Students' Organisational Experience And Their Speaking-Confidence Of English

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A R T I C L E   I N F O

A B S T R A K

Bergabung dalam kegiatan keorganisasian mahasiswa membawa dampak positif, baik secara ekstrinsik maupun intrinsik seperti pengembangan kepemimpinan atau kemampuan berbicara yang baik. Beberapa studi telah dilakukan dalam mengkaji peran organisasi mahasiswa dalam meningkatkan kepercayaan diri mereke ketika berbicara. Namun, banyak dari studi tersebut hanya difokuskan pada kepercayaaan diri secara umum tetapi tidak dalam konteks pembelajaran kelas. Tujuan penelitian ini yaitu menganalisis kepercayaan diri berbicara mahasiswa di kelas dan korelasi antara pengalaman organisasi mahasiswa dengan kepercayaan berbicara mereka. Jenis penelitian ini yaitu penelitian kuantitatif. Populasi pada penelitian ini berjumlah 35 orang mahasiswa. Instrumen yang digunakan dalam penelitian ini yaitu angket. Teknik yang digunakan untuk menganalisis data yaitu Korelasi Product Moment Pearson untuk mengetahui hubungan antara variabel bebas (pengalaman organisasi) dan variabel terikat (kepercayaan diri). Hasil penelitian ini menunjukkan bahwa taraf signifikansi (0,001) dan korelasi Pearson = 0,569 (sig = 0,01). Hal ini menunjukkan bahwa ada hubungan yang signifikan antara berorganisasi dengan tingkat kepercayaan diri yang tinggi di kelas. Dapat disimpulkan bahwa pengalaman berorganisasi pada mahasiswa dapat meningkatkan rasa kepecayaan diri.

A B S T R A C T

Joining student organizational activities is positively impacts both extrinsically and intrinsically, such as developing leadership or good speaking skills. Several studies have been conducted to examine the role of student organizations in increasing their confidence when speaking. However, many of these studies rely only on general self-confidence but not in the context of classroom learning. The purpose of this study was to analyze students' speaking confidence in class and the correlation between students' organizational experience and their speaking confidence. This type of research is quantitative research. The population in this study found 35 students. The instrument used in this research is a questionnaire. The technique used to analyze the data is the Pearson Product Moment Correlation to determine the relationship between the independent variable (organizational experience) and the determinant variable (self-confidence). The results of this study indicate that the significance level (0.001) and Pearson correlation = 0.569 (sig = 0.01). This shows a significant relationship between the organization and a high level of self-confidence in class. It can be said that the organizational experience of students can increase their sense of self-confidence.

1. INTRODUCTION

Students' organization has become essential in developing student's leadership skills, self-confidence, public speaking, and critical power (Claiborne et al., 2020; Horace et al., 2021). Joining an organization is suggested or even essential, particularly for those who do not feel confident when they have to do public speaking (DeHart et al., 2020; Schafer et al., 2020). Nowadays, most students, particularly in the university, are still confused about deciding whether they want to join an organization. This happens because there is a big argument on either joining a students organization or not. Each of the statements (join or not) serves the purpose of joining an organization that will benefit students. There are some benefits for students in following the organization, including the mental training to speak in public (public speaking), problem-solving, trained leadership, networking, improving insight and knowledge, forming the vital characteristics of a person, be able to manage time well, as a learning center for real work, and ease the person when applying for a job (Capper et al., 2020; Fernández-García et al., 2021).

Some scholars argue that joining a students organization will bring lots of positive effects. An organization can connect students in activities to develop talents and interests, enhance social responsibility through community activities, develop creativity, sensitivity, critical power, courage (particularly in the class),

and leadership (Asthana, 2021; Cardoso et al., 2021). Joining an organization can significantly distract students' learning motivation or, even worse, affect their marks. On the other hand, many people believe in joining students' organizations. Interacting frequently with faculty had a positive impact on various developmental outcomes but no impact on academic outcomes (Yasmeh et al., 2021). Although it is inevitable to ignore the overwhelming evidence that student involvement improves the overall college experience and the development of transferable skills for undergraduate students (Hartung et al., 2020; Sontag-Padilla et al., 2018). there is a widely held belief that student organizations require too much time. Researchers believe that the time students spend on extracurricular activities will ultimately distract them from academic work, negatively impacting academic performance (Huang & Chang, 2014). Unfortunately, this debatable belief may demoralize students from becoming involved in campus activities, arguing that joining campus activities or organizations may outweigh the drawbacks rather than the benefits.

Generally, those who are participated in the student organization understand the exact purpose of their involvement in the student organization and what kind of achievements they want, such as advancing interpersonal skills, enhancing their communication skills, or mastering leadership skills (Borges, Cezarino, et al., 2017; Jalaludin & Ihkasan, 2014). In several circumstances, students are only chasing the opportunity to be closer to particular friends by participating in student organizations (Borges, Ferreira, et al., 2017; Gefen & Somech, 2019). Nonetheless, some students are involved not only for personal fulfillment as human beings but also as someone who wants to spread the positive advantages for others. Similarly, research showed that the correlation between students' involvement in the organization and academic performance is positive (Huang & Chang, 2014). Additionally, to maximize affective and cognitive improvement, students should be involved in organizational and academic activities such as attending the lecture.

Previous research stated that pharmacy student professional organization involvement and leadership are essential qualifications of a pharmacy residency candidate (Claiborne et al., 2020; Petersen et al., 2017). Other studies have also examined the effect of participation in organizations. Involvement in students' extra activities could be positively related to developing competence and mature interpersonal relationships, such as having higher self-confidence, which will lead to higher class activeness (Bradford et al., 2011; Martin et al., 2013). Some studies have concluded that students' involvement broadens their capacity for mature interpersonal relationships by increasing their tolerance of and acceptance of other people and developing their self-confidence.

It was hypothesized that students who were not members of students' organizations, who had only attended a big event or meeting, or who were members of an organization but did not lead it would show lower/weaker development than those who have organizational experience or active leadership roles. Numerous previous research has been done to figure out the correlation between being active in the organization and having much beneficial influence for academic things such as self-confidence, public speaking skill or even a high GPA. However, there are theories stated that there is a correlation between speaking confidence and joining the organization. Still, few studies have been conducted to support the theory. Moreover, none of them is conducted in an EFL classroom. Therefore, the current study investigates the correlation between students' activeness in an organization and high speaking confidence, including the students' participation or their activeness in the teaching-learning process.

2. METHOD

In line with the purposes of the study, we follow Pearson's correlation test. For this study, the best way to get the data on the students' organizational experience and their self-confidence would be using the quantitative method. In this research, the researcher collected the data using a set of questionnaires distributed to students of the 6th semester who come from the same institution (State Islamic University of UIN Sunan Ampel Surabaya) and are currently taking English Education Department major. To obtain the data, the researcher conducts the data collection by distributing a questionnaire about self-esteem to the seven up to eight students of the English Education Department in UIN Sunan Ampel Surabaya. An instrument and a simple instruction sheet that also asks subjects what the organization's name they join is and how long they have joined that organization will be delivered to the students who have agreed to distribute and collect the completed instruments.

The questionnaire is compiled based on self-confidence, the frequency of class participation, and organizational experience aspects. There are four aspects in self-confidence: recognizing and accepting strengths, each person has special abilities and traits, creating a sense of belonging, developing a sense of power, having and imitating positive role models (Ghufron & Risnawita, 2014). One week after this initial delivery, a follow-up message will be made to thank those who had completed the forms. It is anticipated that all data collection efforts will be completed within one month. The outcome of this research will show that there is a

positive and significant correlation between the activeness in participating in student's organization and interpersonal competence specifically their self-confidence in the class.

The participants in this research are 35 students of the 6th semester of the English Department in UIN Sunan Ampel Surabaya. The students are chosen randomly from 4 different classes consisting of both students who join and are active in the organization or not. After choosing the participant, the researcher will begin to distribute the questionnaire with the participants sequentially. The instrument is a questionnaire that contains questions about students' organizational experience and scale of self-confidence. The Questionnaire was made by using the Likert scale. The Likert scale is a four-point scale that is used to allow the individual to express how they agree or disagree with a particular statement. Respondents may be offered a choice of five to seven or even nine pre-coded responses with the neutral point being neither agree nor disagree. The technique used to analyze the data is the Pearson Product Moment Correlation to determine the relationship between the independent variable (organizational experience) and the determinant variable (self-confidence).

3.   RESULT AND DISCUSSION

Result

This research aimed to know the level of self-confidence and know if there is any significant correlation between students' organizational experience and their level of self-confidence in the 6th term of the English Education Department of Islamic University of Sunan Ampel Surabaya. To know the level of students' self-confidence, the researchers collected the data from the questionnaire, which previously has been categorized as "confidence," which is calculated based on four scales (strongly agree, agree, disagree, and strongly disagree). The data was then analyzed in SPSS 25 to get the mean, median, and mode information. The SPSS analysis result showed the minimum self-confidence level is 2.13 out of 30 students whereas, the maximum confidence level is 3.88 of 30 students. The mean is 3.12, and the standard deviation is 0.38.
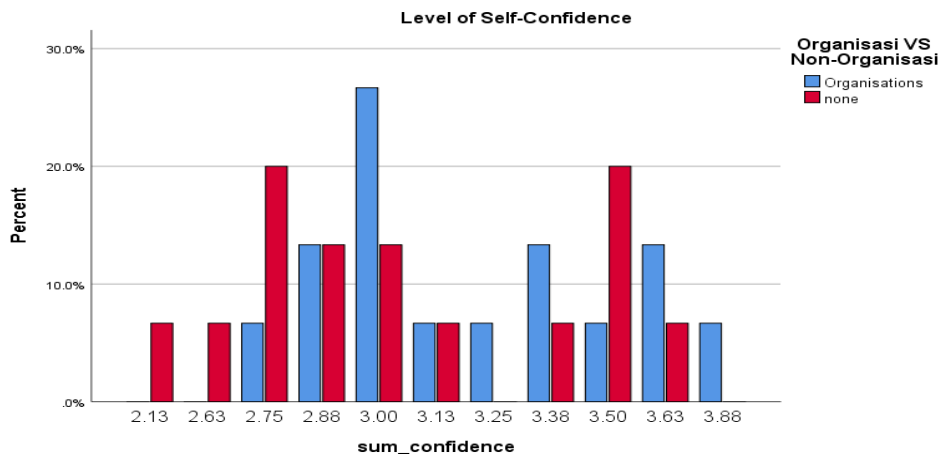

Figure 1. Level of Self-Confidence (Organization vs Non Organization)

The next step is to figure out if there is any significant correlation between organizational experience and the level of self-confidence, the researcher used SPSS 25 to analyze the two variables, which are the organizational experience and the level of self-confidence. To analyze the level of self-confidence, the researcher used the categories from the given questionnaire, which was named "level of confidence." The result displays that the data analysis is significant. It means that there is a significant correlation between both of the variables.

Based on the result of this research, the first purpose is to know the level of self-confidence of 6th term students in the English Education Department of State Islamic University of Sunan Ampel Surabaya. As it has been displayed in the table below, it can be concluded that there are several points to be highlighted.

Table 1. Group Statistics

	Organisasi VS Non-Organisasi	N	Mean	Std. Deviation	Std. Error Mean
Level of confidence	Organisations	35	3.2167	.33229	.08580
	none	35	3.0250	.41512	.10718

First, the Level of Self-Confidence can be compared from two aspects: those who are active in an organization and those who are not. The blue bars indicate the level of self-confidence of students who are active in the organization. It can be seen that there is a slight difference between the two categories. Second, Even though there is a slight difference, the active students in the organization have higher confidence than those who are not.

The second purpose of this research is to know if there is any significant correlation between students' organizational experience and their level of self-confidence in the 5th semester of English Education Department of State Islamic University of Sunan Ampel Surabaya, based on the result above, there was a significant correlation between those two variables. It showed that the Pearson correlation is 0.001 and less than 0.005, which means a significant correlation between the two variables. The correlation coefficient showed the number of 0.569 which can be described that there is a strong/high correlation between the two variables. It can be seen from the degree of coefficient correlation below.

Table 2. Degree of correlation

Perfect	If the value is near ± 1, then it said to be a perfect correlation: as one variable increases, the other variable tends to also increase (if positive) or decrease (if negative).
High degree	If the coefficient value lies between ± 0.50 and ± 1, then it is said to be a strong correlation.
Moderate degree	If the value lies between ± 0.30 and ± 0.49, then it is said to be a medium correlation
Low degree	When the value lies below $\pm .29$, then it is said to be a small correlation.
No correlation	When the value is zero.

The Pearson correlation is positive or having the same direction, it can be concluded that when the organizational experience is higher, it will increase the level of self-confidence. Besides that, a significant correlation can be seen from the significant value. If the significant value < 0.05 so, there is a significant correlation whereas, if the significant value is> 0.05 it means that there is no significant correlation.

Discussion

The organization combines work to perform specific tasks systematically, positively, and coordinatedly from joint efforts (Horace et al., 2021; Schafer et al., 2020). In an organization, one's level of self-confidence will increase. In the organization, everyone learns to interact with others to reach a mutual agreement. In addition, experience in an organization will affect one's career maturity (Borges, Cezarino, et al., 2017; Borges, Ferreira, et al., 2017). It is because someone is used to dealing with problems and looking for solutions to solve these problems. Someone who has a level of organizational experience who is accustomed to making decisions with careful considerations. In addition to seeking the information needed and knowing the risks faced when making these decisions. Someone with high organizational experience tends to find it easier to determine the career direction according to the information obtained so that the career will be achieved well (Bradford et al., 2011; Horace et al., 2021).

Experience in organizing can increase one's self-confidence. This is because students are used to dealing with people. Self-confidence is a positive attitude that enables students to develop positive assessments of the environment or situation they encounter (Hughes et al., 2019; Thompson et al., 2015). This trust shows a feeling of confidence and being able to do something. Students' self-confidence is motivated by experiences during organization (Borges, Cezarino, et al., 2017; Bradford et al., 2011). The benefits of students' self-confidence are enthusiasm in interacting, effective communication, and other positive attitudes that give a positive image. In an organization that is followed by a person, of course, it influences the person himself; besides that, the organization followed by a person indeed has benefits for himself. The benefits of someone joining an organization are channeling interests and talents, socializing, learning to be a leader, collaboration and responsibility, stimulating creativity, learning to have a vision, mission, and planning (Horace et al., 2021).

The result of this study is in line with several related previous research that has been conducted which argued that the activeness in joining the organization can contribute to increasing the students' level of confidence (Iftakhar, 2013; Yusuf & Mabagits, 2020). As a result, using of the enhancement of the level of confidence, students feel more likely to have the power and confidence to express their opinion and talk freely in public. This such matter is furthermore creating a potential impact for students to speak English fluently and attempt to pronounce it perfectly.

4. CONCLUSION

The level of self-confidence of active students in the organization is higher than those who are not. While, about the correlation finding, it can be concluded that the higher the experience students' have, the more self-confidence they will get. By this means, we can find a significant correlation between students' organizational experience and self-confidence in the class. Hopefully, this research will be beneficial for further study and may encourage the readers, particularly students who are still afraid to join the organization, to have more courage to join the organization since it can help them boost their level of self-confidence.
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