

Investigating The Elements Contributing To Self-Confidence Development In Efl Students During English Speaking

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Abstract: This research seeks to examine the determinants of English learners' deficiency in confidence when speaking English. It also seeks to outline the measures that may be employed to address English learners' deficiency in speaking confidence. This research is qualitative in nature. This research was undertaken at Ar-Raniry State Islamic University. This study concentrated on collecting data from sixth-semester students of the English Education Department as research participants. Researchers employed interviews to gather data. The data analysis methodology has three phases: data reduction, data presentation, and conclusion formulation. The research findings indicate that the reasons contributing to pupils' lack of self-confidence include insufficient vocabulary, inadequate pronunciation, limited grammatical understanding, and a deficiency in self-belief. Potential techniques to address students' lack of confidence in speaking English include self-talk, engagement in English-speaking communities, utilization of speaking applications, and constant, focused practice

Keywords: *Self-Confidence, During English Speaking*

INTRODUCTION

All individuals globally should possess the ability to communicate through language, a fundamental talent. Language is integral to daily life and cannot be separated from it. Language is essential for the transmission and reception of information. Although several languages are spoken globally, effective communication among individuals necessitates the use of language. Language is essential and meaningful for this reason. Social interaction with others is unattainable without language (Hadi, 2021). The globe possesses several languages, and mastering a new or foreign language necessitates the acquisition of essential language skills for comprehensive communication. The approach of acquiring a foreign language parallels that of mastering our own language. Initially, hearing occurs, succeeded by speaking, reading, and ultimately writing (Ananda, 2017).

In today's interconnected world, the ability to verbally communicate in a foreign language for many reasons is frequently linked to fluency in that language. This linguistic skill is often underestimated and just seen as the precise use of words and terminology, despite its crucial role in communication (Dincer, 2017). One of the most crucial skills that many English language learners aspire to grasp swiftly is speaking English. Throughout their schooling, students have been instructed to enhance their English-speaking skills through various ways, such as engaging in discussions with peers or narrating stories (Rosalia, 2018).

Nadila (2020) asserts that students frequently encounter greater discouragement than encouragement while studying foreign languages. A deficiency of confidence is an emotional factor that complicates the search process. Exuding confidence is essential as it may invigorate and inspire kids with courage and audacity. Students possessing a robust feeling of confidence will communicate more eloquently and with distinction. A strong degree of self-confidence is positively correlated with speaking proficiency. The pupil exhibiting greater confidence than peers can communicate successfully. They therefore

articulate English with greater fluency than their peers. The claim that situational self-confidence in communication significantly affects learners' motivation to engage in conversation (Kansil et al., 2022).

A crucial factor that significantly influences the success of language learners is self-confidence. Research has confirmed that confidence profoundly affects language acquisition. Students lacking confidence are sometimes regarded as inhibited and timid, reluctant to deliver presentations before the class. Their "unwillingness to communicate" in a foreign language arises from a deficiency of confidence (Loan, 2019). In other words, an individual's confidence level may either facilitate or obstruct learning. Nervous students will struggle to concentrate in class. They may acquire little information and be incapable of applying it. Anxiety may hinder pupils from attaining their self-established objectives in English studies (Kansil et al., 2022). Recent years have seen significant emphasis directed on the issue of poor confidence in foreign language speaking, since it is a primary impediment to student progress (Salahuddin, 2022).

The researcher seeks to identify the elements that contribute to English learners' deficiency in self-confidence when speaking English, as well as the tactics they employ to mitigate this deficiency. Consequently, the researcher aims to investigate the determinants of self-confidence growth in EFL students about English speaking proficiency

REVIEW OF LITERATURE

Preceding Related Findings

Several academics have already investigated the factors contributing to pupils' low levels of confidence. Nety (2020) did study on the correlation between pupils' speaking proficiency and self-confidence. The findings indicated a strong correlation between speaking competence and pupil confidence. The kids were instructed to practice, exert effort, cultivate, and exhibit their confidence in speaking English.

Sugiarto (2021) investigated the elements influencing student confidence. He identified two factors: internal and external. Physical attractiveness and self-confidence are the internal elements. The familial setting and input from peers or others constitute external variables. Both variables are classified as high-level. The findings of this study may assist educators in comprehending the elements that affect their pupils' self-assurance in public speaking and in determining methods to foster such confidence. This study's findings may aid in teaching English learners on the factors that affect their public speaking confidence.

Kansil et al. (2022) examined the elements affecting learners' English speaking proficiency. The study discovered the factors that lead to English language learners' diminished comfort and confidence during speaking courses. The study's findings indicate that English learners, despite adequate ability, have significant challenges in public communication due to decreased motivation, heightened fear, and diminished self-confidence. This article demonstrated that students can speak effectively and persuasively when they are more motivated and less anxious.

This research may be presumed to have significant similarities with prior studies. The aforementioned research focused on the impact of students' self-confidence on their English communication skills. This study examines the elements that may lead to the lack of confidence among English language learners when speaking the language.

Self-Assurance

Confidence is a crucial element that affects students' development and involvement. Articulating English well in class or during group discussions is essential. Students with self-confidence can articulate the language more effortlessly. It is essential to recognize that pupils' capacity to learn a foreign language, such as English, is affected by an emotional factor known as self-confidence (Akbari, 2020).

Self-confidence entails possessing belief in one's own abilities, talents, and intellect. Consequently, it may be stated that self-evaluation is a beneficial assessment that ultimately encourages individuals to value themselves more highly. Students possess the ability to establish pragmatic expectations and objectives, communicate assertively, and accept constructive criticism effectively. Conversely, pupils devoid of self-confidence may find it challenging to trust others, display meekness or submissiveness, and endure significant self-doubt (Lengkoan & Hampp, 2022). Self-confidence is the most essential attribute for pupils, since it encompasses a positive perspective and the capacity to adjust to their social environment. The need for self-confidence and a sense of superiority is the most essential human need (Kansil et al., 2023).

Hidayati (2021) defines self-confidence as the capacity to act with complete willingness. The pupils will achieve despite the hurdles they face in whatever setting. The capacity to progress, develop, and continually improve oneself is referred to as confidence.

Significance of self-assurance

Success is predominantly influenced by an individual's self-confidence. An individual with elevated self-esteem may maximize their abilities and achieve success by acknowledging and embracing both their deficiencies and strengths. Confidence also positively influences an individual's attitude and motivation. Confidence is a crucial indicator of one's ability to achieve goals and overcome problems. A high level of confidence facilitates the establishment of robust interpersonal interactions (Falah, 2022). An individual possessing a robust feeling of confidence has heightened vitality, more self-assurance, and increased motivation to exceed expectations for others (Ananda, 2017).

Self-confidence is not innate; it should derive from engaging in positive endeavors, such as education or philanthropic activities. Students may have a sense of self-worth due to their accomplishments both academically and extracurricularly (Halima, 2016). An individual possessing a robust feeling of confidence has a deeper comprehension of their identity, vitality, and pride in themselves. They are also more predisposed to prioritize others above themselves. They establish relationships with ease, experience no loneliness, and provide a sense of joy that is vital for a comfortable existence. They maintain a relaxed disposition toward their own journey and social enjoyment (Ananda, 2017).

Individuals with a pronounced feeling of confidence display traits such as (1) worthiness, and (2) self-assurance. Possessing self-respect. (4) striving for personal development, (5) attaining tranquility or peace, and (6) fostering constructive interpersonal interactions. Exercising accountability. (8) demonstrating patience in the face of failures, and (9) expressing kindness. Combative. (11) Forgiving and well-regarded, and (12) taking decisive action, one may contend that all learners ought to possess confidence as a consequence. Emotionally comfortable learners with high self-confidence can adapt to many settings. Students value many perspectives and are unafraid to express their own opinions. Consequently, they will be motivated to enhance their performance (Pautina et al., 2018).

Articulating

The four linguistic competencies are speaking, writing, listening, and reading. It offers a platform for students to engage with peers and exchange their ideas, intentions, aspirations, and perspectives to achieve certain goals. Moreover, those with linguistic proficiency are referred to as "speakers" of a foreign language. Speaking proficiency is the most often utilized linguistic skill in nearly all contexts (Farabi et al., 2017). A fundamental skill essential for success in life is effective communication. Thus, speech is a fundamental aspect of daily life and cannot be separated from our actions. Communication without verbal expression often presents challenges and increases the potential for misinterpretation (Setiawan, 2017).

Students must develop their speaking skills, as these are crucial for efficient communication. It refers to verbal communication with others (Fulcher, 2014). Speaking competency refers to the ability to articulate thoughts, views, or emotions suitably for the exchange of information with others and for getting responses (Laksana, 2016).

Speaking is a method of audibly conveying thoughts to achieve effective communication for interpersonal and transactional objectives (Hidayat et al., 2018). Speaking is a mode of communication applicable in several contexts, utilizing both verbal and nonverbal signals. Speaking evolves as a fundamental ability for meaning-making and communication. It also transforms into a dynamic language utilized in discourse. A speaker and a listener are essential for communication. The objective of speaking is to effectively convey our message. Immediate communication will transpire throughout verbal exchanges and language utilization (Husna, 2021).

METHODS

Research Methodology

This research employed a qualitative descriptive approach to identify the variables influencing English learners' lack of self-confidence in speaking and the solutions they utilize to mitigate this deficiency. Cresswell (2014) posits that qualitative descriptive design is a methodology for examining and comprehending the significance attributed by individuals or groups to a social human context. Qualitative research methods are supported by literature and utilized to explore scientific contexts where researchers apply instruments, data collection methodologies, and qualitative analysis that prioritize meaning. Qualitative research approach is to investigate and describe events or study subjects through social interactions, attitudes, and individual or group views (Sugiyono, 2018).

Study Subjects

A population is described as a group of persons, events, or things that are collectively considered. Furthermore, the researcher examined other facets of the population (Wayne, 2016). This study's population comprised the sixth-semester students of the English Education Department of Ar-Raniry State Islamic University. The subsequent phase was selecting the sample following the researcher's identification of the population. A sample is a subset that possesses identical characteristics to the population (Sugiyono, 2012).

The researcher employed purposive sampling to get the sample in this study. Arikunto (2013) defines purposive sampling as the method of selecting a sample in which subjects are chosen based on specific objectives rather than their level or location. Sampling was implemented to choose a limited number of persons for the study

procedure. The researcher chose sixth-semester students from the English Education Department of Ar-Raniry State Islamic University as responders, as they are in their third year of study. Consequently, they have encountered both positive and negative experiences during their studies, which frequently impacted their self-confidence. This study focused on EFL students who possessed fundamental English grammatical knowledge and speaking ability, however lacked self-confidence in their spoken English. The researcher requested them to speak in English, but they spoke in a sluggish and hesitant manner.

Tools for Data Acquisition

This study use semi-structured interviews as a data collection technique to acquire precise information. A semi-structured interview is a method for collecting information that arises organically during a two-person dialogue. The majority of interactions were posing and answering open-ended questions focused on a particular subject (Doody & Noonan, 2013). The utilization of interviews aligns with the objectives of this study; Sugiyono (2017) asserts that qualitative approaches are advantageous for analysis, since interviews provide comprehensive, participant-driven insights into the dynamic process. He saw the interview as a suitable data gathering method for identifying the problem.

This study included interviews with six people to acquire data. This interview examined the variables that contribute to English learners' lack of self-confidence in speaking and the tactics employed by these learners to mitigate this deficiency. The interview is a data gathering method including a question-and-answer exchange between the interviewer and participants (George, 2022). Interviews were done individually and in person to facilitate students' expression of their perspectives, and these were documented using a recording device. The respondents' mean time to respond to ten questions was around 30 minutes. The replies provided to the researcher's inquiries were subjected to descriptive analysis.

Methods of Data Analysis

The data analysis approach is a systematic way of data collecting that assists researchers in deriving conclusions. Obtaining the correct findings will be straightforward if the data analysis methodology is precise. This study encompasses three steps of data analysis: data reduction, data presentation, and conclusion drafting or interpretation (Sugiyono, 2019). The following are explanations for the aforementioned items:

Data minimization

During this data reduction phase, the researcher implements a coding system. Programming resembles the process of organizing specified data. Open coding, preliminary coding, and tentative coding refer to the initial phase of coding. The predominant technique involves reading and rereading all material and categorizing it into comprehensible units of meaning (words, phrases, and sentences) that are easy to assimilate. The researcher gathered the data subsequent to its acquisition. Upon the completion of data collection, the researcher consolidates all units sharing the same code. The facts will be more comprehensible. By systematically classifying the acquired data, we may emphasize the pertinent information relevant to our research topic (Moleong, 2011).

Data presentation

Subsequent to the collection and reduction of data, the researchers studied the methodologies employed by scholars in data presentation. Data presentation refers to the systematic organization of a data collection to facilitate unambiguous judgments. Qualitative data can be presented using matrix analysis, graphs, charts, networks, and narrative prose, such as field notes (Sugiyono, 2011).

Formulating conclusions

In this final stage, the conclusions of the data analysis are derived. At this juncture, the researcher commences the interpretation of the data. Upon categorizing all things with identical codes, the researcher seeks to identify correlations among the categories. It persists in disseminating narratives and fostering relationships thereafter. The researcher now gets access to the conclusions and findings of the study (Moelong, 2011).

DISCUSSION

. Results

The researcher presents the findings from the replies to the ten questions in this part. This part also showed the data analysis about students' self-confidence in speaking English. The interview aimed to collect data on students' self-confidence in English speaking and the tactics employed by English learners to mitigate their self-doubt in this area, based on many features and predominant causes.

The participants were designated as P1 for Participant 1, P2 for Participant 2, and P6 for Participant 6. The researcher identified several distinct conclusions pertaining to this study after analyzing the data. A comprehensive elucidation of the research findings is provided below.

The elements that affect English learners' deficiency in self-confidence when speaking English. The initial subject examines the elements that affect English learners' deficiency in self-confidence when speaking the language. The factors were categorized into eight segments. The variables included negative thinking, insecurity, lack of attention and concentration, unengaging topics, insufficient vocabulary, inadequate pronunciation, limited grammatical skills, and absence of optimism.

Adverse cognitions

The study discovered that several individuals experienced negative sentiments while conversing in English, based on their replies. In answer to EFL students:

I consistently dread mockery when I communicate in English. For instance, during my presentation in class, when I elucidated the information in English, my confidence abruptly waned due to the fear of ridicule for any linguistic inaccuracies. These negative ideas significantly heightened my anxiety and diminished my confidence when speaking English in the presence of others. [P2]

The negative perceptions of others' reactions to my English communication really overpowered me. Occasionally, when I attempt to speak English, unpleasant thoughts arise. I was uncertain whether I would be mocked, derided, or ridiculed for my errors in speaking English. P3

The data indicate that some students continue to harbor unfavorable perceptions toward the lectures, their peers, and themselves. Nevertheless, the negative attitudes adversely affected the enhancement of confidence in speaking English.

b. Insecurity

According to the interview, the English learners expressed their sentiments on the insecurity associated with speaking English. The research indicated that English learners faced difficulties in speaking English with confidence, as articulated by P1 and P2 below:

I have little anxiety and insecurity when communicating in English, particularly in the presence of a large audience. For instance, when the instructor requested that I step up and elucidate a concept. My apprehension arose when I unexpectedly found myself before a large audience. I assess if my English proficiency is comparable to that of person A or person B. I sense that upon concluding my speech, my professor will provide corrections. Consequently, I experience less confidence while conversing in English, particularly in the presence of large audiences, as I frequently find myself comparing my abilities to those of others. P1

My greatest insecurity arises when I am unexpectedly required to speak English. The professor requested that I elucidate a point on the chalkboard. In the absence of enough preparation, my anxiousness will manifest. Suddenly, all the terminology I had acquired was irrevocably lost. Particularly when several individuals anticipated an explanation from me, I said only a few words and remained largely mute due to a loss of confidence. P2. The English learners said that uneasiness diminished their confidence. The insecurity induced anxiety, uneasiness, and tachycardia. The issues arose when English learners continued to compare their abilities with those of others.

Deficiency in attention and concentration

According to the interview, English learners saw a decline in attention and focus while speaking English. This occurred because individuals often forgot their intended statements when experiencing fear. Regarding the reactions of EFL students:

I tend to have significant anxiety when addressing large audiences, particularly when speaking in English, which causes my focus to dissipate and my intended remarks to vanish abruptly. I have endeavored to concentrate, nevertheless the sensation of uneasiness persists, hindering my ability to eliminate it. P1

A frequent issue I encounter is the abrupt loss of attention and concentration while speaking English. I am excessively reserved and preoccupied with formulating my subsequent remarks. This caused me some anxiety since I did not wish for the individual I was conversing with to await my response. [P4]

The individual indicated that they prepare their attention and concentration when speaking English. The majority of participants indicated that any disruption in their attention would result in a loss of confidence in their English speaking abilities.

CONCLUSION

This research seeks to identify the factors contributing to English learners' deficiency in self-confidence when speaking English, as well as the strategies employed by these learners to mitigate this lack of self-assurance. Chapter IV reveals that the English learners encountered multiple factors contributing to their deficiency in self-confidence while speaking English. It comprises several factors, including negative thoughts, insecurity, lack of focus and concentration, unengaging topics, insufficient vocabulary, inadequate pronunciation, limited grammatical knowledge, and absence of optimism

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