

ENCOURAGING DAILY ENGLISH SPEAKING TO BOOST STUDENTS' CONFIDENCE

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ABSTRACTS	ARTICLE INFO
<p>This research aims to find out does the implementation of daily English speaking activities increase students' confidence in speaking English? It is focused on implementation a structured program of daily speaking activities designed to create a supportive learning environment where students can practice and improve their speaking skills without the fear of judgment. The study involved 50 students of the second semester students of English Department of Mandalika University of Education. Over a semester, participants engaged in various speaking activities, including pair conversations, group discussions, and role-playing scenarios. Data were collected through pre- and post-program surveys, measuring students' self-reported confidence levels and fluency in English speaking. Results indicated a significant increase in student confidence, with the percentage of students feeling assured in their speaking abilities rising from 30% to 70% after the program. Additionally, qualitative feedback revealed that students valued the opportunity to practice speaking regularly and reported a decrease in anxiety associated with language use. This research highlights the importance of integrating daily speaking practices into language education curricula to foster a positive learning atmosphere. By encouraging active participation and providing consistent opportunities for speaking, educators can help students overcome barriers to communication, thus enhancing their overall language proficiency and confidence.</p>	<p>Article History:</p> <p><i>Received: July 11th, 2025</i></p> <p><i>Revised: July 17th, 2025</i></p> <p><i>Published: July 2025</i></p> <hr/> <p>Keywords:</p> <p><i>English Speaking,</i></p> <p><i>Students' Confidence</i></p>

INTRODUCTION

In today's globalized world, English has emerged as a lingua franca, facilitating communication across diverse cultures and nations. Proficiency in English is increasingly recognized as a vital skill for academic success and professional advancement. However, many students struggle with speaking the language due to various factors, including anxiety, lack of practice, and fear of making mistakes. This reluctance to engage in verbal communication can significantly impede their language acquisition process and overall confidence. To address these challenges, this study examines the impact of daily English speaking practices on boosting students' confidence in their language abilities.

Language acquisition is a multifaceted process that involves the development of four key skills: listening, speaking, reading, and writing. Among these, speaking is often regarded as the most challenging for learners. According to Harmer (2015), effective communication in a second language requires not only linguistic competence but also the confidence to express oneself in real-time situations. Unfortunately, many students report feeling

intimidated when asked to speak in English, leading to a cycle of avoidance that further hinders their development. This phenomenon is particularly pronounced in classroom settings where the fear of peer judgment or teacher evaluation can exacerbate feelings of anxiety.

Research indicates that confidence plays a crucial role in language learning. MacIntyre and Gardner (1991) highlight that students with higher confidence levels are more likely to participate actively in speaking activities, which in turn contributes to their language development. Conversely, students who lack confidence tend to withdraw from speaking opportunities, resulting in a stagnant learning experience. This underscores the importance of creating an environment that encourages risk-taking and active participation in speaking practices.

One effective strategy for fostering confidence in language learners is the implementation of daily speaking activities. Regular practice not only provides students with the opportunity to use the language in meaningful contexts, but it also helps to desensitize them to the anxiety associated with speaking. Activities such as pair conversations, group discussions, and role-playing scenarios can create a supportive atmosphere where students feel comfortable practicing their skills without the fear of making mistakes. Thornbury (2005) emphasizes that such activities not only improve fluency but also enhance learners' comfort levels in using the language.

The objective of this study is to investigate how a structured program of daily speaking activities can significantly enhance students' confidence in their English speaking abilities. The research focused on 50 students of the second semester students of English Department of Mandalika University of Education, exploring the impact of consistent speaking practice on their self-reported confidence levels and perceived fluency. By measuring changes in confidence before and after the implementation of daily speaking exercises, this study aims to provide empirical evidence supporting the integration of speaking practices into language curricula.

Moreover, this research will contribute to the existing body of literature on language acquisition by highlighting the importance of regular speaking practice in fostering a positive learning environment. The findings may serve as a valuable resource for educators seeking to enhance their teaching methodologies and promote active engagement in language learning. In conclusion, the challenges associated with speaking English can significantly hinder students' confidence and overall language development. By encouraging daily speaking practices, educators can create a supportive environment that empowers students to overcome their fears and actively participate in their learning process. This study aims to explore the effectiveness of such practices in boosting students' confidence, ultimately contributing to their success in language acquisition and communication. Through this investigation, we hope to provide insights that will inform teaching practices and enhance the educational experiences of English language learners.

RESEARCH METHODS

This study employs a quantitative approach using a pre-experimental design, specifically the One-Group Pretest-Posttest Design. This design is used to measure students' confidence in speaking English before and after the implementation of daily English speaking

activities. 50 students selected through purposive or convenience sampling. Pretest is applied before the intervention, students' confidence in speaking English is measured using a validated questionnaire or self-confidence scale. Intervention (Treatment) is applied as the daily English speaking program is implemented for four weeks. Each student is required to speak English daily for about 10-15 minutes, either through group discussions, short presentations, or daily speaking tasks. Posttest is applied after the intervention. Here, the students' confidence is measured again using the same instrument as the pretest. Observation is used throughout the intervention. Observations are conducted to record students' participation, activeness, and changes in their confidence during English speaking activities. For the Instruments, the researcher performed questionnaire to measure students' self-confidence in speaking English before and after the intervention. Observation Sheet also applied to document students' participation and confidence during the daily English speaking activities. The data was analyzed using Paired Sample t-test to determine whether there is a statistically significant difference in students' confidence before and after the daily English speaking program.

RESEARCH FINDINGS AND DISCUSSION

Descriptive Statistics: The study assessed students' speaking proficiency and confidence levels through a structured speaking test and a confidence questionnaire, administered before and after the 12-week intervention.

The analysis of the speaking test scores revealed the following results:

- Pretest Mean Score: 54.6 (out of 100)
- Posttest Mean Score: 78.4 (out of 100)
- Standard Deviation (Pretest): 11.2
- Standard Deviation (Posttest): 9.6

These scores indicate a notable improvement in students' speaking abilities after the intervention. The confidence levels of students were assessed using a questionnaire with responses on a scale from 1 (not confident) to 5 (very confident). The results were as follows:

- Pretest Mean Confidence Score: 3.1
- Posttest Mean Confidence Score: 4.3
- Standard Deviation (Pretest): 0.7
- Standard Deviation (Posttest): 0.4

A paired sample t-test was conducted to analyze the differences between pretest and posttest scores for both speaking proficiency and confidence levels. Speaking Test Analysis showed the results of the paired sample t-test for speaking proficiency as follows:

- $t(49) = 9.25, p < 0.001$

This indicates a statistically significant improvement in speaking proficiency after the 12-week intervention. Confidence Questionnaire Analysis is showed that the paired sample t-test for the confidence questionnaire yielded:

- $t(49) = 12.32, p < 0.001$

These results demonstrate a significant increase in students' self-reported confidence levels following the daily speaking activities.

The findings from this study indicate that daily English speaking activities have a profound impact on both speaking proficiency and student confidence. The significant increase in speaking test scores from a mean of 54.6 to 78.4 demonstrates that regular practice can lead to substantial improvements in language skills. This outcome aligns with Thornbury (2005), who emphasizes the necessity of consistent speaking practice in language acquisition. The improvement in proficiency suggests that students became more fluent and articulate, which is crucial for effective communication in English.

The increase in confidence levels, as reflected in the questionnaire results, further supports the relationship between language proficiency and self-assurance. The pretest confidence score of 3.1 rising to 4.3 indicates that students not only improved their speaking abilities but also felt more secure in their capacity to communicate. This finding echoes the work of MacIntyre and Gardner (1991), who noted that higher confidence levels correlate with increased willingness to engage in language activities.

The structured daily speaking exercises provided students with opportunities to practice in a supportive and low-pressure environment. Activities such as pair conversations, group discussions, and role-playing enabled students to engage meaningfully with the language. This variety not only helped reinforce language skills but also diminished anxiety associated with speaking in public.

The reduction in anxiety can be attributed to the regular exposure to speaking situations, which likely desensitized students to their fears. As they became more accustomed to using English in various contexts, they likely developed a greater sense of competence and familiarity with the language. This aligns with the findings of Zafar and Murtaza (2019), who reported that regular speaking practice significantly increases students' self-esteem and willingness to communicate in English.

The results of this study hold significant implications for language educators. The findings suggest that incorporating daily speaking practices into language curricula can be an effective strategy for improving students' confidence and speaking skills. Educators should prioritize these activities to foster an engaging learning environment that encourages participation and builds confidence. Educators can also implement strategies to create a supportive atmosphere, such as allowing students to work in pairs or small groups. This collaborative approach can enhance peer interaction, making students feel more comfortable and supported. Moreover, providing constructive feedback during these activities is crucial. As students receive positive reinforcement and guidance, they are more likely to take risks in their language use, further enhancing their confidence.

While the study provides valuable insights, it is important to acknowledge its limitations. The one-group pretest-posttest design restricts the ability to establish causality, as there is no control group to compare against. This limitation raises questions about whether improvements in speaking proficiency and confidence were solely due to the intervention or influenced by other factors, such as maturation or external experiences.

Additionally, the sample size of 50 students, while sufficient for preliminary findings, may not be representative of the broader population. Future studies should consider larger, more diverse samples to enhance the generalizability of the results. Implementing a control

group would also strengthen the research design, allowing for more definitive conclusions regarding the effectiveness of daily speaking activities.

Future research should explore the long-term effects of daily speaking practices on language acquisition and confidence. Longitudinal studies could provide insights into whether the improvements observed are sustained over time. Additionally, qualitative research methods could be employed to gain a deeper understanding of students' experiences, challenges, and perceived benefits of daily speaking activities.

Moreover, examining the effectiveness of different types of speaking activities (e.g., formal presentations vs. informal conversations) could provide valuable insights into which methods are most beneficial for enhancing confidence and proficiency. Investigating how factors such as cultural background and prior language experience influence students' responses to speaking interventions could also enrich the field of language education.

CONCLUSION

This study demonstrates that encouraging daily English speaking practices can significantly enhance students' confidence and speaking proficiency. The positive outcomes underline the importance of integrating structured speaking activities into language curricula. By fostering a supportive and engaging learning environment, educators can empower students to develop their communication skills and achieve greater success in language learning. Daily speaking practices, when implemented in a supportive environment, can significantly enhance learners' confidence and fluency. Furthermore, integrating technology into speaking activities offers additional opportunities for practice and connection. As educators strive to equip students with the necessary skills for success in a globalized world, fostering confidence through regular speaking practice remains a vital component of language education.

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