



The Correlation Between Self-Confidence and English Speaking Achievement of the Secondary School Students

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Abstract: In the foreign language (FL) learning process, self-confidence is also important especially when speaking the language because self-confidence is the basis of student motivation to attain a success of FL learning. In fact, some students still feel afraid and not confident when learning English, especially in speaking English. One of their fear is afraid of being laughed by their schoolmates. These problems then make students inactive in the FL learning process. So, they do not want to participate either to ask questions, answer questions from the teacher and also express opinions to talk in classroom interaction. The objective of this study is to examine the correlation between students' self-confidence and English speaking achievement of the secondary school students. The method used in this study was correlational research design. Samples were taken by purposive sampling technique. There were 37 students (18 male students and 19 female students) taken as the sample who were in the tenth graders of high school. To collect the data, the researchers used a questionnaire to measure students' self-confidence, and they also used a speaking test by a speech monologue made by students to determine speaking achievement. The results show that the correlation between self-confidence and English speaking achievement is $r=0.346$ and $p<0.05$ which means there is a positive correlation between both variables.

Keywords: self-confidence, speaking achievement, ELT, secondary school

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Abstrak: Dalam proses pembelajaran bahasa asing, rasa percaya diri adalah hal penting terutama dalam berbicara bahasa tersebut karena rasa percaya diri merupakan landasan motivasi siswa untuk mencapai keberhasilan pembelajaran bahasa asing tersebut. Namun pada kenyataannya, sebagian siswa masih merasa takut dan tidak percaya diri ketika belajar bahasa Inggris, khususnya ketika berlatih berbicara. Ketidakpercayaan diri mereka salah satunya adalah takut ditertawakan oleh teman sekolahnya. Permasalahan tersebut kemudian menjadikan siswa tidak aktif dalam proses pembelajaran bahasa asing. Sehingga mereka tidak mau berpartisipasi baik untuk bertanya, menjawab pertanyaan dari guru dan juga menyampaikan pendapat terutama ketika berbicara dalam interaksi kelas. Tujuan dari penelitian ini adalah untuk menguji korelasi antara kepercayaan diri siswa dan prestasi berbicara bahasa Inggris siswa sekolah menengah tingkat atas. Metode yang digunakan dalam penelitian ini adalah desain penelitian korelasional. Sampel diambil dengan teknik purposive. Ada 37 siswa (18 siswa laki-laki dan 19 siswa perempuan) yang duduk di bangku kelas sepuluh SMA. Untuk mengumpulkan data, peneliti menggunakan kuesioner untuk mengukur kepercayaan diri siswa, dan menggunakan tes berbicara melalui berbicara monolog yang dibuat oleh siswa untuk menentukan capaian kemampuan berbicara. Hasil penelitian menunjukkan bahwa korelasi antara kepercayaan diri dengan prestasi berbicara bahasa Inggris adalah $r=0,346$ dan $p<0,05$ yang berarti terdapat korelasi positif antara kedua variabel.

Kata Kunci: kepercayaan diri, prestasi berbicara, bahasa Inggris, sekolah menengah

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1. INTRODUCTION

English is an important means of communication in the world. As one of international languages, English is taught as a foreign language to students in Indonesia. English, in Indonesia, is taught since primary school level to the university level by giving the learners a chance for how to use the language such as the practical use of everyday communication. One of the skills required by students in mastering English as a foreign language is the speaking of the language itself.

According to the Regulation of Minister of Education and Culture of the Republic of Indonesia (*Permendikbud*) Number 23 in 2016, the aim of speaking in the curriculum is to make students able to express meanings in transactional and interpersonal languages in the daily life context. They are also expected to be able to express meanings of short functional texts and monologues in many kinds of texts like recount, descriptive and narrative text, either formally or informally. As known today that mostly schools in the secondary level use Curriculum 2013, this curriculum demands that teachers are expected to be able to use varieties of teaching method and approach. One approach that must be implemented by English teachers is communicative approach where this approach, according to British Council (in <https://www.teachingenglish.org.uk/>), is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.

By this definition, it can be inferred that teaching English communicatively is to allow students speak with the language learned. Therefore, speaking skill is an important part of the language learning curriculum, especially in English learning. Speaking skill is one's important skill to be improved from the very beginning of language learning particularly in enhancing English proficiency. This skill can be developed and enhanced effectively by allowing students to practice with the language orally (Morozova, 2013). Therefore, learners are involved in real communication by conditioning natural strategies for foreign language acquisition, so that this will allow learners to learn how to use the language.

In reality, practicing to speak English is not as easily as what we imagine. Not few students in the secondary school level are fault to achieve good proficiency in practicing to speak English because of several factors. According to (Tuan & Mai, 2015), students' proficiency in speaking English can be affected by some factors such as from performance factors (time pressure, planning, the standard of performance and amount of support), affective factors (motivation, self-confidence and anxiety), listening ability, and feedback during speaking activities. By this argument, self-confidence is one of affective factors affecting the success of learners in achieving proficiency of English speaking skill.

In the learning process, self-confidence is also important especially when performing to speak in front of class speaking practice because self-confidence is the basis of student motivation to achieve success in foreign language learning. In fact, some students still feel afraid and not confident when speaking English. One mostly reason behind this is the fear of being laughed at by classmates. These problems then, in line with Burton and Platts (2006), make students inactive in learning English especially in the speaking practice. So, students do

not want to participate either to ask questions, answer questions from the teacher and also express opinions even though it can affect student's progress to develop in learning. Therefore students feel that they do not have enough self-confidence to practice with the language.

In addition, the researchers also found that most of the students had difficulty in developing ideas as well as difficulties in expressing opinions when they practice to speak English. When students are asked to speak in English, they seem difficult to speak so that the class just quiet. It seems students have less or limited vocabularies and bad pronunciation. Therefore, they feel embarrassed when the teacher asks them to speak English in front of the class. This is due to the fact that they are not confident in using the language they are learning. The researcher found that most of the students have low self-confidence, so that they fear and worry to speak. Hence this study has an objective to examine the correlation between students' self-confidence and English speaking achievement of the secondary school students.

2. LITERATURE REVIEW

2.1 Self-Confidence

Self-confidence is an attitude which allows individuals to have positive yet realistic views of themselves and their situations. Self-confident people trust their own abilities, have a general sense of control in their lives, and believe that, within reason, they will be able to do what they wish, plan, and expect. The word confidence originated from the Latin word "confidentia" meaning "to trust" and "to have faith". In other words, self-confidence is your belief in something. Furthermore, according to Ibadurrohman (2016), self-confidence is about someone beliefs of their self that make them achieve better than other. What the other thing is hard to achieve, the person who have better self-confidence will do it well. Therefore, self-confidence can be defined as someone's belief in their ability to success at task, based on whether or not they have been able to perform that task in the past. Learner who has high self-confidence never give up until they can reach their goals because they believe in their abilities.

Furthermore, Sara (2015) state that self-confidence is very important in learning the foreign language. When learners have strong trust in their capacities, they will make them easier to learn and engage in their task without any obstacles in their performance which may hinder their performance. In addition, Sara (2015) considers that self-confidence also controls all what learners do in all domains, especially their success which they all hope to gain.

2.2 The Factor of Self-Confidence

One factor mostly influencing the students' self-confidence is anxiety. According to Leong and Ahmadi (2017: 38), students' anxiety level had a negative relationship with their skill performance. Mostly foreign language learners are anxious and less confident to speak with their teacher and classmates. Additionally, Horwitz et al., (in Fauzi & Asi, 2023) indicate this kind of anxiety in terms of 'fear of negative evaluation'. This is characterized as uneasiness about the evaluation of others, avoidance of circumstances in which one is evaluated, and the assumption that others would assess anyone negatively. For example, when students have to speak in front of the class, they suddenly become silent and anxious. It could happen because they are worried that someone will criticize them. It is not only about how the teacher evaluates

the students and yet also about how the other students react to their teacher's evaluation. They worried that the teacher and other students would evaluate themselves negatively.

Therefore, the big obstacle that could detain or block the self-confidence is anxiety because it could break all of the performance of the learner or someone in talk, so that the anxiety must be considered as well in building learner's self-confidence.

2.3 Indicators of Self-Confidence

Self-confidence indicators are variables that can show or indicate to the user certain conditions, so that they can be used to measure changes that occur. Burton and Platts (2006, p. 12), proposed ten qualities of self-confidence as follows:

- 1) Direction and values: confident people know what they want, where they want to go, and what thing which is really important.
- 2) Motivation: confident people are motivated by and enjoy what to do.
- 3) Emotional stability: confident people will be calm and focused approach to how they are themselves and how they are with other people as they tackle challenges. Confident people notice difficult emotions such as anger and anxiety, but they work with them well.
- 4) Positive mind-set: confident people have the ability to stay optimistic and see the bright side even when they encounter setbacks. Confident people also hold positive regard for themselves as well as other people.
- 5) Self-awareness: confident people know what they are good at, how capable they feel, and how they look and sound to others. Confident people also acknowledge that they are a human being, and they don't expect to be perfect.
- 6) Flexibility in behaviour: confident people adapt their behaviour according to circumstance. Confident people can see the bigger picture as well as paying attention to details. Confident people take other people's views on board in making decisions.
- 7) Eagerness to develop: confident people enjoy stretching themselves, treating each day as a learning experience, rather than acting as if they are already an expert with nothing new to find out. Confident people take their discoveries to new experiences.
- 8) Health and energy: confident people are in touch with their body, respect it, and have a sense that their energy is flowing freely. Confident people manage stressful situations without becoming ill.
- 9) Willingness to take risks: confident people have the ability to act in the face of uncertainty and put themselves on the line even when they don't have the answers or all the skills to get things right.
- 10) A sense of purpose: confident people have an increasing sense of the coherence of the different parts of their life. Confident people also have chosen a theme or purpose for their life.

In brief, the indicators above can be directive for people whether they have self-confidence or lack self-confidence. Moreover, it can make people who have lack self-confidence can move on to become people who have self-confidence rightly. Besides, it can become a guideline for the teacher to estimate whether the students have self-confidence or lack self-confidence.

2.4 Effects of High and Low Self-Confidence on Speaking Performance

There is a great difference in performance between students who have high self-confidence and those who have low self-confidence. Learners who have a purpose in learning a foreign language is to use the language as a means of communicating with people who speak the same language in order to more easily understand the meaning of that person. For most students, mastery of speaking is one of the most important aspects of learning a second or foreign language and students always measure their success in mastering a language by mastering the ability to have conversations in the language that they are learning. Therefore, students need to be encouraged themselves to speak in order to enhance their ability to communicate effectively.

Brown (as cited in Al-Hebaish, 2012, p.12) claims that among four language skills, the achievement of oral performance is thought to be highly related with self-confidence. Foreign language learners cannot speak or express themselves freely and fluently without some degree of it. Thus, speaking is influenced by self-confidence. Learners with high self-confidence have belief in their abilities to accomplish task. According to Al-Sibai (2004) confident students are willing to take a risk, engage in oral activities, trust themselves and engage in oral performance. Moreover, confident learners are goal oriented, optimistic, have the ability to discuss any topics, learn from their mistakes and they consider that failure as an opportunity for them to reach their success.

In addition, Hale (2014, p. 13) states that high self-confidence results in either a better performance level or a more positive experience of the event. This means that confident students learn from their experience to develop their abilities. However, students who lack self-confidence have a low performance. Thus, low self-confidence results in either a lower performance level or less favourable experience of the performance.

Hale (2004, p. 13) provides examples of the effects of high and low self-confidence on performance as listed in the following table:

Table 1. The effect of high and low self-confidence on performance

High Self-Confidence	Low Self-Confidence
▪ Giving maximum effort	▪ Lack of effort
▪ A willingness to take chances	▪ More likely to give up
▪ A willingness to react positively to set-back and learn from the situation	▪ Playing safe
▪ High commitment to training	▪ Misdirected focus
▪ Strong focus on the task at hand	▪ Tendency to attribute outcome of events to factors that cannot be controlled (e.g., luck, environmental conditions)
▪ Positive attitude and belief in own skills and talent.	

Obviously, low self-confidence and high self-confidence have different impact on the speaking performance. Self-confidence performers are more likely to gain positive results. However, low

self-confidence performers are gaining negative impact on their presentation in the foreign language.

3. RESEARCH METHOD

3.1 Research Design

This research used correlational research design. Citing from Fauzi (2023), correlation studies investigate the possibility of relationships between only two variables, although some might be more than two variables. The following is the illustration of the design used in this study.

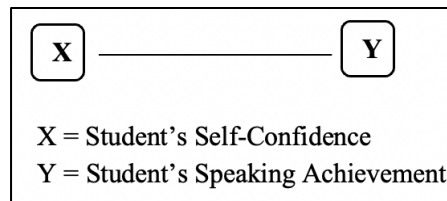


Figure 1. Research design variables

As shown in the Fig.1 above that this study used two variables where students' self-confidence (X) is an independent variable and the speaking achievement (Y) is the dependent variable.

3.2 Sample

In taking the sample, this study used purposive sampling. According to Sugiyono (2016: 85) "Purposive sampling is a technique of sampling data sources with certain considerations". In this regard, the researchers consider several things to draw the sampling technique such as cost, time, and familiarity factor with the sample. Therefore, the study chose tenth grade students of MIPA-2 to fulfil the data covering 37 students; 18 males and 19 females.

3.3 Instrument of data collection

This study used two instruments of data collection; questionnaire and test. A questionnaire was used to collect the data for students' self-confidence. There were 30 items used to ask students' opinions in terms of English learning. The answers are developed into five-scale option from strongly agree (5), agree (4), neutral/ neither agree nor disagree (3); disagree (2); and strongly disagree (1). Then, a speaking test was used to obtain students' speaking achievement by assigning every student a short speech monologue. The topics of speaking are about self-introduction which consists of greeting, mentioning name and birthday, telling hobbies and something unforgettable in their life. Each student should talk not more than two minutes and not less than a minute. All students' talks were recorded.

3.4 Technique of Data Analysis

Data obtained from questionnaire were administered by summing all scores to find the level of confidence attained. The confidence score is found by summing the points obtained and divided by maximum score point (115) then multiplied with 100. The level of confidence is categorized based on Arikunto (2010) as in the following.

Table 2. Level of Students' Self-Confidence

Scores	Level Categories
91 – 100	Very confident
78 – 90	Confident
65 – 77	Confidently enough
52 – 64	Not too confident
39 – 51	Less confident
26 – 38	Unconfident
14 – 25	Very unconfident

Then, test of speaking achievement were rated by two ratters; the researcher and the teacher in order to find the objective result. Then, the ratings from both were sum to find the average score. Speaking test was scored based on the assessment system and categorization as adapted from Brown (2004) below.

Table 3. English Speaking Scoring Rubric

Indicators	Scores	Descriptors
Pronunciation	5	Easy to understand and has native speaker's accent
	4	Easy to understand with certain accent
	3	There are some problems in pronunciation made listener should more concentration and sometimes there is misunderstanding
	2	Difficult to understand because there is problem in pronunciation, asked to repeat
	1	The serious pronunciation so it cannot be understood
Grammar	5	There is no or little mistake in grammar
	4	Sometimes makes mistake in grammar, but it does not influence the meaning
	3	Often makes mistake in grammar and it influences the meaning
	2	There are many mistakes in grammar which made hinder in meaning and should re-arrange sentence
	1	The grammar mistake is so bad so it is difficult to understand
Vocabulary	5	Using vocabulary and expression like native speaker
	4	Sometimes using vocabulary which is not appropriate
	3	using vocabulary which is not appropriate, conversation becomes limited because the vocabulary is limited
	2	Using wrong vocabulary and it is limited so it is difficult to understand

	<i>1</i>	vocabulary is so limited so conversation impossible to occur
Fluency	<i>5</i>	Speech is smooth as a native speaker.
	<i>4</i>	The fluency is disturbed by language problem
	<i>3</i>	The fluency is disturbed more by language problem
	<i>2</i>	Speech is frequently hesitant and jerky; sentences may be left uncompleted
	<i>1</i>	Speech is so halting and fragmentary that conversation is virtually impossible.
Comprehension	<i>5</i>	Understand all without any difficulties
	<i>4</i>	Understand almost all, although there is repetition in certain part
	<i>3</i>	Understand most of what she/he talks in slow speaking
	<i>2</i>	Difficult to understand what she/he talks
	<i>1</i>	Cannot understand although in simple conversation

The scores of speaking indicators above are accumulated by summing the score obtained by student and divided by maximum score (25) then multiplied with 100 to have the final score. Thus, the final scores achieved are consulted to the speaking achievement criteria as cited from Depdiknas (2005) below.

Table 4. Score Classification of Students Achievement

Score	Classification
87 – 100	Excellent
73 - 86	Very Good
59 – 72	Good
45 – 58	Fair
30-44	Poor
<30	Very poor

Last, to correlate the score of self-confidence and the score of English speaking achievement was used Pearson Correlation analysis. This is opted when the data of this study did not violate the normality of the data where value of $p=0.993$.

4. FINDINGS

4.1 Description of scores in students' self-confidence

The following is the depiction of students' self-confidence scores obtained from the questionnaire answers.

Table 5. The description of students' confidence levels

Subjects	Points	Scores	Confidence Levels
1	119	79.33	Confident
2	99	66.00	Confidently enough
3	92	61.33	Not too confident
4	87	58.00	Not too confident
5	114	76.00	Confidently enough
6	106	70.67	Confidently enough
7	93	62.00	Not too confident
8	79	52.67	Not too confident
9	79	52.67	Not too confident
10	97	64.67	Not too confident
11	92	61.33	Not too confident
12	79	52.67	Not too confident
13	70	46.67	Less confident
14	121	80.67	Confident
15	122	81.33	Confident
16	88	58.67	Not too confident
17	102	68.00	Confidently enough
18	96	64.00	Not too confident
19	79	52.67	Not too confident
20	90	60.00	Not too confident
21	123	82.00	Confident
22	88	58.67	Not too confident
23	90	60.00	Not too confident
24	105	70.00	Confidently enough
25	123	82.00	Confident
26	76	50.67	Less confident
27	108	72.00	Confidently enough
28	74	49.33	Less confident
29	71	47.33	Less confident
30	79	52.67	Not too confident
31	73	48.67	Less confident
32	122	81.33	Confident
33	79	52.67	Not too confident
34	96	64.00	Not too confident
35	106	70.67	Confidently enough
36	97	64.67	Not too confident
37	76	50.67	Less confident

The depiction of students' confidence levels in Table 5 above can be simplified into the following chart.

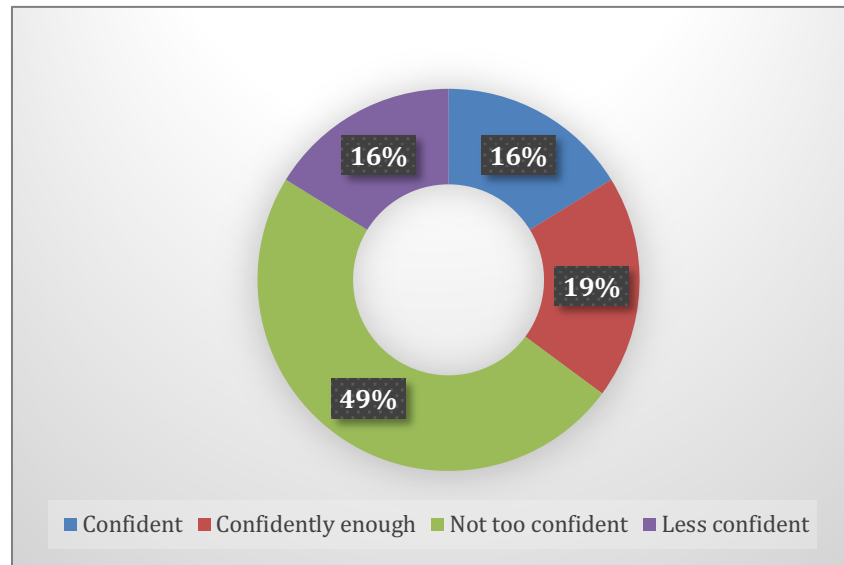


Figure 2. The depiction of students' confidence level in speaking English

From the depiction above, it was revealed that the students' confidence level was mostly 'not too confident' in speaking English since it almost covers half of total number (49%). Meanwhile, the rest is that the students share for three levels of confidence in which 19% they feel 'confidently enough', and for those who feel 'confident' and 'less confident' are 16% respectively. By this finding, there might be said that it is about one-third of students in number categorized to be confident to speak English.

4.2 Description of scores in students' speaking test

The following is the depiction of students' speaking achievement obtained from the speaking test.

Table 6. The description of students' speaking achievement

Subjects	Rater-1	Rater-2	Score in-average
1	60	52	56
2	45	45	45
3	88	88	88
4	72	72	72
5	68	64	66
6	92	92	92
7	68	64	66
8	76	76	76
9	84	80	82
10	30	20	50
11	76	76	76
12	76	76	76
13	60	52	56
14	72	72	72
15	64	60	62

16	80	80	80
17	30	18	48
18	64	60	62
19	72	84	78
20	60	44	52
21	60	48	54
22	64	76	70
23	64	60	62
24	72	72	72
25	72	36	54
26	60	40	50
27	84	88	86
28	60	60	60
29	64	52	58
30	80	80	80
31	88	84	86
32	76	76	76
33	64	52	58
34	60	32	46
35	60	40	50
36	76	76	76
37	68	60	64

The depiction of students' confidence levels in Table 6 above can be simplified into the following chart.

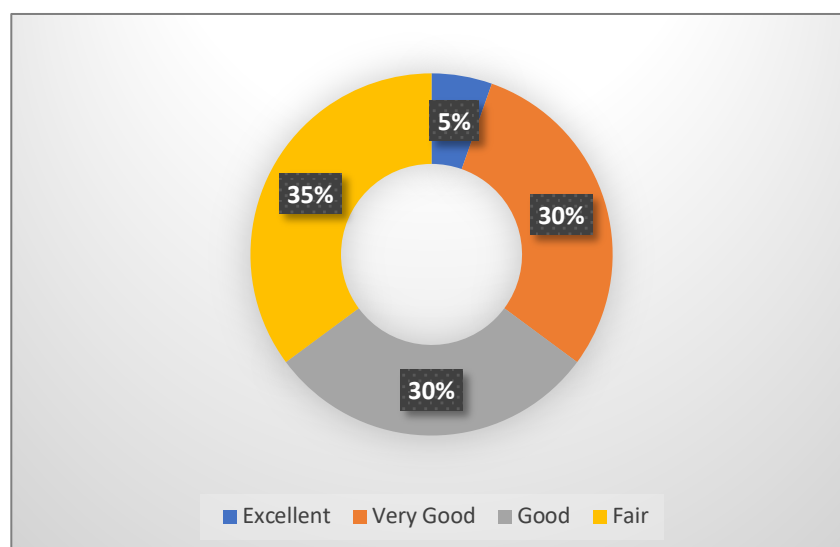


Figure 3. The depiction of students' speaking achievement

From the chart above, it shows that more than half students attain positive achievement in speaking English where 65% in number. Meanwhile, the rest is that the students attain 'fair'

category of English speaking achievement in which it covers 35%. By this finding, there might be said that most students meet good achievement in speaking English.

4.3 The correlation between students' confidence level and English speaking achievement

The data findings in terms of students' confidence level and English speaking achievement as shown in Table 5 and Table 6 are analysed using Pearson correlation statistic. Then the result is depicted in the Table 7 below.

Table 7. Correlation analysis between students' confidence level and English speaking achievement

		Confidence level	Speaking achievement
Confidence level	Pearson Correlation	1	.346*
	Sig. (2-tailed)		.036
	N	37	37
Speaking achievement	Pearson Correlation	.346*	1
	Sig. (2-tailed)	.036	
	N	37	37

*. Correlation is significant at the 0.05 level (2-tailed).

The result of analysis shows that the correlation value is $R=0.346$ and $p=0.036$. Consulting R-value to R-table by $df=37$ it is found the number 0.325 where R-value as calculated above is higher than R-table. Again, the Sig. value (2-tailed) is 0.036 which is lower than 0.05 indicating that $p<0.05$. By this result, there is a positive correlation between student self-confidence and students' speaking achievement. In short, the more confident students speak the better they achieve the speaking skill.

5. DISCUSSION

There are several studies evidence that self-confidence has brought positive outcome in learning, especially learning foreign language. Al-Hebaish (2012), for instance, self-confidence can increase student achievement in learning foreign languages, and more specifically self-confidence also supports student speaking ability. In addition, this study in-hand proves that there is a positive correlation between student self-confidence and students' speaking achievement. This is in line with Abdallah & Ahmed (2015) that in their research findings also show a positive correlation between both variables. They stated that students with high self-confidence also scored high in speaking performance. To be more specific, they also argue that students with high self-confidence can motivate them to speak since self-confidence refers to students' interest in communicating in the foreign language classroom.

However, the result of this study in-hand seems unhappy to be aligned with Leong & Ahmadi (2017). Their study argue that high or low students' speaking achievement cannot be determined by their self-confidence only. Moreover, students' self-confidence did not show a significant correlation with their performance in speaking English since there are more students

in high confidence level showing not good in speaking achievement such as pronunciation and grammar. Therefore, the result of study in-hand cannot be generalized that the self-confidence is a single determinant for enhancing students achievement in English speaking ability.

6. CONCLUSION

The results of this study want to reconfirm some of the results of previous research which state that there is a positive correlation between student self-confidence and students' speaking achievement. Although this study found that only 35% of students felt 'confident' and 'confidently enough' when speaking English, this confidence level was able to determine students' speaking achievement up to 65% of students' achievement categorized into 'good' and 'very good' English. Thus, the thing that should be taken into account by English teachers when enhancing students' speaking skill is how to make students confident first. Because with high self-confidence, students have the courage to express opinions when they are assigned to speak. To conclude, this study indeed provides information that students' self-confidence has positive correlation to speaking achievement, yet the next researchers should look into more other variables which potentially enhance English speaking skill other than self-confidence because few other previous studies revealed contradictorily with this study in-hand.

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