ANALYSIS STUDENTS' SELF-CONFIDENCE ON DEVELOPING SKILLS IN ENGLISH LEARNING PROCESS

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This Undergraduate Thesis Was Written And Submitted In A Part-Fulfillment Of The Requirements For The Undergraduate Degree Education

ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
2025

APPROVAL SHEET

ANALYSIS STUDENTS' SELF-CONFIDENCE ON DEVELOPING SKILLS IN ENGLISH LEARNING PROCESS

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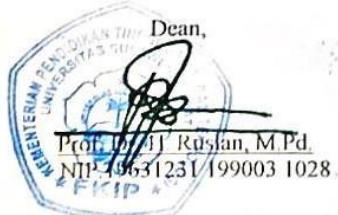
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ABSTRAK

ASMA UL HUSNA: Analysis Students' Self-Confidence on Developing Skills in The English Learning Process**. Skripsi. Majene: Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat, 2025.**

Penelitian ini bertujuan untuk menganalisis bagaimana kepercayaan diri mahasiswa memengaruhi proses pengembangan keterampilan dalam pembelajaran bahasa Inggris, serta mengidentifikasi faktor-faktor yang memengaruhi tingkat kepercayaan diri mahasiswa. Dalam era globalisasi saat ini, penguasaan keterampilan bahasa asing, khususnya bahasa Inggris, menjadi sangat penting. Namun, peningkatan keterampilan ini seringkali terhambat oleh berbagai faktor, salah satunya adalah kepercayaan diri. Penelitian ini menggunakan pendekatan kualitatif dengan desain deskriptif. Data primer dikumpulkan melalui wawancara mendalam dengan lima mahasiswa Pendidikan Bahasa Inggris angkatan 2018 di Universitas Sulawesi Barat, yang dipilih karena pengalaman belajar mereka yang lebih panjang. Data sekunder diperoleh dari studi literatur dan penelitian sebelumnya. Teknik analisis data yang digunakan adalah analisis tematik, yang melibatkan familiarisasi data, pengodean awal, konstruksi tema, peninjauan tema, pendefinisian tema, dan penulisan laporan. Validitas data dipastikan melalui teknik "member checking". Hasil penelitian menunjukkan bahwa kepercayaan diri memiliki peran krusial dalam proses pembelajaran bahasa Inggris. Mahasiswa dengan kepercayaan diri yang tinggi cenderung lebih berani berpartisipasi aktif, mencoba hal baru, dan berlatih secara konsisten, yang pada akhirnya mempercepat pengembangan keterampilan mereka. Sebaliknya, kurangnya kepercayaan diri, yang seringkali dimanifestasikan sebagai rasa takut membuat kesalahan, takut dihakimi, atau keraguan terhadap kemampuan diri, dapat menghambat partisipasi aktif dan efektivitas pembelajaran.

Kata kunci: Kepercayaan Diri, Keterampilan Bahasa Inggris, Proses Pembelajaran, Faktor-faktor Kepercayaan Diri, Pendidikan Bahasa Inggris

ABSTRACT

ASMA UL HUSNA: Analysis Students' Self-Confidence on Developing Skills in The English Learning Process. **Undergraduate Thesis. Majene: Faculty of Teacher Training and Education, Universitas Sulawesi Barat, 2025.**

This study aims to analyze how students' self-confidence affects the process of skill development in English language learning, as well as to identify factors that affect students' self-confidence levels. In today's era of globalization, mastery of foreign language skills, especially English, is very important. However, the improvement of these skills is often hampered by various factors, one of which is self-confidence. This study use a qualitative approach with a descriptive design. Primary data were collected through in-depth interviews with five English Education students from the 2018 batch at the University of West Sulawesi, who were selected because of their longer learning experience. Secondary data were obtained from literature studies and previous research. The data analysis technique used was thematic analysis, which involved data familiarization, initial coding, theme construction, theme review, theme definition, and report writing. Data validity was ensured through the "member checking" technique. The results of the study showed that self-confidence plays a crucial role in the English language learning process. Students with high self-confidence tend to be more courageous in participating actively, trying new things, and practicing consistently, which ultimately accelerates their skill development. Conversely, a lack of self-confidence, which is often manifested as a fear of making mistakes, fear of being judged, or doubt in one's own abilities, can hinder active participation and effective learning.

Keywords: Self-Confidence, English Skills, Learning Process, Self-Confidence Factors, English Education

CHAPTER I
INTRODUCTION

A. Background

In today's era, students are required to master their skills quickly and accurately, especially foreign language skills. In this case, the most widely studied is English. However, increasing skills in the process of learning English is not easy and influenced by many factors, the more obstacles, the more difficult it is to get a rapid increase in skills. Likewise, the fewer obstacles, the faster the increase in skills from something learned. According to Lubis (2023), learning is an activity to increase a person's knowledge, and involves learning activities between the group of carriers (teachers) and the group of recipients of knowledge (examples). Always human, always learning. With the advancement of education, it is hoped that learning objectives can be fully achieved so that learning can take place. Gagne believes that learning occurs through behavioral changes that affect people in different conditions before and after the learning process (Marisa, 2019). This means that experience or knowledge can bring change to a person. This means that the goal of the learning process is expected to be a change in skills that are more developed in line with what is learned. However, it will not be easy considering that there are many obstacles in the learning process that will affect the process and learning outcomes.

According to Diana (2021) in an effort to achieve learning objectives, there are various problems that cause learning objectives not to be achieved optimally. Difficulty is a condition that shows the characteristics of an obstacle in an activity where the difficulties mentioned in this research are learning difficulties. In the teaching and learning process, teachers need to overcome students' learning difficulties. For this reason, teachers are needed to identify students' learning difficulties and find their causes. Factors that cause learning difficulties in general include internal and external factors. Internal factors are elements that come from students itself, while external factors are factors that come from outside students. According to Khasanah (2022), learning is a change in disposition

or ability achieved by a person through activity. This change in disposition will be obtained directly from a person's natural growth process. Learning is a process, an activity and not a result or goal. Learning is not just remembering, but broader than that, namely experiencing. Learning outcomes are not mastery of training results but changes in behavior (Rosyid, 2021). Students' learning outcomes are essentially changes in behavior. Behavior as a result of learning in a broad sense includes cognitive, affective, and psychomotor fields (Sudjana, 2021). Learning is the process of producing adjustments to student behavior in the learning process (Suprijono, 2021). Arsyad (2021) stated that learning is the process of interacting with situations that exist around individuals, namely students. Learning is also one of the factors that greatly influences the formation of an individual's personality and personality. So it can be concluded from the theories above that learning is a process carried out by someone to change for the better. Learning is a change in behavior in a person that is permanent from an experience and also trying to master something new in the learning process.

Wills (2018) stated that learning barriers are not only instructional or pedagogical problems, but also refer to psychological problems. Students who experience obstacles in the learning process will affect less than optimal learning outcomes, learning difficulties have a broad meaning. In the process of learning English, there will be many students with different skills and abilities in their learning process. Some can understand the material quickly, some may be a bit slow and sometimes some have difficulty. In this case, even though taught with the same material and methods, we will find that there are many differences in learning outcomes at the end. Instructional or pedagogical problems are problems that can be overcome by a system of changes or improvements to procedures that will continue to change and be adjusted to educational needs, but psychological problems come from the individual students themselves. This means that the cause or handling must return to the individual student. Among several psychological problems in receiving education, one that is very prominent

in the learning process is the student's self-confidence. Where self-confidence greatly influences learning outcomes or the honing of students' abilities during the learning process in this case learning English.

During studying and also having the opportunity to teach in educational activities, the thing that researcher observe is that self-confidence in learning has a very positive impact on a person's learning process and results. Self-confidence can increase learning motivation, dare to ask questions and express opinions, be more resilient in facing difficulties, improve academic achievement, foster independence and reduce fear or anxiety. Students who are confident are not easily afraid of failure or anxiety when facing exams, presentations, or other assessments. Conversely, students with low self-confidence will get poor learning outcomes. Self-confidence is certainly an added value to help students excel in the learning process and achieve better learning outcomes than other students with low self-confidence, especially in the case of learning English because there will be many student abilities that inevitably have to encourage students to become confident individuals if they want their abilities to develop in the learning process. According to Lauster (Nurpalah & Setyawidianingsih, 2019: 354) self-confidence is a concept or belief in one's own abilities so that in one's actions one is not so worried, feels free to do things according to one's will and responsibility for one's actions, is polite in dealing with others, has a drive for achievement and is able to understand one's own strengths and weaknesses. This means that self-confidence is a person's ability to convince themselves of their abilities, and to develop a positive assessment of themselves and their environment. This includes individual awareness of their strengths and abilities, self-confidence, self- satisfaction (both spiritually and physically), the ability to act according to certainty, and the ability to control themselves in achieving goals. People who are confident are able to think positively and believe that their abilities are of high quality and beneficial to themselves, others, and the environment. Researchers conducted observations on campus during early June 2025 and found that students' self-confidence issues hindered

their learning process.

Because the impact of self-confidence on the development of students' skills in Because the impact of self-confidence on the development of students' skills in learning becomes an inhibiting factor, there is a possibility that many students experience similar problems in their learning process or this becomes one of the obstacles to improving the quality of students who receive English education. Therefore, researcher want to study more deeply the impacts of self-confidence in the learning process and student learning outcomes, what things affect the differences in self-confidence in students in the learning process and what can be done to increase student self-confidence in the English learning process. For this reason, researcher designed to conduct research on students of University of West Sulawesi in the study "**Analysis Students' Self-Confidence on Developing Skills in the English Learning Process**".

B. Problem Identification

Based on the research background, the identification of the problem that will be examined in this research is how self-confidence influences the learning process and what are the factors that influence students' self-confidence in the English learning process.

C. Research Focus

This research focuses on how self-confidence can influence students in the English learning process, what factors influence students' self-confidence in the learning process and outcomes and how far the development of students' abilities and learning outcomes differ based on their level of self-confidence.

D. Research Objective

Based on the previous desciption, the objective of this research as follows:

1. To find out how student' self-confidence affect the process of learning English
2. To find out What factors influence students' self-confidence in the English learning process

E. Research Benefits

The benefit of this research is to understand self-confidence problems that hinder the learning process, to find solutions that can overcome self-confidence problems and then improve students' abilities in the learning process and their learning outcomes. Apart from helping students process self-development, it is also a consideration for teaching to expand assessment techniques to students during the learning process in order to maximize students' development abilities in the future.

CHAPTER V
CONCLUSION AND SUGGESTION

A. CONCLUSION

Self-confidence greatly influences the success of the learning process because it affects students' courage to participate, try, and practice. Factors that influence self-confidence include internal aspects such as motivation and mastery of the material, as well as external factors such as social support and a comfortable learning environment. The balance between ability and self-confidence is also important for the learning process to run effectively.

Self-confidence plays a crucial role in the learning process, influencing students' attitudes, motivation, and abilities in absorbing material and participating actively. Several factors that influence students' self-confidence include fear of speaking in public and doubts about one's own abilities can hinder students' active participation, so that the learning process becomes less than optimal. Positive support from lecturers and friends, as well as strong motivation, can increase students' courage to take the initiative and practice, which in turn increases their self-confidence. A supportive learning atmosphere and neat appearance can increase students' comfort, which has a positive impact on their focus and courage in learning. Lack of mastery of material and language skills can reduce students' self-confidence, so that they are reluctant to ask questions or contribute to class discussions. Students who are able to balance their self-confidence with their abilities tend to be more realistic and do not give up easily, so that the learning process takes place effectively.

Factors that influence students' self-confidence can be divided into internal factors (such as fear, motivation, and mastery of the material) and external factors (such as support from the environment, learning environment conditions, and peer pressure). In addition, physical factors and appearance also contribute to increasing self-confidence.

Overall, the problem of self-confidence in the learning process is still a major challenge that can hinder students' maximum learning outcomes. This study is in line with previous studies, emphasizing the importance of attention to aspects that influence self-confidence to improve learning effectiveness.

B. SUGGESTION

Educational institutions should develop social support programs that involve lecturers and peers to provide positive feedback and motivation to students. This can be done through study group activities, mentoring, or discussion sessions that encourage students to share experiences and support each other. Special training is needed to improve students' public speaking skills. Activities such as presentations, debates, or workshops can help students overcome fear and self-doubt, thereby increasing their confidence in actively participating in class. Schools and colleges need to create a supportive learning environment, such as a comfortable classroom, a conducive atmosphere, and adequate facilities. This can increase student comfort and encourage them to be more active in the learning process. Lecturers are expected to prepare learning materials that are interesting and relevant to students' daily lives. Thus, students will be more motivated to learn and feel more confident in mastering the material.

Students need to be encouraged to recognize and understand their strengths and weaknesses. Self-development programs that include self-reflection and goal setting can help students balance their self-confidence with their abilities. Further research is needed to explore more deeply the factors that influence student self-confidence in different contexts, as well as to develop more effective strategies in increasing self-confidence among students.

By implementing the suggestions above, it is expected to increase student self-confidence, which in turn will contribute to the success of the learning process and more optimal learning outcomes.

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