

# THE IMPACT OF THE INVITED NATIVE SPEAKERS PROGRAM ON STUDENTS' CONFIDENCE IN SPEAKING ENGLISH AT STIKES BINA CIPTA HUSADA PURWOKERTO

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**Abstract.** This research intended to analyze the impact of the invited speakers on students' confidence in speaking English and the causes of students' self-confidence insufficiency in speaking English. This research was qualitative. This research was conducted in STIKes Bina Cipta Husada Purwokerto. Two public health students were the subjects of this research. Observation and interview were conducted to collect the data. Then, the data was analyzed using three steps such as data reduction, data display, and conclusion drawing. The result obtained that there are some impacts of the invited native speakers on students' self-confidence in speaking English such as increasing students' confidence, evaluating themselves to communicate with others, and increasing students' vocabulary and pronunciation. Meanwhile, the causes of students' self-confidence insufficiency in speaking English such as lack of pronunciation and vocabulary, and also fear of making mistakes.

**Keywords:** Native Speakers, Confidence, Speaking English

**Abstrak.** Penelitian ini bertujuan untuk menganalisis dampak dari penutur asli yang diundang terhadap kepercayaan diri mahasiswa dalam berbicara Bahasa Inggris dan penyebab rendahnya kepercayaan diri mahasiswa dalam berbicara Bahasa Inggris. Penelitian ini bersifat kualitatif. Penelitian ini diadakan di STIKes Bina Cipta Husada Purwokerto. Dua mahasiswa dari program studi S1 Kesehatan Masyarakat menjadi subyek dari penelitian ini. Observasi dan wawancara dilaksanakan guna memperoleh data. Kemudian, data dianalisis menggunakan tiga tahap yaitu reduksi data, tampilan data, dan kesimpulan. Hasil dari penelitian ini adalah adanya beberapa dampak dari penutur asli yang diundang terhadap kepercayaan diri mahasiswa dalam berbahasa Inggris seperti meningkatkan tingkat kepercayaan diri mahasiswa, mengevaluasi diri sendiri untuk lebih baik kedepannya dalam berkomunikasi dengan orang lain, dan meningkatkan kosa kata dan pengucapan Bahasa Inggris mahasiswa. Selain itu, penyebab rendahnya tingkat percaya diri mahasiswa dalam berbicara Bahasa Inggris seperti kurangnya pengucapan dan kosakata, dan juga takut membuat kesalahan.

**Kata Kunci:** Penutur Asli, Kepercayaan Diri, Berbicara Bahasa Inggris

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## INTRODUCTION

Speaking is one of the essential things in English. So, speaking is very important especially in university. Besides fluency, accuracy, pronunciation, vocabulary, and communication strategies, self-confidence becomes one of the aspects of speaking English. When speaking to

others, we are not only exchanging the information, but also to make sure the validity of information given by others.

Self-confidence relates to self in one's personal judgment, ability, power, etc. Without self-confidence, we cannot get knowledge (Salem, 2015). If people have self-confidence, their knowledge will be wider, people are going to be getting so much information from the things that people read, and people get something. In other words, we can conclude that self-confidence is important in our life. Consequently, everybody should possess this skill well. Unfortunately, students in university still lack confidence in speaking English.

Based on observation which has been done by the researcher in the College of Health Sciences (STIKes) Bina Cipta Husada (BCH) Purwokerto, some students still had low self-confidence to speak in front of the class. Most of them still read the text using their phones when they must present their tasks without interact with their classmates. They always think that by giving presentation in Bahasa Indonesia is better than English. They also ignore the correct pronunciation of English words when they were speaking. In boosting students' confidence to speak English, STIKES BCH Purwokerto made a program called Invited Native Speakers program taken from another university. This program was held as the extension event of English language habituation in STIKes BCH. This program invited three native speakers from Bangladesh, Morocco, and Gambia. The invited speakers are the International students who study at Universitas Muhammadiyah Purwokerto. The program was held for about 2 hours which the students and the native speakers spoke freely about general topics such as self-introduction, favorite traditional food in Purwokerto, and their motivation to study in Purwokerto.

From the situation above, we can conclude that STIKES BCH has tried to boost students' confidence in speaking English by inviting native speakers. Therefore, students experienced to speak spontaneously and tried to exchange information with their interlocutors. On that extension, the researcher wanted to know the impact of the invited native speakers on students' confidence in speaking English and the causes of students' self-confidence insufficiency in speaking English.

## **METHOD**

As explained in the background of the study, the descriptive method was applied in this research since the researcher wanted to know about the impact of the invited native speakers on students' confidence in speaking English and the causes of students' self-confidence insufficiency in speaking English. This research is qualitative research in which focused on

providing one or more cases or called as case study. Two students from public health study program were chosen as the respondents of this research. The reason why the researcher chose those subjects because this program was conducted for students of public health study program. The researcher selected the subject randomly by choosing one student who was actively participate in the program and one other who did not. The researcher used the interview as data collection. The interview was a technique that is used by the researcher to have a dialog with the interviewees in collecting information to get the data. Then, the data was analyzed using three steps such as data reduction, data display and conclusion drawing.

## RESULTS

Interview was conducted by the researcher to collect the data. The interview was conducted for about 10-15 minutes for each participant. A semi-structured interview is given to students with seven basic questions and some additional questions to support the basic questions.

### **The student's feelings when talking with Native Speakers**

Based on the interview, the researcher knows the feelings of students when they talk with native speakers. They felt excited and anxious at the same time. One of them also felt constrained.

#### *Student 1*

The researcher interviewed student 1 face to face for about 12 minutes by appointment. The researcher also took notes while recording the statements from student 1. Student 1 answered all the questions well.

Extract I:

Researcher: apakah mengobrol dengan native speakers itu menyenangkan? (question 3<sup>rd</sup>)

Student 1: hmm menurut saya kurang bu, karena kalau menurut saya Bahasa yang dipakai kalau sedang mengobrol secara langsung itu beda, mungkin karena native speakers itu bahasanya lebih cepat, pengucapannya juga tidak begitu jelas, jadi saya tidak begitu paham bu.

Researcher: okay, apakah mengobrol dengan native speakers membuat anda cemas? (question 4<sup>th</sup>)

Student 1: pasti bu, karena belum terbiasa.

Researcher: lalu, apakah anda malu untuk memulai percakapan dengan native speakers? (question 5<sup>th</sup>)

Student 1: iya masih malu bu, mungkin seperti yang tadi saya bicarakan karena belum terbiasa bertemu dan mengobrol dengan native speakers jadi malu untuk memulai duluan.

Based on the interview script above, student 1 thought that speaking with native speakers was not exciting because the language used by native speakers is different and difficult to understand. She added that it is better to listen to the lecturer when speaking in class. Student 1 also felt anxious when speaking with native speakers. Furthermore, student 1 stated that she was constrained to start the conversation with native speakers.

### *Student 2*

The researcher interviewed student 2 face to face for about 15 minutes by appointment. The researcher also took notes while recording the statements from student 2. Student 2 answered all the questions well.

Extract II:

Researcher: apakah mengobrol dengan native speakers itu menyenangkan? (question 3<sup>rd</sup>)

Student 2: menyenangkan sih, karena dari kita jadi punya pengalaman untuk jadi evaluasi kedepan untuk ngobrol sama bule atau native speakers.

Researcher: apakah mengobrol dengan native speakers membuat anda cemas? (question 4<sup>th</sup>)

Student 2: iya, cemas. Mungkin karena ada beberapa hal yang belum saya kuasai.

Researcher: lalu, apakah anda malu untuk memulai percakapan dengan native speakers? (question 5<sup>th</sup>)

Student 2: kalo malu mungkin sih iya Bu, tapi kalau tidak saya coba saya tidak tahu dan tidak akan bisa.

Based on the interview script above, student 2 thought that speaking with native speakers was exciting because she could improve and evaluate herself to speak with them in other situations. She added that she felt anxious and shy to speak with native speakers for the first time but she tried hard to push herself because she wanted experience better than other students. Even though there are many things she had not mastered such as lack of pronunciation and grammar, she was glad to speak with native speakers.

### **Students' Opinion About the Impact of Invited Native Speakers on Students' Self-Confidence in Speaking English**

A scientific study from Pennsylvania State University said that learning a new language boosts people's level of self-confidence. Besides, the factors affecting students' confidence in speaking English such as knowledge of grammar, pronunciation, lack of vocabulary, fluency, and listening comprehension. Furthermore, research evidence shows that communicating and interacting with native speakers could boost students' self-confidence in their language

proficiency. Based on the interview, the researcher has known students' opinions about the impact of invited native speakers on students' self-confidence in speaking English.

### *Student 1*

The researcher interviewed student 1 face to face for about 12 minutes by appointment. The researcher also took notes while recording the statements from student 1. Student 1 answered all the questions well.

Extract III:

Researcher: apakah dengan sering berbicara dengan native speakers dapat meningkatkan tingkat kepercayaan diri anda? (question 7<sup>th</sup>)

Student 1: kalo menurut saya sih bisa ya bu, tapi kalau sering dilakukan dan konsisten, tapi kalau tidak dilakukan dengan konsisten ataupun sering menurut saya tidak berpengaruh karena menurut saya tingkat kepercayaan diri seseorang berbeda-beda.

From the interview script above, student 1 has an opinion that if the students speak with native speakers consistently and sustainably it will increase students' self-confidence in speaking English. However, if the students rarely speak with native speakers, it will not change anything. She added that the level of students' confidence will be different from one another.

### *Student 2*

The researcher interviewed student 2 face to face for about 15 minutes by appointment. The researcher also took notes while recording the statements from student 2. Student 2 answered all the questions well.

Extract IV:

Researcher: apakah dengan sering berbicara dengan native speakers dapat meningkatkan tingkat kepercayaan diri anda? (question 7<sup>th</sup>)

Student 2: iya menurut saya bisa, jadi kita bisa mengevaluasi diri kita apa yang kurang dalam berkomunikasi menggunakan Bahasa Inggris bu.

From the interview script above, student 2 has an opinion that speaking with native speakers can increase students' confidence in speaking English. According to her opinion, if students talk to native speakers often, they can evaluate themselves to communicate with native speakers or others. She added that if we communicate constantly, we can automatically increase our vocabulary and improve our pronunciation.

### **This Causes Students' Self-Confidence Insufficiency in Speaking English**

Based on observation which has been done by the researcher in STIKes BCH, some students still had low self-confidence to speak in front of the class. Most of them still read the text using their phones when they have to present their tasks without interact with their classmates. They always think that by giving presentation in Bahasa Indonesia is better than English. They also ignore the correct pronunciation of English words when they were speaking.

#### *Student 1*

The researcher interviewed student 1 face to face for about 12 minutes by appointment. The researcher also took notes while recording the statements from student 1. Student 1 answered all the questions well.

Extract V:

Researcher: apakah anda merasa kurang percaya diri dalam berbicara Bahasa Inggris? (question 1<sup>st</sup>)

Student 1: iya bu, saya kurang percaya diri.

Researcher: apa saja faktor yang membuat anda kurang percaya diri?

Student 1: yang pertama adalah pelafalan bu, saya terkadang masih kesulitan untuk melafalkan beberapa kata Bahasa Inggris, yang kedua adalah vocabulary, terkadang saya kesulitan untuk berbicara dengan orang lain karena terkendala penguasaan vocabulary yang masih sedikit bu.

From the interview script above, student 1 stated the causes of lack self confidence in speaking English such as pronunciation and vocabulary. She said that she had difficulty pronouncing some English words and must look at the dictionary on how to pronounce certain words. Furthermore, the lack of vocabulary makes student 1 lack of confidence in speaking English with others.

#### *Student 2*

The researcher interviewed student 2 face to face for about 15 minutes by appointment. The researcher also took notes while recording the statements from student 2. Student 2 answered all the questions well.

Extract VI:

Researcher: apakah anda merasa kurang percaya diri dalam berbicara Bahasa Inggris? (question 1<sup>st</sup>)

Student 2: iya bu sangat kurang.

Researcher: apa saja faktor yang membuat anda kurang percaya diri?

Student 2: saya takut salah bu Ketika berbicara dengan orang lain, pelafalan Bahasa Inggris saya masih jelek, saya juga belum terbiasa menggunakan Bahasa Inggris jadi saya masih harus belajar pelafalan. Terkadang saya malu jika saya menggunakan kata yang tidak pada tempatnya apalagi pengucapannya juga salah.

From the interview script above, student 2 stated that fear of making mistakes and pronunciation are the causes of the student's lack of self-confidence in speaking English. She added that her pronunciation is still so bad and needs to be improved. Furthermore, student 2 feels shy if she uses the wrong vocabulary and pronunciation.

## **DISCUSSION**

The discussion is an extension of results. Discussion explained in detail about the problems of research; the impact of the invited native speakers on students' confidence in speaking English and the causes of students' self-confidence insufficiency in speaking English. The discussion can be discussed as follow:

### **The Impact of the Invited Native Speakers on Students' Confidence in Speaking English**

Research evidence shows that communicating and interacting with native speakers could boost students' self-confidence in their language proficiency. The two students mentioned that have different opinions. The first student stated that speaking with native speakers consistently and sustainably will increase students' self-confidence in speaking English. However, if the students rarely speak with native speakers, it will not change anything. She added that the level of students' confidence will be different from one another. It can be concluded that the impact of the invited native speakers on students' confidence in speaking English depends on the will and desire of students to speak with native speakers consistently and sustainably so that the impact will be positive.

The second student stated that speaking with native speakers can increase students' confidence in speaking English. According to her opinion, if students talk to native speakers often, they can evaluate themselves to communicate with native speakers or others. She added that if we communicate constantly, we can automatically increase our vocabulary and improve our pronunciation. It can be concluded that the impact of the invited native speakers on students' confidence in speaking English is positive. It can increase students' vocabulary and pronunciation and evaluate what is wrong in their conversation with native speakers.

As mentioned earlier, self-confidence relates to self in one's personal judgment, ability, power, etc. Without self-confidence, we cannot get knowledge (Salam, 2015). It relates with the result that if students use self-confidence in communicating with others, they are not only can speak to native speakers but also get knowledge. It is also in line with the result of other finding which stated that students who were experienced with native speakers either online or

offline will indicatively confident rather than those who did not (Lio, 2023). Moreover, many researches have consistently confirmed that low self-confidence could impact high anxiety level (Cheng, Horwitz, & Schallert, 1999; Sahlan, Alberth, Madil, & Hutnisyawati, 2021).

### **The Causes of Students' Self-confidence Insufficiency in Speaking English**

Many students still struggle with self-confidence in speaking English. Most of them face difficulty in pronunciation and do not have a wide enough vocabulary. Furthermore, the fear of making mistakes is also the reason for students' self-confidence insufficiency in speaking English. From the result of the interview, the two students stated different causes of students' self-confidence insufficiency in speaking English. The first student stated that the causes of lack of self-confidence in speaking English such as pronunciation and vocabulary. She said that she had difficulty pronouncing some English words and must look at the dictionary on how to pronounce certain words. Furthermore, the lack of vocabulary makes the first student lack confidence in speaking English with others. Meanwhile, student 2 stated that fear of making mistakes and pronunciation are the causes of the student's lack of self-confidence in speaking English. She added that her pronunciation is still so bad and needs to be improved. Furthermore, student 2 feels shy if she uses the wrong vocabulary and pronunciation.

The results above, it is related to the research found by Amelia (2013) which the research results were; not enough knowledge of grammar, pronunciation (accent), lack of vocabulary, fluency, and listening comprehension. It means that the problems faced by the first student are common problems encountered by students. To overcome those problems, lecturers can boost students' confidence by motivating them, giving praise in front of their classmates and giving positive statements.

Furthermore, to overcome the lack of vocabulary problem, lecturers can ask students to read, translate, and write more about stuffs or book using English. It relates with the findings by Nety et al (2020) which stated that in improving students' vocabulary is by reading and translating. Lecturers can motivate students to read and translate light articles, fable, fairy tale, or English newspaper. Moreover, listening to the song also can improve their vocabulary mastery by absorbing a lot of vocabularies. In addition, by inviting native speakers routinely, students also can improve their vocabulary because they must think harder and find appropriate words to speak with native speakers.

## CONCLUSION

Based on the research that has been done by the researcher, there are some impacts of invited Native Speakers on students' self-confidence in speaking English; can increase students' confidence in speaking English, evaluate themselves to communicate with native speakers or others and increase students' vocabulary and pronunciation. Meanwhile, the causes of students' self-confidence insufficiency in speaking English such as lack of pronunciation and vocabulary, and also fear of making mistakes. To overcome those problems, lecturers must give students more praise, ask students to read more, listen to the song and translate, and invite native speakers routinely.

## RECOMMENDATIONS

The findings of this research provide recommendations; 1. The academy must fulfill more activities and infrastructure that can support English language learning to increase student confidence levels, 2. Lecturers must boost students' confidence by giving students some activities to increase their pronunciation and vocabulary. and 3. Further research on other impacts of activities held by the academy on students with a wider sample.

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