

**ANALYZING STUDENTS' SELF-CONFIDENCE IN SPEAKING
ENGLISH AT SMAN 1 MALUNDA**



BY

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**This Undergraduate Thesis was Written and Submitted in a Part Fulfilments
of the Requirements for the Undergraduate Degree Education**

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION**

UNIVERSITY OF SULAWESI BARAT

2025





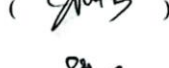

APPROVAL SHEET

ANALYZING STUDENTS' SELF-CONFIDENCE IN SPEAKING ENGLISH AT SMAN 1 MALUNDA

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ABSTRAK

SAHIDA ZALZABILAH: Analisis Kepercayaan Diri Siswa dalam Berbicara Bahasa Inggris di SMA Negeri 1 Malunda. Skripsi. Majene: Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat, 2025.

Kemampuan berbicara Bahasa Inggris bagi siswa yang mempelajari Bahasa Inggris sebagai bahasa asing merupakan sebuah tantangan. Dengan meningkatnya teknologi dan ilmu pengetahuan di dunia, maka kebutuhan untuk dapat menguasai Bahasa Inggris semakin meningkat. Penelitian ini bertujuan adalah untuk mengetahui (1) tingkat kepercayaan diri siswa dalam berbicara Bahasa Inggris. (2) faktor yang mempengaruhi kepercayaan diri siswa dalam berbicara Bahasa Inggris di SMA Negeri 1 Malunda. Penelitian ini menggunakan metode campuran yaitu *quan-qual* dan desain penelitian ini menggunakan desain studi khusus. Partisipan dalam penelitian ini adalah siswa SMA Negeri 1 Malunda, kelas XI yang dipilih menggunakan *tehnik purposive sampling*. Data penelitian ini diperoleh menggunakan angket dan wawancara. Hasil penelitian ini menunjukkan bahwa tingkat kepercayaan diri siswa berada pada kategori cukup. Tingkat kepercayaan diri siswa ada 6 kategori yaitu, tinggi, sedang, cukup, kurang, rendah dan sangat rendah. Pada penelitian ini tingkat kepercayaan diri siswa berada pada kategori cukup yaitu 64.5%, yang menunjukkan bahwa tingkat kepercayaan diri siswa berada pada tingkat cukup tepat atau wajar namun belum optimal. Faktor yang memengaruhi kepercayaan diri siswa dalam berbicara Bahasa Inggris adalah keterbatasan penguasaan kosakata dan tata bahasa Bahasa Inggris, pengucapan Bahasa Inggris yang sulit, lingkungan belajar yang positif, dukungan sosial, *self-esteem* yaitu siswa percaya pada kemampuan diri, dan takut terhadap penilaian orang lain

Kata Kunci: Analisis, Kepercayaan diri, Berbicara Bahasa Inggris, Faktor.

ABSTRACT

SAHIDA ZALZABILAH: Analyzing Students' Self-Confidence in Speaking English at SMA Negeri 1 Malunda. Thesis. Majene: English Education Study Program Faculty of Teacher Training and Education, University of Sulawesi Barat, 2025.

The ability to speak English is a challenge for students around the world who learn English as foreign languages. With increasing technology and science in the world, the need to be able to master English increasing. The aim of this research is to determine (1) the level of students' self-confidence in speaking English. (2) factors that influence students' confidence in speaking English at SMA Negeri 1 Malunda. This research uses mixed methods, namely Quan-qual and this research design uses a special study design. Participants in this research were students of SMA Negeri 1 Malunda, grade XI who were selected using purposive sampling techniques. This research data was obtained using questionnaires and interviews. The results of this research show that students' level of self-confidence is in the precisely category. There are 6 categories of student self-confidence levels, namely, high, medium, precisely, less, low and very low. In this research, the level of student self-confidence was in the precisely category percentage 64.5% %, which show that the level of self-confidence is fairly appropriate or reasonable, but not yet optimal. factors that influence students' self-confidence in speaking English are limited mastery of English vocabulary and grammar, difficult English pronunciation, social support, a positive learning environment, self-esteem, namely belief in one's own abilities, fear of other people's judgment.

Keywords: Analyzing, Self-Confidence, Speaking English, Factors.

CHAPTER I

INTRODUCTION

A. Background

Speaking is the most frequently used by human being as daily means of communicating to share opinions and ideas with other persons. Speaking is language skill that involves the ability to express thoughts, feelings, and information orally to others. In the context of language learning, speaking is a structure system of communication that consists of grammar, comprehension, and vocabulary. According to Utama (2013), speaking is the skill which must produce sentence or utterance in the oral mode. Different from the other skills, it is more difficult than the other, because it is more than just pronouncing words but it can express information orally to others (Bashir, 2011). Speaking according to Tarigan (2008;16).

Speaking is often considered the most fundamental aspect of language proficiency, as individuals who are proficient in a language are typically referred to as ‘speakers’ of that language implying that speaking represents the entirety of language competence. More than 7,100 languages are spoken in the world today. English is most spoken languages with 1,132 million speakers (Klappenbach, A, 2023). For this reason, important to master speaking skill because English used as international language and makes it easier for us to access higher education and knowledge. Speaking is very important skill which helps students to transmit knowledge and to develop oral communication in effective way. And according to Aungwatanakun (1994 as cited in Utari, 2020), speaking ability in teaching and learning English as a foreign language is the considered the most difficult skill, as it serves as the foundation of communication and poses significant challenges. This is because speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Brown & Joyce, 1997, as cited Tunnisa, K, 2021).

There are two aspects to be success in speaking skills, namely; linguistics aspect and non-linguistics aspect. Grammar, word order, pronunciation, comprehension of utterance, vocabulary, and fluency are the linguistic aspect, and non-linguistics aspect involves personality dimension, such as self-esteem, extroversion, motivation, intergroup climate, and self-confidence.

In Indonesia, English is taught as a foreign language, so that affects the ability of students to speak fluency. English as a foreign language is very impactful to non-linguistics aspect such as self-confidence. Self-confidence is a belief and attitude towards one's abilities by accepting positive and negative things, formed and learned through a learning process aimed at one's happiness. According to Taylor (2011) in (Wahyuni, 2013), self-confidence is one's belief in one's ability to display certain behaviours or to achieve certain targets. In other words, self-confidence is how individual feel about their selves and their behaviour will reflect without us knowing it. Angelis (2005), states that self-confidence is the ability to channel everything that is known and everything that is done.

Self Confidence is very important in almost every aspect of life. And students need to have self-confidence. The advantage of self-confidence is an ability to convey message easily. According to Salim (2015), the students who have self-confidence will be able to overcome fears or negative thoughts, so they will be easy to communicate, especially in the oral presentation in front of the class. The students who can communicate fluently and confidently as a good impact of the high self-confidence is that the students can increase their academic achievement in the speaking course because the students fulfil the criteria of the assessment on speaking skill. Self-confidence is one of the factors which play the important role in determining the learners' willingness to communicate (Utama et al, 2013). Because that if the learners have high self-confidence, they will achieve the best performance in speaking ability. Someone who is confident that they can complete a task or job well, has the courage and willingness to improve their performance, considers various options, and makes their own decisions, is behavior that reflects self-confidence (Widarsono, 2005). High self confidence in individuals will make it easy for individuals to interact and learn. People who have high self-confidence are much influenced by the level of ability and skill they have. But for some

students, low self-confidence leads to depression, suicide and a number of other social adjustment. The low self-confidence of students is generally caused by students' assessment of everything they have, either physically or psychologically. This makes students often feel nervous when speaking in front of a crowd (Ayeras, S. R. F., et al. 2023).

Several previous studies related to students' self-confidence in speaking English, which were studied by Febriani, A, S. (2020). The research title is "An Analysis on Students' Self-confidence in Speaking Skill". This research used descriptive method and focused on the students' level of self-confidence score and the result of this research showed the level of students' confidence namely having a fairly good. Further research by Vriska E, K. (2022). The research title "Analysis of the Effect of Students' Self-Confidence on Speaking English". This research used qualitative correlation method. The result of this research aims to investigate whether students' self-confidence affect's their speaking skill or no. the result of the research show that students speaking ability is influenced by self-confidence. Then, the research conducted by Tunnisa, K. (2021). With the research tittle "An Analysis of Students' Self-Confidence in Speaking English at the Second Semester of English Language Study Program of FKIP UIR". The objective of this research is to know about students' self-confidence in speaking skill. The result of the research it was found that the students' self-confidence in speaking skill was categorized was less. From previous studies, it shows that there is only 1 identification of the problem research, namely knowing the level of student confidence in speaking English, then most of the subject research focus on college students and junior high school students. Meanwhile, the research that specifically examine the level of self-confidence of high school students (SMA), especially in the context of practice-based learning in West Sulawesi and most of the students still use local languages to communicate daily both in and outside of school are still very limited. Most previous studies use 1 method, namely quantitative or qualitative, to measure the level of student confidence, so that not many have explored in-depth aspects through 2 combined methods, namely mixed methods. Therefore, this study aims to fill this gap by examining the level of self-confidence of high school students and the factors that influence it.

Therefore, by looking a statement above and the problems that occurred in the field when the researcher conducted PPL at SMAN 1 Malunda and also based on the researcher experienced when the researcher was still in in school, students' ability to speak English is low, and most of students are not confidence in using English to communicate so, the students difficult to improve their ability to speak English.

Thus, based on the background above, by looking at events field and experience so in this research, the researcher focusses in analyzing the self-confidence students in speaking with the Title “ANALYZING STUDENTS SELF-CONFIDENCE IN SPEAKING ENGLISH AT SMA NEGERI 1 MALUNDA”.

B. Problem Identification

Based on the explanation above, the problem on this research can be formulated as follows:

1. The students are difficult to increase their level of self-confidence in speaking English.
2. The students are difficult to identify their factors that influence speaking English at SMA Negeri 1 Malunda.

C. Research Problem

Based on the background above, the research problem in this study is the focus as follow:

1. What is the students' level of self-confidence in speaking English at SMA Negeri 1 Malunda?
2. What are the factors that influence students' self-confidence in their speaking English at SMA Negeri 1 Malunda?

D. Research Objectives

Research objective is aims that the researcher wants to achieve from the research or study. Based on the research question above, there are two objectives of the research, as follow:

1. To find out the students' level confidence in speaking English.
2. To find out the factors that influence students' self-confidence in their speaking English at SMA Negeri 1 Malunda.

E. Research Benefits

The research benefit is described in some aspects namely: (1) theoretical benefits (describing the research contribution to the scientific field), and (2) practical benefits (describing the practical contribution of the research for the researcher itself as well as the user of the research finding).

1. Theoretical Benefit

The researcher truly expects that the readers will get a lot of new knowledge related to this research. For instance, at least they know what self-confidence is and also they can apply in their speaking process. The result of this study is expected to provide empirical evidence and support the assumption of a contribution of self-confidence in students' speaking skill.

2. Practical Benefits

- a. Provide recommendations in the form of suggestions on how to increase confidence in English language.
- b. To overcome students' lack of confidence in communicating using English.
- c. Provide information so that students are confident to perform in front of the class.
- d. To help teachers in adjusting teaching methods or determine the right teaching strategy to increase student confidence, especially in speaking English.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Studies

Research is the study of how to find the latest about an object. This research problem regarding related the improvement of speaking skill, will be researching by researchers. The findings related are:

1. Febriani, Astuti, Syahadati (2020): The research entitle “An analysis on students’ self-confidence in speaking skill”

The research method used in this research was descriptive method. Data collection techniques used in this research resume are indirect communication and structured interviews. Data collection tools are questionnaires and interviews. Based on the results of the study can be concluded that in a manner general self-confidence of eighth grade MTs AL-JIHAD Pontianak in Academic Year 2019/2020 has been particularly good more specifically can be described as follows.

1) The level of confidence of the eighth grade students' confidence in MTs AL JIHAD Pontianak in the Academic Year of 2019/2020 namely having a fairly good lever of confidence this is evident from the results acquisition of 62% included in the category quite good. 2) Students' self-level scores in speaking skills to eighth grade MTs AL-JIHAD Pontianak in Academic Year 2019/2020 is the result of confidence indicator items in can already have a pretty good confidence this can be seen from .some indicators, namely to ask questions in learning 57%, Expressing their own ideas 61%, Appreciating the opinions of others 59%, Working together 66%, Open to criticism 71%, Optimistic 54%, Daring to present 63%. Suggestions after this research are conducted, which are 1). Students can further increase their confidence through working with the teacher through the provision of facilities that are necessary to carry out. 2) The teacher helps students to increase their confidence in speaking ability through activities that can support students in improving their speaking ability.

2. Roysmanto (2018): The research entitle “Correlation between self- confidence and the student speaking skill”

The objective of the research was to investigate whether there is a significance correlation or not between self-confidence and the students’ speaking skill of the third grade of Swadaya Gunung Jati University in academic year 2014/2015, the writer obtained the data bythe quantitative research. The writer used correlational design. The population was the third-grade students of Swadaya Gunung Jati University Cirebon. There were 40 students as sample. The data were collected through interview and questionnaire. The results of this research shows that there is a significance correlation between score of questionnaire and interview.

3. Mega, Sugiarto (2020): The research entitled “Speaking skill in correlation with English speaking learning habit and self-confidence of vocational high school”

The purpose of conducting this study is based on problem identification asking whether there are correlation among English speaking learning habit and self-confidence toward English speaking skill in promoting local tourism and culture of Bangka Belitung. The first-grade students of SMKN 3 Pangkalpinang in the academic year of 2018/2019 majoring in Tourism Travel Business Agent became the population in this study, in it took 50 students as thesample using the purposive random sampling technique. This correlational study used questioners and oral tests in collecting the data. The oral test was used to obtain English speaking skill data, whilethe questionnaires were used to obtain English speaking learning habitand student self-confidence data. The data were then analysed using simple and multiple correlation and regression. The results of this studyrevealed that (1) there was a relationship between English speaking skill learning habit and English-speaking skill. (2) there was correlation between students’ self-confidence and English-speaking skill and (3) English speaking learning habit, confident, English- s p e a k i n g skill. simultaneously and positively correlated. In short, this study leads to a recommendation to the teachers and students to be aware of having good English-speaking learning habit and high self-confidence to enhance English speaking skill.

4. Allo, Priawan (2019): The title is “Students’ self confidence in speaking skill”

The objective of the research was to find out whether or not describing people improve students’ self-confidence in speaking skill by the second grade of SMK Kristen Makale. In doing this research, the writer used quantitative method. The population of this research was the second-grade students which consist of 139 students and divided into eight classes. This research employs a cluster sampling where the writer took only 25 students as respondents. The instrument that used by the writer in collecting data is questionnaire. The result of this research found that describing people could improve students’ self-confidence in speaking. It was proved by the mean score of the students in questionnaire one (Q1) is 67.88 (precisely self-confidence level) and students mean score in questionnaire two (Q2) is 79.76 (medium self-confidence level). It means that the students have shown raising the self-confidence level from precisely into the medium after learning using describing people.

5. Tunnisa, Khotika (2021): The research title is “An Analysis of Students’ Self Confidence in Speaking Skill at The Second Semester of English Language Education Study Program of FKIP Universitas Islam Riau”

The objective of this research is to know about students’ self-confidence in speaking skill at second semester of English language study program of FKIP Universitas Islam Riau. The result of the research it was found that the student self confidence in speaking skill was categorized as Less. From student self confidence in speaking skill, we can see the student still have difficulties communication in speaking and lack of confidence. Therefore, it can be said that teaching learning process in self confidence in speaking skill was Less. Reference in teaching plan for speaking especially on students' self confidence in speaking and analyse the characteristics of students in the process speaking can helps motivate students to improve their self-confidence for understand their students’ abilities, and can predict correct oral English abilities, which can help students speak English. It was proved by looking at the category of the student's self-confidence score that is high, medium, precisely, less, low and very low.

The novelty of this research is that the research will be conducted with the aim of focusing on the level and factors that influence self-confidence towards

speaking ability in SMAN 1 Malunda. The research used questionnaire as the main resource and interview as an additional resource to strengthen the research results to be obtained. This research will elaborate elements of quantitative and qualitative methods in one research as the characteristic of mixed method where the previous researches dominantly focused on quantitative method.

B. Theoretical Framework

1. Speaking Skill

a. Definition of Speaking

Speaking is one of the four skills in English. Speaking is significant of language skill. It is a productive skill of language learning, speaking too important for the students to practice their capability and their understanding, how to send ideas, and event how to spell word well. Here are some opinions of experts about the definitions of speaking, speaking is an interactive process of constructing meaning that involves producing information (Brown,1994. Burns and Joyce, 1997) In Tunnisa, K (2021). Cameron (2001:10) mentions that, Speaking is the active use of language to express meaning, so the other people can make sense of them to speak in the foreign language in order to share understanding with other people requires attention to precise details of the language. Some researchers believe that speaking skills are an important part of the curriculum in language teaching.

Speaking is the most frequently used by human being as daily means of communicating to share opinions and ideas with other persons. It is two way process between speaker and listener and involves productive and receptive skills of understanding. In other words, the listener will try to understand the speaker's ideas as the first person through the communication between them. Speech has its own skills, structures, and conventions different from written language (Burns & Joyce, 1997; Carter & McCarthy, 1995; Cohen, 1996) in Tunnisa, K (2021).

Speaking according to Tarigan (2008;16), is the ability to pronounce articulated sounds or words to express, express or convey thoughts, ideas and feelings. In this extension speaking is a system of audible and visible signs which

utilize the muscles and muscle tissue of the human body for the purpose and purpose of the ideas or ideas combined. Furthermore, speaking is a form of human behaviour that makes extensive use of physical, psychological, neurological, semantic and linguistic factors so that it can be considered as the most important human tool for human control. And speaking according to Greene Petty (in Tarigan, 2008: 3-4) that speaking is a language skill that develops in a child's life, which is only preceded by listening skills, and at that time the ability to speak or speak is learned. Talking of course, is closely related to the development of vocabulary acquired by the child; through listening and reading activities. Let in language development is also a delay in language activities.

Furthermore Harmer (2007), says that speaking involve language production and are often referred to as productive skill. In other word, speaking is an important skill that has to learn by the learners when they learn about the language because speaking is a productive skill. Therefore, it can be concluded that speaking is productive skill that someone as speaker and other as listeners in making communication between them transmitted a message. Speaking for the students also has some elements that are fluency, vocabulary, grammar, pronunciation, and content. The elements will make them transmitted the message. Collie and Slater (2005:8), express their idea about speaking, speaking will encourage the development of fluency in spoken English. Speaking fluently of course, involves speaking easily and appropriately with others but it carries a further assumption in simple term.

Based on some of descriptions above, it can be concluded that speaking skills are one of the language skills that students must master while studying English.

b. The Component of Speaking Skill

When teaching oral English, the lecturer will consider some aspects. Haries (1978), David, P (1969), Wipf (1998) proposed five aspects of oral expression. Have vocabulary, grammar, pronunciation, fluency, and comprehension.

1) Vocabulary

To develop speaking skill, the first is need to know the right word. Vocabulary development begins when we are infants; as learned to describe the world around and human communicate needs. These progresses from single word to sentences when children are 2 or 3, at which point they will normally have a vocabulary of 150-300 words.

2) Grammar

Some people may think that grammar is something that is only needed to write language. But grammar includes lots of important areas for spoken language such as an understanding of tenses and the correct way to structure sentences. Grammar helps us to convey information in a way that the listener will recognize and understand.

3) Pronunciation

At the beginning stage, the goal of teaching speech. In addition, at the advanced level, pronunciation goals can be focused on elements that enhance communication, which will cover accent patterns, intonation, voice quality, etc.

4) Fluency

If the speaker can use the language quickly and confidently, with almost no hesitation or unnatural pauses, false starts, word searches, etc. He can be said to be a fluent speaker (Nunan, 2003) The speaker needs to know where she/he must stop and stop speaking at the appropriate place. In addition, if the speaker does not say a word for each word every time he speaks, then he can speak a fluent language. Therefore, a good speaker is required to be able to divide the words in the speech into groups of words that form meaningful units (phrases or clauses).

5) Comprehension

For oral communication, it certainly requires a subject to respond, to speech as well as to initiate it.

Meanwhile, According to Vanderkevent (1990) there are three components in speaking;

1) The Speaker

Speaker are a people who produce the sound. They are useful as the tool to express opinion or feeling to the hearer. So, if there are no speakers the opinion or

the feelings or the feeling won't be stated.

2) The Listener

Listeners are people who receive or get the speaker's opinion or feeling. If there are no listeners, speakers will express their opinion by writing.

3) The Utterances

The utterances are words or sentences, which are produced by the speaker to state the opinion. If there are no utterances, both of the speakers and the listeners will use signs.

c. Problem in Speaking Skill

Learners have their own difficulties in learning languages. Especially for students to improve their speaking ability is not easy; The following are questions about oral skills (Muljayana:2004).

1. Inhabitation

Unlike reading, writing or listening activities, speaking requires a certain level of real-time audience understanding. Often, learners are constrained when they try to speak in a foreign language in class worry about making mistakes, or just avoid the attention that their speech attracts.

2. Nothing to Say

If they are not suppressed, people often hear learners complain that they can't think of something to say they have no motivation to express themselves.

3. Low or Uneven Participation

If want to listen to him or her, only one participant can speak at a time, and in a large group, this means that each participant has very little time to speak. This problem makes it difficult for some learners to control, while others have little or no control.

4. Use of Mother Tongue

Students will naturally use their mother tongue in class. Therefore, most students are not trained in using the target language in the learning process.

2. Self-Confidence

a. Definition of Self-Confidence

Self Confidence is very important in almost every aspect of life. And students need to have self-confidence. The advantage of self-confidence is an ability to convey message easily. According to Salim (2015), the students who have self-confidence will be able to overcome fears or negative thoughts, so they will be easy to communicate, especially in the oral presentation in front of the class. The students who can communicate fluently and confidently as a good impact of the high self-confidence is that the students can increase their academic achievement in the speaking course because the students fulfil the criteria of the assessment on speaking skill.

It is very important for students to demonstrate language skills in real situations. In fact, if they first believe that they can do the job, the confidence will emerge to motivate them to accomplish and complete the task. That is one of keys to success in learning languages. Self-Confidence is the basic capital for development of one's abilities. With self-confidence a person will be able to know and understand one self.

According to Taylor (2011) in (Wahyuni, 2013), self-confidence is one's belief in one's ability to display certain behaviors or to achieve certain targets. In other words, self-confidence is how individual feel about their selves and their behavior will reflect without us knowing it. Angelis (2005), states that self-confidence is the ability to channel everything that is known and everything that is done. So basically, self-confidence is a condition where someone is able and has the confidence to take action.

This line with the opinion (Thantawy, 2005). Confidence is a mental or psychological condition of a person who gives strong confidence in himself to do or take an action. People who are not confident have a negative self-concept, do not believe in their abilities, because they often close themselves. Self-confidence is a person's belief in all an aspect of his strengths and this belief makes him feel able to achieve various goals in his life (Hakim, 2005) While (Ghufron&Risnawati, 2012) states that self-confidence is the result of a mixture of thoughts and feelings which creates a feeling of self-reliance. By having self-confidence, sees people will

always feel good, be willing to their condition, will think that they are a qualified human being in various fields of life, work, kinship, and society. So, that automatically someone who is confident will always feel that they are a figure. Which is useful and has the ability to socialize and collaborate with other communities in various fields. A person's self-confidence will encourage him to complete each activity well.

Based on some of the descriptions above, it can be concluded that self-confidence is one of the most important aspects of personality in everyday life. They are confidence in their own abilities and can show courage in front of others

b. Factors of Self-Confidence

According to (Ghufron&Risnawati, 2012), self-confidence is in fluence by several factors including:

1. Self-Concept

According Ghufron & Risnawati (2012), the formation of a person's self-confidence begins with the development to self-concept obtained through interaction in a group. The results of interaction will produce a self-concept. Negative Self formation concepts tend to make a person only focus on things and negative towards himself, as a result he becomes pessimistic about his abilities and even tends to associate him self with someone who cannot do anything.

2. Self-Esteem

A positive self-concept will form a positive self. Self-esteem is an assessment of yourself. The actual level of a person's self-esteem will affect a person's level of confidence. Negative self-concept also makes their self-esteem negative.

3. Experience

Past experiences can affect self-confidence. When someone experiences failure and often fails in competition, someone will easily become nervous, anxious, afraid, embarrassed, inferior, etc. They often dare not face problems and feel inadequate, so they prefer silence rather than take action. This is different from having experiences related to success.

4. Education

A person's education level will affect one's self confidence. A low level of

Education will make a person dependent on the power of people who are smarter than himself. On the other hand, people who have higher education have a higher self-esteem than people with low education.

There are three common symptoms that often when speaking. The first is physical symptoms, these physical symptoms can be different for each person, but generally include (Rogers, 2003)

- a) Increased heart rate
- b) Shaking knees, making it difficult to stand or walk to the platform, or difficult to stand still in front of an audience.
- c) A vibrating voice
- d) Heat waves, or a feeling of fainting.
- e) Stomach cramps, sometimes accompanied by nausea.
- f) Hyperventilation, including difficulty breathing.

The second are related to mental processes, and generally occur during the speaker performance, including:

- a. Repeats a word, sentence, or message, so that the speaker sounds like the radio is broken
- b. Memory loss, including the speaker's inability to remember facts or figures correctly, and forgetting really important things.
- c. Other forms of confusion is nervousness or faltering while speaking.
- d. The speaker doesn't know what to say and forgets.

Physical and mental symptoms are usually accompanied or preceded by a number of emotional symptoms, including.

- a) The fear that can even appear before appearing.
- b) Feelings of inadequacy.
- c) Feeling of losing control.
- d) Feelings of helplessness, like a child unable to deal with problems.
- e) Shame
- f) Panic

c. Characteristic of Self-Confidence and Indicator to Build Self-Confidence

The characteristic of a person has a self-confidence according to Lauster (2006) in Mubarok (2016) that are;

1. Believe in own abilities
2. Have the ability to socialize and communicate well with other people
3. Has potential and sufficient abilities adequate
4. Able to react positively and be calm inside with various situations
5. Think positively both about himself and others

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, feels free to do things as he wishes and is responsible for his actions, is warm and polite in interacting with others, has an achievement drive and can recognize his strengths and weaknesses (Lauster, 2006). According to him, a high level of self-confidence is characterized by several things:

- Confidence in one's ability, namely a person's positive attitude about himself that he really understands what he is doing.

- Optimistic is a positive attitude of a person who always has a good view in dealing with everything about himself, hopes and abilities.

- Objective is a confident person who views problems or everything according to the truth, not according to personal truth or according to himself.

- Responsible is a person's willingness to bear everything that has become a consequence.

- Rational and realistic is analyzing a problem by using thoughts that are accepted by reason and in accordance with reality.

Besides that, the lack of self-confidence can be analyzed with several points, they are:

- A person can act decisively and without hesitation.
- Having self-confidence is not afraid of failure.
- Failure experienced is seen as an experience that is very beneficial for the future.
- The person concerned has an optimistic attitude.
- Thinking creatively, and

- Have self-esteem.

According to Maslow (1971) the characteristic of a person who is confident with psychological independence is that he has the freedom to choose and invest energy directly based on his belief in his ability to do something. Therefore, generally confident people have new experiences, like to face challenges, and are responsible for complete the assigned task. When adapting to a new environment, confident people are usually easier to communicate and adapt to than people who are not confident. Because confidence people have strong control, can develop motivation, can study and work hard for progress, and have confidence in the roles they play.

d. Level of Self-Confidence in Speaking English

There are 5 level of self-confidence according to Gay (2006)

1) High

- Individuals are very confident in their abilities.
- They willingly take on challenges and believe they can succeed.

2) Medium

- Individuals have a balanced level of confidence.
- They feel capable but also recognize their limitations and are open to learning and improvement.

3) Precisely

- This level represents a fine-tuned and realistic sense of confidence.
- Individuals have an accurate assessment of their abilities and apply themselves appropriately to tasks.

4) Less

- Individuals have a lower level of confidence.
- They might feel uncertain about their abilities and often hesitate to take on

5) Low

- Individuals often doubt their abilities.
- They are usually reluctant to try new things and may fear failure

6) Very low

- Individuals have very little to no confidence in their abilities.

- They avoid most challenges and have a strong fear of failure, often leading to inactivity or reliance on others.

C. Research Hypothesis

According to Sugiono (2017) Hypothesis is a temporary answer to the formulation of research difficulties, which state relationship between two or more variables. Therefore, the hypothesis of this research is;

“The level of students’ self-confidence in speaking English at SMAN 1 Malunda is Less level category.”

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The research's conclusion shows how by knowing the level of students' confidence, it can be known to what extent the students' speaking skill are. The researcher came to the following conclusions based on the analysis findings questionnaire, and interview results:

1. Students' level of self-confidence in speaking English

Based on the result of the data analysis, research findings and discussion. It could be concluding students' self-confidence in speaking English at SMA Negeri 1 Malunda is precisely level category. From 25 statements divided into five indicators and answered by 74 students, result range of all indicators is 64.5%.

2. Factors that influence students' self-confidence in their speaking English

Based on the result of analysis it can be concluded factors that influence students' self-confidence in their speaking at SMA Negeri 1 Malunda can be divided into some factors that are limited mastery of English vocabulary and grammar, lack of pronunciation, self-esteem or feeling confident in one's abilities, support from social environment, a positive learning environment, fear about being judgement. Therefore, it is important for educator to create a supportive environment and provide more opportunities for students to practice speaking English actively to increase their self-confidence.

B. Suggestion

After conducting the research and getting the data approximately how students' level confidence in speaking English and factors that influence students' self-confidence in speaking English. The researcher would like to give several suggestions for the teachers, students and the readers. After this research, the researcher hope that teacher will adjust teaching methods based on confidence

level, so that students with less or medium levels of self-confidence can increase their confidence in speaking English, and with students who have high level of confidence in speaking English teacher can support and encourage them to excel especially in speaking skill, English debate, English speech, etc. The teacher has to know what students need in the learning process, provide positive reinforcement, a teacher creates a supportive classroom environment, utilize encouraging feedback, teachers should provide constructive and encouraging feedback to students.

The students should be self-awareness, students need to recognize their strengths and weakness in speaking English, then practice speaking regularly, accept mistakes as a part of learning, and increase vocabulary. Mistakes in language are normal and part of the learning process. Reader are advised not to be afraid of making mistakes and instead learn from these mistakes to improve their abilities.

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