

GROWING SELF-CONFIDENCE THROUGH ENGLISH LANGUAGE TRAINING AT LKSA NUR FAISAL

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Abstract

The English language training activities carried out for children at Nur Faisal Children's Social Welfare Institution are one of the efforts to improve English language skills, especially for 14 children who come from underprivileged backgrounds so that it is carried out free of charge. The implementation of this English training is carried out through an approach that focuses on developing self-confidence in children. This activity is carried out in an interactive and fun way by inviting children to be actively involved and interspersed with games. Children are also given the opportunity to practice speaking or conversing with their friends, expressing greetings and increasing vocabulary by mentioning the names of objects in English. With this activity, it can increase children's enthusiasm in practicing English with confidence to eliminate the fear of speaking in front of others. Therefore, the training for children at LKSA Nur Faisal provides new knowledge in improving their ability to speak in English and also increases their confidence to establish themselves to achieve future goals. Preparations made before the English language training included preparing materials and determining the time and place of the activity. As a result of the training, many children were able to recognize objects around them and were able to greet people using English, as well as pronunciation in the language.

Keywords: Self-confidence, training, children



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INTRODUCTION

Communicating in a foreign language, especially English, has become part of the necessities of social life in Indonesia at various ages. However, many people do not feel confident in their ability to speak English, even if they just communicate daily in simple English. According to Zulfitri (2019), there are several factors that cause the difficulty of speaking in simple English for many people. Putri et al., (2023) mentioned that the lack of export to English, vocabulary that is not rich enough, and more complicated sentence structures are the main causes of the difficulty of speaking in English. This was also felt by the children living in the Nur Faisal LKSA Foundation.

Individuals with high self-confidence will always think positively about themselves, which means they believe in their abilities and skills. Vice versa, individuals who have low self-confidence have negative thoughts, namely not believing in their abilities. Low self-confidence can make individuals feel afraid and pessimistic to do something, thus refraining from doing social activities outside. There are several things that can affect the formation of self-confidence in a person, including parenting, a school

environment that gives students creative freedom, and the community environment (Sriwulandhari & Suratman, 2017).

Self-confidence is the main key in achieving success. In this era of globalization, the ability to speak English is one of the important assets to open various opportunities, both in education, work, and in building relationships (Amri, 2020). English Language Education lecturers and students have a role in fostering the confidence of Nur Faisal LKSA children through English language training.

Self-confidence is basically an attitude that allows us to have a positive and realistic perception of ourselves and our abilities. self-confidence is broadly defined as a feeling of confidence in one's abilities, qualities and judgment (Nurlis, 2020). According to Riyadi (2021), self-confidence is the ability a person has in developing a positive attitude towards himself in the situation he faces.

Self-confidence is an important key in achieving success in various aspects. However, for many individuals, especially children and adolescents in Child Social Welfare Institutions (LKSA), self-confidence is often a challenge. Limited access and inadequate environment can hinder their personal development, especially self-confidence. One effective way to increase self-confidence is through English language training. Subiyati (2022), said that English is the most widely used international language in the world, therefore the need for English language learning in Indonesia is increasing.

The English language training activities carried out for children at Nur Faisal Children's Social Welfare Institution are one of the efforts to improve English language skills, especially for 14 children who come from underprivileged backgrounds so that it is carried out free of charge. The English training program is conducted through an approach that focuses on developing children's self-confidence. This training program is also specifically designed to equip children with strong language skills, so that they can be more confident in communicating in interacting in various situations faced. The English language training at LKSA Nur Faisal is designed to improve the ability to recognize items around them and the ability to greet others in English. Through this training, the children will learn various aspects of English, from vocabulary, how to greet, to speaking skills. Moreover, the English training at LKSA Nur Faisal also aims to boost the children's self-confidence by motivating them not to be shy when performing.

METHOD

English language training at LKSA Nur Faisal is not just about teaching language skills, but also serves as a vehicle to strengthen participants' self-confidence (Ariyani, 2022). With proven effective methods, the program provides a solid foundation for participants to grow and develop personally. English Education lecturers and students motivate children to learn English.

The method used is community service through activities in the form of English language training for children located at the Nur Faisal Child Social Welfare Institution (LKSA). The team first determined the venue and field schedule and then compiled the material to be given to the children. The activity was held on Tuesday, July 22, 2023 at 16.00-17.30 WITA. This activity was carried out face-to-face for one day with a total of 14 children participating.

Activities carried out during this community service include the delivery of material and direct practice such as teaching the basics of English, expressions of greeting in everyday life, naming surrounding objects in English and having conversations with each other. The supporting media used is a blackboard to write vocabulary so that children can follow how to write in English so that it makes it easier for them to understand. The team also closed this activity by motivating and encouraging the children to increase their

confidence by speaking English so that they are not ashamed to say words or sentences in everyday life.

FINDINGS AND DISCUSSION

Community service carried out at the Nur Faisal Child Social Welfare Institution (LKSA) with the theme of Children's English Language Training at LKSA Nur Faisal totaling 14 people. The activity begins with preparations such as preparing materials and determining the time and place of the activity. Then the activity continued with the implementation which consisted of pre-activities, where the service team was welcomed by the leadership of the Nur Faisal Child Social Welfare Institution (LKSA). Then proceed with the process of delivering material to children by teaching basic English material such as how to greet in everyday life to increase vocabulary in English by mentioning the names of objects around them. Participants were taught the correct pronunciation and then the children were encouraged and motivated to learn English. During the implementation of the activity, the children were initially shy and reluctant to speak and repeat the words given, but after being motivated, they slowly said word by word spoken by the service team.



Figure 1. Delivery of English Language Materials

The picture above shows the process of teaching 14 children at LKSA Nur Faisal face-to-face, where the children pay attention and are enthusiastic during the teaching and learning process. In this session, the children were directed and taught how to pronounce or communicate in English to be confident. After delivering the material to the children, the children were then invited to practice how to pronounce words in English to enrich their vocabulary. In this community service activity, the service team observed that many of them were still shy, hesitant and afraid to say words in English. This is influenced by several factors such as environmental influences, lack of support from the surrounding community and never having had the opportunity to learn English before. After all the teaching sessions were conducted, the training ended with an evaluation and motivation to all children present to develop English language skills early on to increase self-confidence in the future.

According to (Muchtar & Suryani, 2023) in a training may not run smoothly if there are no influencing factors. There are several factors that influence the success of training at LKSA Nur Faisal, namely: First, the facilitator or teacher factor is very influential. The facilitators' expertise and competence in teaching and their ability to create a comfortable,

interactive and inspiring learning environment were key factors in increasing the motivation and active participation of the children in the program. Facilitators' ability to deliver materials in an engaging and relevant way, provide individualized guidance and provide constructive feedback are crucial in facilitating children's literacy development.

Secondly, support and collaboration with the orphanage management played a significant role. The support provided in terms of facilities, time and resources allowed the implementation of the program to run smoothly and had a positive impact on children's literacy achievement. And finally, the use of diverse and interactive learning methods provides a fun and interesting learning experience for the children.

CONCLUSION

English language training activities to increase children's self-confidence conducted at Nur Faisal Children's Social Welfare Institution (LKSA) are running well and have a positive impact on the children in it. The children in the LKSA pay attention to the students who give explanations well. They can also understand and mention some English vocabulary as taught. The children became more confident in speaking even though they initially looked less confident. This is because students help and provide so that children can practice and be confident to appear to practice.

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