The effects of self-confidence on speaking ability in EFL

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ABSTRACT: Speaking is the most important and essential matter for foreign language learner or EFL learner. This study has found the effect of self-confidence on Iranian EFL learner`s speaking capability. This study has 11 students and takes them treatment based on self-confidence .The data analyzed through paired sample T-Test and showed facts of positive effect of confidence on Iranian EFL learner`s speaking ability. The term is related to several factors such as context differences and the teacher can increase self confidence in EFL learner. Confidence is the most important things to speaking and previous linguistics is need for this skill.we need to know background knowledge of linguistics form for communicating and theability to communicat in real situation until understanding another language in best form.

Keywords: Self-confidence, speaking ability.

INTRODUCTION

Speaking considered as an important and essential matter for foreign language learner or English as foreign language of learner. Speaking compared to other skills such as listening, Reading, and Writing to develop in the learner s of the target language because of it is more than simply understanding linguistic components of the language. of course every EFL learner should know grammatical structures and vocabulary but it is not enough .Speaking is a very important in compare with other skill because of its a need to have quick gaining to relevant know language required for producing the appropriate language in short language of time, Whereas other skills the learner have enough time to forms to produce language and there is no need to quick recipient who might be waiting even sometimes impatiently to gain language , for example, in writing .

Chastain (1988) found that speaking a language is more than simply understanding linguistic features of the message and to develop language skill. It is a need to grammatical apprehension and vocabulary memorization .The teachers and highest students participated in language classes with conscious and subconscious attitudes, motivation, and tendency. It is a very difficult task to establish objectives for speaking which receive the thoughtfulness and emphasis in recent years is the problem with teaching of speaking .The teaching speaking L2 considered as the important area for English teachers which to find solutions to help students which can gain a good speaking skill.

The most important matter is helping our next generation to speak English and considered as an important task and it is very essentials to keep up next generation with international status of Iranian future. In Iran most of students found not active and has no willingness in English speaking .The students of selected school has no exception because there is poor basic of English language and there is not adequate training in primary schools and individual person , an in the most of time they are unwilling to speak English even though the teacher asked from students .But some of the student have more confidence and competent to answer teacher question .In the most cases the teacher`s attempt to create negotiating and student –oriented learning situation is unsuccessful . To gain affective interaction or communication the teacher goes into trouble in every classroom situation. The students have no participation and lead to teacher – oriented learning in English lessons .The most important purpose of this study is to investigated to found ways to promote student`s confidence in speaking English in classroom . It aims to tackle student`s problem to develop their interest and motivation.

Research question

Does confidence have any effects on Iranian English as foreign language of learner`s speaking ability.

Hypothesis

In order to answer the research question the following null hypothesis has conducted.
HO. Confidence doesn`t have effects on Iranian English as foreign language of learner`s speaking ability.

MATERIALS AND METHODS

Participant

This study has 30 participants which selected within a language institute .The student homogenized, 11 participant selected and then taken participant pretest's speaking ability. The purpose of this test to found initial speaking ability .Then the participants received based on confidence and tested during 10 sessions and take post test from participants

Design

The test design was quasi –experimental design because has pre-test and post design.

Material

THE Participants received three test : The first one, was test and for homogenized the proficiency of the learners. The second one, was t-test used to test speaking .And third one, was pretest to measure the learner`s initial knowledge in two groups .The last one , was speaking test as post test to measure useful building confidence was determined .

Procedures

The study selecting participants, instrument and material and to use three types of test which Were involved: (1) Test to make subject homogeneous (2) pre- test used to reach initial knowledge of participants under investigation.(3) post- test of speaking ability to measure participant`s ability of the specific treatment program .

A test administrated to help the participant and consist of era of reading, grammar and vocabulary proficiency and has three part were involved from cloze test, structure and reading .Part one, involved 1-30 has A ,B ,C options and to response to answer sheet. Part two, 31-60 to choose a word or phrase which is similar to underlines part. part three 61 -80 to read passage and answered according to information .For selecting participants from above and below mean .

The participants participated in pretest of speaking and test to show current knowledge of speaking ability.

Statistical Analysis

The data analyzed based on paired sample t – test and used to present the analysis and the result of the study based on hypothesis of results.

RESULTS AND DISCUSSION

To found that the treatment having a lot of influence to improving the subject`s speaking ability consequently, two kinds of statistical analysis were employed. First, obtained row score according to pretest and second, posttests were analyzed descriptively and then affective statistics were employed to found differences .Descriptive statistic to investigate the result of pretest and posttest are presented in Table 1.

Table 1. Descriptive Statistics for the Results of Pretests and Posttests

	pretests	posttests
N Valid	12	12
Missing	0	0
Mean	7.08	11.05
Std.Deviation	3.01	2.30
Range	7.01	5.12
Skewness	2.01	2.02

In the Table 1, the pretest's score is7.08, while the posttest's score11.05.According to following score the post test is higher rather than pretest and it can influence the treatment. Then the score of standard deviation is 3.01, and the standard deviation`s posttest is 2.30. posttest's range are 7.01and5.12.Accoring to range and standard deviation indicates that there is more among

participant`s performance score in the pretest in compared with posttest .The distribution of posttest and pretest score is positively skewed it means that the score are low and few scores are high .

To found differences among participant`s mean of pretests and posttests it is statistically defined. Table 2 according to table 2 which to define paired sample t test and differences between the means of pretest and posttest.

Table2. aired Samples T -test for Pretests and Posttests

df	Mean difference	t	Stg
11	4.5	8.70	.012

The Table 2 t observed (8.70) which degree of self-sufficiency 11 . To identify the difference between the mean of pre and post tests is statistically defined .The participants are better in post test rather than pre tests It means better performance in their speaking construction. The study has found that valueless hypothesis are incorrect .

CONCLUSION

It is a need and the teachers and students should effort to obtain influential interaction learning. The functions of teacher considered as helpers to solve student problem to learn effectively and in the class the participation of student are essential. The teacher is responsible for to create student`s interest. The most important way is game because to encourage students complicated in task. There are many actions such as Storytelling, Reading Verse and Signing Melody. This study showed that there is relationship between speaking ability and confidence if the students have less confidence they cannot express their ability, it is not just to need linguistics knowledge also learners need to develop their skills in real situation and can memorize and comprehension these form.

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