this class is to prepare the learners in order to be ready to make conversation in daily life.

Instruments

The researcher employed three research instruments in conducting this research; Interview, questionnaire, and observation. The interviews are done with the learners to find out their problems in the speaking class. The questionnaires are distributed to the learners and three experts in order to obtain their responses towards the speaking activities applied by the teacher in the class. Lastly, the observation is used in development testing to analyze whether the speaking activities are able to improve their self-confidence and speaking ability as well.

Prosedures

The objective of the study is to develop speaking activity book to improve non-English major learners' self-confidence in speaking. The activities will encourage the learners to be more active in speaking. So the class will be more effective and efficient. The writer will develop the materials based on the model proposed Thiagarajan (Thiagarajan, 1974) called four-D Model. Then, by altering the process phases in line with the issues, goals, and context of the research, the researcher simplified the adaption. The procedures are as followed:

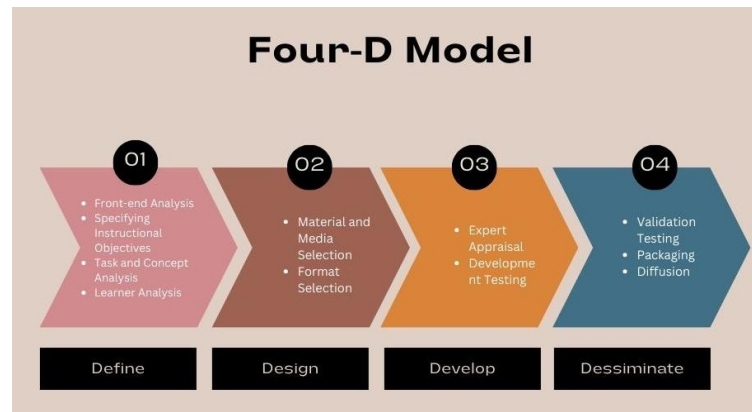


Figure1. Development Procedure

Stage 1: Defining

Front-end analysis

This analysis was intended for the English Lecturer of Faculty of Ushuluddin and Dakwah. The researcher provided various interview questions that highlighted the necessity of speaking activities in the classroom. The investigation provided an answer to the topic of whether or not English lecturers required speaking activities to improve students' self-confidence.

Specifying instructional objectives

Recognizing the goals of earlier English-speaking materials was crucial for the researcher when choosing the instructional media and format. Through interviews with English lecturer, the researcher attempted to gather information about the resources for speaking classes. Next, the researcher kept looking into the goals of each material employed. This action was conducted to check the practical relevance of the educational material and activities. The researcher might then think about the suitable speaking activities to use to create a better speaking learning environment.

Task and conceptual analysis

These two analyses looked at whether the activity models suited the study's objectives and the conditions of the students in order to assist the researcher in identifying the activities used by English lecturer in teaching speaking classes. The researcher interviewed students in this step.

Learners analysis

Developing...

In this step, the researcher conducted interviews with the students to learn more about their speaking abilities. The goal of the stage was to identify the pupils' English-speaking ability, issues, and common mistakes.

Stage 2: Designing

Material and Media selection

The researcher used three criteria in addition to the front-end, learner, task, and concept analysis in this step: the students' level and condition, the speaking activities' purpose, and the setting. Some activities materials were submitted from the existing activities that students had previously did with their teacher in speaking class, and others we developed.

Format Selection

The product's design was presented as a printed book called "speak with confidence." The book was divided into numerous parts, and each entry for speaking activities was provided as a process text with information on the necessary materials, vocabulary, conversation, language booster, pronunciation, and class activity.

Stage 3: Developing

Expert appraisal

This stage was necessary to obtain comments on the study. The material could be improved, made more pertinent, and made more accurate by the researcher. The two of the expert appraisal were the organization of the speaking materials, Instructional objectives, examples, exercises, activities, instruction, coverage of the materials, contents of the materials, language.

Developmental Testing

The product was used on students during the field testing phase of development. The field test was not just completed in one meeting, and the length of each activity was shortened in order to adhere to the efficient time. The researcher employed checklists and observational methods to assess the state of the students and the fieldwork activity flow. To find out how the kids felt about the activities, questionnaires were given out at the conclusion of the meeting.

Stage 4: Disseminating

The evaluations of the students' responses were carried out at the dissemination stage. The researcher himself conducted the first evaluation to determine whether or not each

action had already complied with the standards set out by the researcher. Based on the findings of the field test, the activities were subsequently changed. Using comparable questionnaires to the step of expert appraisal, the second evaluation was carried out by the experts. The goal was to gather the opinions of specialists on the generated materials' instructional and technical quality. The final validation report will include the experts' impartial assessment rather than their advice being used to change the content in this situation.

FINDINGS AND DISCUSSION

Findings

The Developed Speaking Materials

The finished product took the form of a printed book named "Speak with confidence," which included many kinds of speaking activities. The activities prime goal was to improve students' self-confidence. The materials included were 1) Introduction, 2) Family, 3) home, 4) Study, 5) Work, 6) Hobby, 7) Travel, 8) Food. The book was divided into four sections: conversation, vocabulary, language booster, and class activity. The product validation process involved two experts. The arrangement of materials, the instructional objectives, the examples, exercises, activities, the instructions, the material contents, and the language were among the 8 features that were validated.

Table 1 Division of Book Units

Unit	Material Focus	Activities
1	Introduction	- Find someone who - Speed dating
2	Family	- Family Quiz - Family Stories
3	Home	- Role Play: Buying a house - Dream house presentation
4	Study	- Game: Who's telling the truth - Discussion groups: time management, Study techniques, or motivation. (Student's experiences, challenges, and Strategies)
5	Work	- Interview: Like and dislike at work - Game: Running dictation
6	Hobby	- Hobby debate - Discussion Questions about hobby
7	Travel	- Chain Stories - Where am I (game)
8	Food	- Survey on eating and cooking habit - Asking and answering questions from prompts about food, drink and eating habit

It underwent two validations. The experts noted that while eight chapters of the product were well-developed, three of them—the language, exercises needed to be improved. There were a few grammatical errors, and there were some material should be added before the exercise. In addition there are some wrong words in typing. For the second validation, the experts noted that every component of the product was superb and fit for the goal of improving students' self-confidence in speaking performance.

The Arrangement of Materials

The try-out's outcomes regarding the arrangement of the materials were satisfactory. It was demonstrated by the students' scores (see Table1). The data demonstrated that the materials were properly, appropriately, and rationally arranged. The qualification table showed that this aspect's quality was very high. Consequently, no change was required in this aspect.

Table 2 Finding Regarding the arrangement of the materials

Aspects	Criteria	Percentage		
		Yes	Partly	No
Organization of materials	The materials are properly arranged.	90%	10%	0%
	The materials are arranged into chapters format is appropriate.	90%	10%	0%
	The materials are arranged in rationally arranged assignments	80%	20%	0%

Instructional Objectives

The trial run's outcomes demonstrated that the learning objectives were precise, intelligible, and pertinent. They reflected the subjects as well. The results of the exams provided proof (see Table 2). The table of qualifications showed that this feature had exceptional quality. Therefore, there was no need for adjustment with regard to this element.

Table 3 Finding regarding the Instructional Objectives

Aspects	Criteria	Percentage		
		Yes	Partly	No
Instructional Objective	The Instructional Objective are apparent	80%	20%	0%
	The Instructional Objectives are understandable	80%	20%	0%
	The Instructional Objectives are arranged properly	80%	20%	0%
	The instructional objectives align with the topics	70%	30%	0%

Examples

The experiment's outcomes in dealing with the examples yielded positive results. According to the data, they weren't complicated and were simple and easy to understand. Additionally, they dealt with the theory and assisted students in understanding the content. The test result of the students served as a proof that. (see Table 3). The table of qualifications showed that this feature had exceptional quality. Therefore, this aspect does not require change.

Aspect Examples	Criteria	Percentage (100%)		
		Yes	Partly	No
	The examples are apparent.	100%	0%	0%
	The examples are comprehensible	100%	0%	0%
	The examples are too simple	40%	50%	0%
	The examples are too complex	20%	40%	40%
	The examples are unclear	20%	20%	60%
	The examples aid in students' comprehension of the subject matter.	90%	10%	0%
	The examples address with the theory	100%	0%	0%

Exercises

The outcomes of the exercise-related try-out were likewise excellent. The data demonstrated that they were appropriate, intelligible, and straightforward. They were neither perplexing nor overly simple nor challenging. Additionally, they challenged students, showed a path from easy to more complicated, varied in format, and reinforced what learners had already learned. Finally, they assisted the students in understanding the materials, improving their self-confidence, vocabulary, grammar, fluency, as well as pronunciation and accent. Additionally, it was demonstrated by the students' grades (see Table 4). The qualifying table showed that this aspect's quality was also high.

Table 4 Findings regarding the exercises

Aspect Exercises	Criteria	Percentage (100%)		
		Yes	Partly	No
	The exercises are apparent	80%	20%	0%
	The exercises are comprehensible	90%	10%	0%
	The exercises are too simple	20%	70%	10%
	The exercises are too complex	20%	40%	40%
	The exercises are proper	80%	20%	60%
	The exercises help students apply what they have already learnt	90%	10%	0%
	The exercises provides a progression from easy to harder	60%	40%	0%
	The exercises have different formats	90%	10%	0%

The exercises align with the subject matter being studied	90%	10%	0%
The exercises test students' knowledge.	70%	10%	20%
The exercises are able to be done by the students	70%	30%	0%
The exercises assist the students to improve their self-confidence in speaking performance	100%	0%	0%
The exercises assist the students to improve their fluency	90%	10%	0%
The exercises assist the students to improve their pronunciation.	90%	10%	0%
The exercises assist the students to improve their vocabulary.	90%	10%	0%
The exercises assist the students to improve their grammar.	90%	10%	0%

Activities

The outcomes of the activity-related test run were similarly excellent. The data indicated that they were appropriate and appealing. They engaged learners, had a variety of formats, could be completed by the students, and were intended for either group or individual work. They improved the learners' self confidence as well. The results of the students' scores provided proof (see Table 5). The qualifying table showed that this aspect's quality was also very high. Therefore, there was no need for adjustment with regard to this element.

Table 5 Finding Regarding the Activities

Aspect The Activities	Criteria	Percentage (100%)		
		Yes	Partly	No
	The activities are interesting	100%	0%	0%
	The activities match the students' level of ability	80%	20%	0%
	The activities motivates students	100%	0%	0%
	The activities are meant to be done in groups	60%	40%	0%
	The activities can be done by the learners	80%	20%	
	The activities are varied in format.	80%	20%	0%
	The activities improve learners' self-confidence in speaking performance	90%	10%	0%

Instruction

The try-out results of in following the instructions also met expectations. The results demonstrated that they were capable of being completed by the learners and were clear, appropriate, intelligible, not perplexing, and not ambiguous. It was demonstrated by the pupils' test scores (see Table 8 6). The table of qualifications showed that this feature had exceptional quality. Therefore, this aspect does not require change.

Table 6 Finding Regarding the Instructions

Aspect Instructions	Criteria	Percentage 100%		
		Yes	Partly	No
	The Instructions are quite clear	90%	10%	0%
	The instructions are applicable	80%	20%	0%
	The instructions are easy to follow	80%	20%	0%
	The instructions are confusing.	30%	20%	50%
	The instructions are uncertain	20%	20%	60%
	The instructions can be followed by the learners	80%	20%	0%

The Material Contents

The try-out's findings demonstrated that the materials' contents were accurate, pertinent, intelligible, of high quality, well-designed, and current. They also addressed the needs and interests of the students and aligned with the course's aims and objectives. The results of the students' questionnaire provided proof (see Table 8). The table of qualifications showed that this feature had exceptional quality. Therefore, there was no need for adjustment with regard to this element.

Table 8 Finding Regarding the Material Contents

Aspect The Content of the materials	Criteria	Percentage (100%)		
		Yes	Partly	No
	The material contents are clear.	100%	0%	0%
	The material contents are appropriate	90%	10%	0%
	The material contents are understandable	80%	20%	0%
	The material contents match with the goals of the course	90%	10%	0%
	The material contents match with the learners interests.	80%	20%	0%
	The material contents match with the learners needs	100%	0%	0%
	The material contents are high quality.	50%	40%	10%
	The material contents have covered the standard material of speaking skill.	90%	10%	0%
	The material contents are up-to-date.	50%	40%	10%

Language

The trial run's outcomes demonstrated that the terminology employed was also straightforward, intelligible, acceptable for students' English skills, and not confusing. It was demonstrated by the pupils' test scores (see Table 9). The table of qualifications showed that this feature had exceptional quality. As a result, the terminology used didn't need to be revised.

Table 9 Finding Regarding the Language

Aspect	Criteria	Percentage (100%)		
		Yes	Partly	No
The Language	The language is suitable with the learners' English proficiency	80%	20%	0%
	The language is unclear	20%	30%	50%
	The language is comprehensible	70%	30%	0%

Discussion

“Speak with Confidence” book which was developed with Four-D Model by Thiagarajan (Thiagarajan, 1974) The book were devided into eigh chapters as follow; introduction, introduction, family, home, study, work, hobby, travel, and food. It classified into four sections; conversation, vocabulary, language booster, class activity. The speaking activities in this book are very helpful for students to increase their confidence in speaking performance. The activities chosen were interview, role-play, group discussion, debate, strory telling, and game. There were eight features, The arragement of materials, the instructional objectives, the examples, exercises, activities, the instructions, the material contents, and the language , which validated by two experts. Those were also tried out the students and the data questionnaire showed that they welcomed with all aspects of the books.

CONCLUSION

The entire research process was ultimately completed, according to the researcher. In summary, it was found that the materials anticipated to address the issues at IAIN Kediri had progressed satisfactorily. The researcher had produced useful teaching resources for improving students' self- confidence in speaking performance. It was accomplished thanks to the researcher's collaboration with advisors, subject matter experts, lecturers, and students.

The final product was a text book. It consisted of eight chapters. The total pages 79 pages. Additionally, the components accounted for introduction, family, home, study, work, hobby, travel, food. Each chapter discussed about vocabulary building, conversation, language booster, pronunciation, and class activity. Those topics are chosen based the objectives of the class on syllabus. They are: (i) to understand spoken language, (ii) to speak the language, (iii) to write the language, (iv) to read the language. While the speaking materials and activities were designed to improve students' self-

confidence on performing their speaking skills. It also improves students' fluency, vocabulary, grammar, pronunciation and accent.

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