

THE EFFECT OF SELF-CONFIDENCE IN THE ACHIEVEMENT OF THE MOCK INTERVIEW FOR COMMUNICATIVE ENGLISH COURSE (DUE50032)

Hasnizam B. Hasan¹, Siti Nurfirdaus Binti Mohd Nasir² and Suzilawati Bt. Iberahim³

^{1,2} Department of General Studies

Politeknik Tuanku Syed Sirajuddin, 02600 Arau, Perlis Malaysia.

³ Department of Mechanical Engineering,

Politeknik Tuanku Syed Sirajuddin, 02600 Arau, Perlis Malaysia.

hasnizam@ptss.edu.my

sitinurfirdaus@ptss.edu.my

suzilawatii@ptss.edu.my

ABSTRACT: Mock interview is a form of assessment used on students taking DUE50032 (*Communicative English 3*) course. Through this assessment students are interviewed based on the topic (Job Hunting Skills) from their syllabus. Based on their performance for this assessment, it was found that most students failed to communicate well, causing students' achievement for the Mock Interview to be at a low and moderate level. Students are not confidence with their response to answer the questions and most of them use nonverbal signals during the Mock Interview assessment. Through this study, a set of questionnaires was distributed to 63 students to identify the main factor that hinder students' self-confidence during the Mock Interview as well as the effect on self-confidence on the achievement of the Mock Interview assessment. The dependent variable and independent variable are determined based on the student's self-confidence factor in speaking English. The dependent variable for the study is the students' proficiency level in English while independent variable is divided to five which are attitude, interest, family background, peers and gender. The findings of this study show that a high self-confidence in students improve the performance in achievement of Mock Interview assessment meanwhile, the main factor that contributes to the student's self-confidence in speaking during the Mock Interview assessment is gender. Due to the differences in language and gender, student's performance in Mock Interview assessment is significantly affected. Most of the students feel more confident to speak when they are put in a group of same gender compared when put in mix gender group. As a result, they feel more comfortable using the language during the Mock Interview assessment and perform better. Finally, there are several suggestions made by the researchers mentioned in this research to enhance student's self-confidence when speaking English.

Key Words: *Mock Interview, Self Confidence, Gender*

INTRODUCTION

English language proficiency is crucial in accessing information to date. Other than being the worldwide economic language, English is also used as technological language in order for the nation to be competitive globally. Human resource with good English proficiency must be formed where education institutions need to play the main role in shaping a competitive nation (Maharam, 2016). Most academic institutions in Malaysia uses English as the knowledge medium language in related fields especially science, technology, engineering, finance and etc. This is mainly because most references in the above-mentioned fields were taken from foreign resources which use English.

Being a developing nation, Malaysia needs to create first-class human capital that depends on the quality of the education system where competitive graduates need to be born. Academic institutions including Malaysia Polytechnic must uplift their role in producing excellent human capitals that can communicate brilliantly, well behaved and highly skilled in their ventured field. In producing excellent graduates, every institution evaluates their students in order to measure students' ability based on guidelines issued by recognized bodies.

Communicative English is one of the subjects in Malaysia Polytechnic education syllabus. It is introduced to improve students' skills in mastering the English language, where soft skill elements such as communication skills need to be assessed. Communication skills are defined as the ability to connect directly or through intermediaries such as letters, radio, telephone and so on (Pustaka, 2007). According to Frachrurrazy (2015) "Speaking is an ability to express ideas freely and spontaneously", Speaking starts to develop during childhood, because at this stage, children can easily accept stimulus from the environment. However, the key to English language communication is self-confidence, where students do not have the fear or shyness when speaking. Fear and shyness normally exist when students lack confidence due to the concern of making mistakes in grammar and pronunciation during communication (Shah, 2022). Therefore, in order to produce confident human capital in the future, the country through educational institutions has created study programs that can improve students' skills in communicating in English.

PROBLEM STATEMENT

Mock interview is an element that is assessed in the Communicative English 3 course (DUE50032). Students will be interviewed individually by their respective lecturer. Assessment element for this is communication which carries 60% marks; 30% on language and 10% on information delivery. Through the mock interview students are found to have problem in communication where most of the time they only listen to the questions/instructions and only give a non-verbal response when the lecturer asks without answering it verbally, causing the results of the mock interview to be less encouraging. It is very difficult for lecturers to give high marks to students because they are not creative in their presentation. When two-way communication did not occur, culturing English language will be hard to be implemented in classroom even with various teaching methods (Postelnyak, 2022). In this research, the researchers aim to identify the effect of self-confidence among students in the achievement of Mock Interview assessment and the main factor that contributes to the student's self-confidence in speaking during the Mock Interview assessment.

RESEARCH OBJECTIVE

This study was carried out to:

- i. Identify the effect of self-confidence among students in the achievement of Mock Interview assessment
- ii. Identify the main factor that contributes to the student's self-confidence in speaking during the Mock Interview assessment

SCOPE OF THE RESEARCH

This study was conducted on a total of 63 students consist of 36 students of Diploma in Halal Food (DHF) and 27 students of Diploma in Business Management (DPM) from Polytechnic Tuanku Syed Sirajuddin who enrolled in DUE50032 (Communicative English 3). All of the respondents are in their third semester. This study is limited to time, knowledge, location, title, number of students and also finances. Results, analysis and conclusions can only be used (*relevant*) for (*DHF*) and (*DPM*) semester three session 1 2022/2023 only. Only one research instrument is used in this study, which is a questionnaire. This study focuses on the self-

confident factor, which involves the respondents' gender, interest, attitude, family background and peers. Other aspects that the respondents have are not considered in this study apart from the aspects studied. The results of the study depend on the honesty of the respondents in answering the questionnaire. The time frame to conduct this study is only three weeks, which starts after the results of the 2022/2023 session 1 exam are out.

RESEARCH METHODOLOGY

This is a quantitative research. Data was collected with the distribution of questionnaires to 36 DHF students and 27 DPM students. These students are from three different classes but taking the same DUE50032 (Communicative English) course. Overall, all questionnaires distributed were answered completely. Data from questionnaires were used in analyzing the research objectives. Matched sample size with the population is determined from the previous reference (J.P Verma, Priyam Verma, 2020). Most of the questions asked in this questionnaire are related to students' self-confidence during the Mock Interview process.

STUDY INSTRUMENTS

In this study, the dependent variable is the level of English proficiency while the independent variable is divided into five, namely attitude, interest, family background, peers and gender (Drew, 2022) (Konting, 2005) Likert scale is used to measure the variables in this study. The number scale starts from (1) Low to (5) High.

DATA ANALYSIS AND FINDINGS

The data obtained from the questionnaire was analyzed using *the Statistical Package for the Social Science (SPSS)* software. The mean value and standard deviation are a description of the tendency of the dependent variable and the independent variable (Ibrahim, 2010). The results of the reliability test are seen using the *Cronbach Alpha (CA) value* (Glen, 2023). Reliability test is a test that measures the strength of the correlation between the constructed question items. The reliability test results are shown in Table 1:

Table 1: Question Reliability Value Table

Things	Variables	Cronbach Alpha
The dependent variable:		
Level of English Proficiency: 10		0.902
Non-Dependent Variables:		
Attitude	5	0.875
Interest	5	0.858
Family	5	0.773
Peers	5	0.732
Gender	7	0.748

Table 1 shows the reliability value of the developed questions. The reliability value is seen based on the Cronbach Alpha value, where the value is on a scale of 0.7 and above. This value means, the constructed question is acceptable and is in good condition (Moidunny, 2013). The Likert scale for this study is shown in Table 2, where the score analysis based on the minimum score is 1 and the maximum score is 5 (Najib, 2003).

Table 2: Likert Scale Analysis (Mean Interpretation)

Min Score	Consent Level
0.00-1.50	Strongly disagree
1.51-2.50	Do not agree
2.51-3.50	Not sure
3.51-4.50	Agreed
4.50-5.00	Strongly Agree

Table 3 shows the mean score range for this study. The score level is modified based on the Likert scale analysis used by the researcher. The score level is divided into three, namely low, medium and high.

Table 3: Minimum Score Level Classification Table

Min Score Range	Score Level
1.00- 2.40	Low
2.41-3.80	Medium
3.81-5.00	High

Table 4: Mean score and Standard Deviation

Items	Variables	Mean Score	Standard deviation
Level of English Proficiency	10	3.2730	0.4135
Attitude	5	2.1352	0.3576
Interest	5	3.2733	0.4055
Family	5	1.9832	0.2044
Peers	5	2.9796	0.6051
Gender	7	3.9921	0.9517

Table 4 shows the mean score and standard deviation for the variables studied.

Based on the findings, the mean value obtained for gender is 3.9921 which is the highest among all of the evaluated items. This item is focused on the gender of the students and the lecturers who conducted Mock Interview assessment on respondents. A total of seven question items were given to the respondents on this item. The results of the survey found that respondents seemed more confident to communicate with their friends and lecturers of the same gender. Since early 1970, there has been an extensive research by linguists and psychologists on gender and language among them are Key, Lakoff and Thorne. A ground-breaking model used in the studies of language and gender is the study by Lakoff (1973) in which she introduced the theory of women's language. According to Lakoff, women have a different way of speaking from men mainly in accordance with society's expectations. In Bayu and Prayudha (2019), the Lakoff's theory demonstrated the differences between women's and men's languages where men's language is regarded to be more mature, direct and assertive compared to women's language.

Meanwhile, women are presumably speak using more polite form when expressing themselves knowing as women's language. Due to the differences, it can be said that students feel more comfortable communicating and expressing themselves within the same gender compared to the opposite gender as they use the *same language* which make them feel less inferior of making fun or mockery when speaking English during the Mock Interview assessment, hence helping them to score in the assessment. If the respondents are put in mix gender group of students and lecturers, female students may feel shy and show lack of confidence as they feel difficult to communicate because men tend to dominate the conversation by using their assertive and direct language compared to women who always have to be accommodating to men which creates unequal linguistic space. In other words, it can be concluded that when students feel less inferior, their anxiety is lowered and their self-confidence is boosted which affecting positively on their achievement in Mock Interview assessment.

As shown in table 4, the mean score value for family is at the lowest level which is 1.9832. For this item, respondents were answered a total of five questions related to the respondents' family background and the use of English language in the family. The result of this survey found that most of the respondents who enrolled in this course are originated from remote areas and the use of English in the family is rather minimal. As a matter of fact, family is very influential in the learning process where socioeconomic conditions, parents' attitudes, education levels, aspirations for children as well as education patterns have a direct influence on them which could lead to negative or positive effect on language learning in children (Zhou, 2020). Due to that, they are not familiar using English at home and English is not commonly practiced in the family. There could be numerous factors that may impede student's proficiency in English and one of them is socioeconomic status (SES). According to Pradhan and Sreenivasan (2021), SES factor comprises various factors including parental educational background, occupation and income level are the convincing factors of student's achievement in second language learning. It could be argued that students who come from high SES parents demonstrate an improvement in their academic performance compared to those who come from low SES. For those who come from high SES family could be an advantage for them in learning English as their parents are mostly highly educated and work as professionals which could expose them to English language since they were small and instinctively improve their self-confidence when speaking English. Meanwhile, for those who come from low SES family may have limited access to

education specifically in learning English as most of their parents are not highly educated and have an average job which could lead to poor self-confidence when speaking English.

To sum up, student's background could potentially affect student's performance in Mock Interview assessment because those who come from high SES family speak and communicate better in English compared to those who come from low SES family.

CONCLUSION AND SUGGESTION

Based on the results of the study, the researchers believe that a high self-confidence in students improve the performance in achievement of Mock Interview assessment. When students have full of confidence to speak regardless the mistakes they are going to make, they will start thinking making mistakes is part of the process because they feel more relax and comfortable using the language especially during the Mock Interview assessment. On top of that, they will enjoy using the language. Hence, the improvement in the performance of Mock Interview assessment could be seen clearly. Based on this study, the main factor that contributes to the student's self-confidence in speaking during the Mock Interview assessment is gender. Due to the differences in language and gender, student's performance in Mock Interview assessment is significantly affected. Most of the students feel more confident to speak when they are put in a group of same gender compared when put in mix gender group. As a result, they feel more comfortable using the language during the Mock Interview assessment and score better. Thus, considering this in conducting the Mock Interview assessment would be beneficial and helpful for both student and lecturer.

Overall, the researchers suggest that the following things can be done in the classroom to enhance students' confidence in speaking English which are:

- a. Expose students to public speaking as it can improve students 'self-confidence by mastering the techniques of efficient public speaking skills
- b. Incorporate fun and creative language games in the classroom to encourage students to work in groups in order to eliminate the fears of speaking English
- c. Provide a platform for students to practice English outside of the classroom to make students feel more comfortable to use the language in real life situation

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