



## **Being Content Creator to Improve Students' Self-confidence in Speaking English: A Case Study at Fun English Club of Harapan Bangsa University**

Ida Dian Sukmawati<sup>1</sup>

*English Education Department, Social Sciences Fakultas, Harapan Bangsa University*

Email: [idadian.shb@gmail.com](mailto:idadian.shb@gmail.com)

Tri Pujiani<sup>2</sup>

*English Education Department, Social Sciences Fakultas, Harapan Bangsa University*

Email: [tripujiani@uhb.ac.id](mailto:tripujiani@uhb.ac.id)

Neilia Almustaflikhah<sup>3</sup>

*English Education Department, Social Sciences Fakultas, Harapan Bangsa University*

Email: [neiliaal01@gmail.com](mailto:neiliaal01@gmail.com)

### **Abstract**

People are said to master English if they can speak English fluently. However, speaking is a complex activity requiring many other skills such as vocabulary, pronunciation, grammar, and so on. Thus, most students feel that speaking is the most difficult skill. Self-confidence plays an important role in someone's speaking performance. However, it can be trained by using an interesting activity such as being an educative content creator. This research was a case study conducted at Fun English Club of Harapan Bangsa University having a project of developing a YouTube channel by utilizing its members as the content creators. This study aimed to find out how being content creator can affect the students' self-confidence in speaking English. The study was conducted by observing the implementation of this project, distributing questionnaire and interviewing some members. The result showed that the students felt more confident in speaking English after joining the project. Therefore, it can be concluded that being content creator increases the students' self-confidence in speaking English. This project should be continued and developed to maintain the students' self-confidence and facilitate more practice for students in speaking English.

#### **Keywords:**

Content creator, self-confidence, speaking

### **INTRODUCTION**

Mastering English will not be separated from the term "speaking".

For some people, perhaps, they think that speaking is the most difficult skill (Srinivas Rao, 2019). It is more



spontaneous, chaotic, disorganized, informal, concise and clear rather than written language which is structured and coherent (Khalil, El-nagar, & Awad, 2019). Moreover, speaking is a complex activity involving all the linguistic elements such as pronunciation, grammar, vocabulary, fluency, and comprehension (Leong & Ahmadi, 2019).

There are many factors influencing people's speaking skill, including linguistic factors and non-linguistic factors. Self-confidence is the main non-linguistic factor that influences someone's speaking skill. On the other side, it is also the problem most commonly faced by people in speaking foreign language (Heriansyah, 2012; Tuan & Mai, 2015). Many students feel anxious and lacking in repertoire because they are afraid that what they say is wrong so they don't believe in themselves. In addition, the cause of lack of confidence is the emergence of shame, inferiority, fear, and so on. This is in line with Ramdani & Rahmat (2018) that students generally face problems such as anxiety, lack of confidence, and lack of repertoire or not being able

to find suitable words and expressions to use foreign languages to express their thoughts effectively.

Speaking is the skill of conveying words or articulation sounds to express or convey ideas. Speaking is usually considered difficult to learn because we have to express our ideas spontaneously (Suparlina et al., 2019). Speaking or verbal communication activities are also individual activities in an effort to convey messages orally to a group of people, which is also called the audience or assembly. So that the purpose of the conversation or message can reach the audience properly. It is necessary to pay attention to several factors that can support the effectiveness of speaking such as: a) mastery of language is required, b) language, c) courage and calm, d) the ability to convey ideas smoothly and regularly (Astuti, 2019). So, speaking is very important to learn. But to make us a good speaker, it takes more confidence to be able to communicate with other people.

Self-confidence is an attitude or feeling of confidence in one's own abilities so that the person concerned is not too anxious in his actions, can



feel free to do what he likes and is responsible for his actions, is warm and polite in interacting with others, has the drive to excel and is accustomed to advantages. and drawbacks (Nety et al., 2020).

These problems become obstacles for students to speak English fluently so that English is considered as a skill that is not easy to master. Like the members of the Fun English Club (FEC) of Harapan Bangsa University. FEC is an organization within the scope of Harapan Bangsa University. Currently, the member of FEC are 40 students from many study programs at Harapan Bangsa University.

As a new students' community, of course, there are many obstacles emerged, such as the difficulty in motivating the members to be active in every event, the difficulty in building solidarity among members, and the difficulty to manage the time for studying and for organization. Based on the researcher's observation, there is only 5% of FEC members who are currently active.

Considering this evaluation, the committee realized the FEC needs new project that is more interesting so that

it can motivate the members to be active and focus to main goal of FEC which is improving the members' English proficiency. Thus, the researcher proposed a program that is making an educative YouTube channel that focus on English skills. Here, the members of FEC will be the content creator of this channel. By making the content, of course, the members will learn more about English. This is based on a hypothesis that learning a language is not merely about learning the theory but the more important is how to use it in communication.

Content creator is someone who creates material or content that has educational and entertainment value and is responsible for any information in the media, especially digital media and various available social media platforms, such as YouTube, Instagram, or Facebook (Heriyanto & Muhid, 2022). Anyone can become a content creator without having to become a famous public figure or a top artist first. Social media is an internet-based network that facilitates communication with other users that can be accessed via computers or



smart devices. Social media also makes it easier for users to participate, share and create content, such as blogs, wikis, cyberspace, and so on (Warini et al., 2020). Through content creators, they will interact on social media. The more they develop content in speaking English, the more their confidence will grow.

Based on this hypothesis, the researcher believe that it is necessary to conduct research to find out the effect of being content creator in increasing the students' self-confidence in speaking English.

## **METHODOLOGY**

The method used in this research is the case study method. Case study is an empirical investigations that investigate contemporary phenomena in real-life contexts (Nur'aini, 2020). This method involves the systematic collection of information about a particular person, social setting, event, or group of people or groups to enable the researcher to understand effectively how something functions or works (Hidayat, 2019). Specifically, this case study research does not involve the systematic

collection of information about an individual but a group of subjects. Case study is a research method that conducts an in-depth investigation of various kinds of information about several units or cases for 1 period or between several multiple time periods. This study examines the various characteristics of a few cases. These cases can be individuals, groups, organizations, movements, events, or geographic units. The data in this type of case is more detailed, varied, and extensive (Iii, 2013).

The subjects of this study were FEC members who are from various semesters and study programs at Harapan Bangsa University. While the implementation time is starting from January – June 2022. The data for this research is in the form of qualitative data collected from questionnaire and interview.

## **FINDING AND DISCUSSION**

In implementing the project, the organizer of FEC divided the members into small groups. Each group had responsibility to create a weekly content for FEC YouTube Channel with scheduled distribution.



To prepare the content, there were some steps followed, they are: a) discussion in the small group to define the concept, b) making the script, c) crosschecking the script to the other FEC for vocabulary and grammatical errors, d) creating the content, e) and finally uploading in YouTube.

Based on the result of informal interview, it was known that the students' main problem in speaking English was that they felt less confidence. Self-confidence is one of the success factors of students in speaking English. When speaking in public, negative thoughts often occur, such as fear of saying the wrong thing, thinking about things that may not necessarily happen. Sometimes 'voices in the heart' like that which affects the fluency when speaking in public, and creates a feeling of insecurity.

However, after joining this project they stated that sharing ideas in YouTube was fun and they could lower their nervousness because they could prepare everything before they spoke.

In addition, knowing that their performance would be shared for public encouraged them to do the best

in finishing their project before uploading it in YouTube. Therefore, they would be more confidence about their performance (Su, 2018). This statement was supported by the result of questionnaire distributed before and after the project that there was an increase on the students' self-confidence in speaking English.

Table 1. The Average of FEC Members' Self-confidence in Speaking English Before and After the Project

No.	Category	Before	After
1.	Above Average	4,3%	33,3%
2.	Average	26,1%	54,7%
3.	Below Average	69,6%	12%

Self-confidence is the main non-linguistic factor that influences someone's speaking skill. On the other side, it is also the problem most commonly faced by people in speaking foreign language (Heriansyah, 2012; Tuan & Mai, 2015). Thus, this project was designed to decrease the students' anxiety, afraid, and shyness in speaking English. It was expected that this could eventually shape the student's self-confidence and increase their English-speaking skill. Whatever the problems found in speaking English, it will be



easier to be solved if they have good self-confidence (Oktavia, 2016).

## CONCLUSION

It can be concluded that being a content creator can increase confidence in speaking English. This, of course, is not only done in one practice but repeatedly and consistently in order to foster high self-confidence. This can be a method for anyone who wants to increase their confidence in speaking English. However, this project needs to be continued and developed because when it stops the students will back to their problem, no more speaking practice, and lack of self-confidence. Thus, it was recommended that there will be the other project that utilize YouTube as the media to learn or practice English.

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