

# **EXPLORING FACTORS INFLUENCING LACK OF ENGLISH SPEAKING CONFIDENCE AMONG EFL STUDENTS**

**THESIS**

Submitted by

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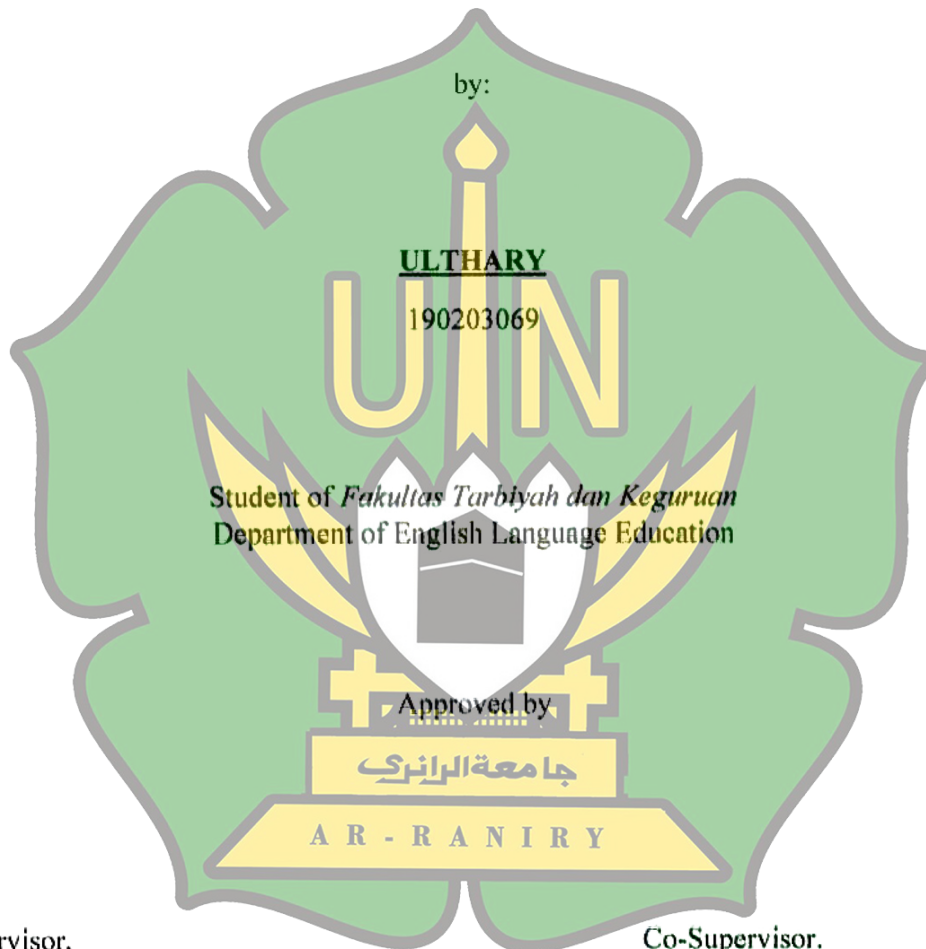
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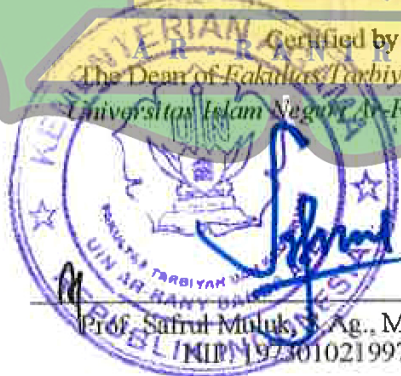
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**SURAT PERNYATAAN KEASLIAN**  
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Finally, I recognize that this thesis is far from complete. There is still a need for ideas that build on and support the improvement of any imperfections. However, I hope that this thesis will be useful to readers and will make a significant contribution to students and lecturers in the English education department at UIN Ar-Raniry Banda Aceh.

Banda Aceh, July 19, 2024

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## ABSTRACT

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This research aims to analyze the factors influencing lack of english speaking confidence among EFL students. It also aims to explore the strategies that might be used to overcome English learners' lack of confidence in speaking English. This type of research is qualitative. This research was conducted in at the Ar-Raniry State Islamic University. This research focused on obtaining data from the students of the sixth semester of English Education Department as research subjects. In collecting data, researchers used interviews to obtain data. The data analysis technique uses three stages, namely data reduction, data presentation, and drawing conclusions. The research results show that the factors that cause students to lack self-confidence are negative thoughts, insecurity, lack of focus and concentration, uninteresting topic, lack of vocabulary, and lack of optimism. Meanwhile, possible strategies to overcome students' lack of confidence in speaking English are self-talk, making outline, and joining the conversation class or webinar with native speaker.

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# CHAPTER I

## INTRODUCTION

### A. Background of the study

There are many different languages when it comes to language, English being one of the most widely spoken. One of the recognized international languages is English. Everybody from all around the world speaks it. The four fundamental English language abilities are speaking, reading, writing, and listening (Hadi, 2021). It is often accepted that speaking is the most difficult ability to acquire. In today's globally interconnected society, being able to speak and use a foreign language orally for a range of purposes is often associated with fluency in that language. It is a language ability that is undervalued and solely considered as accurately practicing words and vocabulary, despite its important function in communication (Dincer, 2017). Among of the most important skills that most language English learners want to master as quickly as possible is speaking English. All throughout their education, students have been told to practice speaking in class using many methods, such having conversations with friends or sharing stories to increase their English-speaking abilities (Rosalia, 2018).

According to Adler (2021) when someone got encouragement, they felt competent and valued and were more likely to behave in a connected and cooperative manner. When they were discouraged, they could compete, withdraw, or give up all undesirable behaviors. Finding methods to show and received respect, encouragement, and social interest was what made them felt happy and hopeful.

According to Nadila (2020) it is common for students to experience more discouragement than encouragement when studying the foreign languages. Lack of confidence is one of the emotional can makes the search proess difficult. Speaking with confidence is crucial because it can excite and stimulate students with bravery and boldness. The students who have a strong sense of confidence will talk more persuasively and with excellence. A high level of self-confidence has a positive correlation with speaking ability. As a result, the student with higher levels of confidence than the others is able to communicate effectively. They consequently speak English more fluently than the other students. The assertion that situational self-confidence in communication has a significant influence on learners' motivation to talk (Kansil et al., 2022).

Self-confidence can be defined as an attitude or a sense of optimism in one's abilities that allows one to act without excessive nervousness, enjoys doing what he does and takes responsibility for it, interacts with people politely and kindly, is driven to succeed, and is aware of both the advantages and disadvantages (Nety, 2020). Speaking confidently is important since it can excite, brave, and stimulate them. For pupils who have a strong feeling of self-worth will communicate more clearly and persuasively when they speak (Kansil et al., 2022). Those who know they are capable of something and then keep doing it are considered to be self-confident. They are independent of the acceptance of others. Students who have a strong sense of self-worth are not afraid to reach their full potential (Mega, 2020).

One important component that has been shown to have a significant impact on language learners' success is self-confidence. Studies have verified that confidence significantly influences the process of learning a language. Students that lack confidence

are frequently perceived as being restrained and shy, hesitant to give presentations in front of the class. These students' "unwillingness to communicate" in a foreign language stems from their lack of confidence (Loan, 2019). To put it another way, one's level of confidence can either promote or hinder learning. Students that are nervous will find it difficult to pay attention in class. They can pick up less knowledge and be unable to apply it. Even worse, anxiety may prevent students from achieving the goals they set for themselves when studying English (Kansil et al., 2022). According to (Salahuddin, 2022) in recent years, there has been a lot of attention focused on the issue of low confidence when speaking a foreign language, as this is the main factor preventing the development of students.

Speaking fluency and abilities in articulating ideas or thoughts are two aspects of speaking skills. In addition to learning words and phrases and pronouncing them correctly, the speaker needs to have confidence in their ability to communicate in order to develop this skill (Confidence Speaking). The ability to communicate in the early phases of speaking in the form of expositions or ideas in detail, more comprehensible, and without fear of expressing them is known as confidence speaking. The lack of foreigners among students who want to pursue English studies and the non-English speaking surroundings are the barriers to getting to this point (Hidayati, 2021).

Based on the interview of three English learners in the fourth semester of the English Education Department's EFL students at Ar-Raniry State Islamic University on February 2, 2024, the researcher asked the English learners about their confidence when speaking English. Based on the answers of the English learners, the researcher concluded that one of the English learners were good skills in speaking English confidently, while the other two still need some supplements to support them in increasing their confidence in

speaking English. Thus, the researcher is interested in finding out what factors influence English learners' lack of self-confidence in speaking English and what strategies that they use to overcome their lack of self-confidence in speaking English. Therefore, the researcher conducted a research titled "Exploring Factors Influencing Lack of English Speaking Confidence among EFL Students".

### **B. Research Question**

1. What factors influence English learners' lack of self-confidence in speaking English?
2. What were the strategies used by the English learners to overcome their lack of self-confidence in speaking English?

### **C. Research Aim**

1. To find out the factors that can influence English learners' lack of self-confidence in speaking English
2. To find out the strategies used by English learners to overcome their lack of self-confidence in speaking English

### **D. Significance of Study**

Based on the problem statements above, this research is expected to share some benefits for the following practice:

1. English learners

This study provided the correlation between confidence and speaking abilities. Therefore, this information will aid students in self-evaluation and be helpful in improving their speaking abilities by letting them know what to do.



## 2. For the teacher

The analysis could be used as a resource for English teachers. The English teacher informed the class on the importance of confidence for improving speaking abilities while also acknowledging the difficulties learners have when learning the language.

## 3. For the researcher

The findings of the research were expected to be used for further researchers to conduct the research in the speaking skill. It can also be an initial idea to find other problems students face in learning speaking skills and the solution for developing speaking skill.

### E. Research terminology

Terminology is an explanation of the keywords of this study and aims to avoid misunderstandings. The following terms will describe as follows:

#### 1. Self-confidence

According to Hadi (2021) self-confidence is among a key elements influencing a student's academic success. For students to successfully study spoken and written English, confidence is crucial. When students possess self-confidence, they can respond appropriately and effectively in a variety of settings, regardless of whether the challenge originates from them or from someone else. In this research, the term self-confidence refers to the factors that can influence students' lack of confidence in speaking and strategies for avoiding them.



## 2. Speaking

According to Wulandari (2017) speaking is an oral communication style where information is shared and exchanged between the speaker and the listener. Therefore, in communication, we accomplish the communicative aims of communication as well as making a statement.



## CHAPTER II

### LITERATURE REVIEW

#### A. Some Basic Concept

##### 1. Self-Confidence

###### a. Definition of self-confidence

Confidence is a learning component that influences students' growth and engagement. Speaking English clearly in class or during group discussions is important. students who possess self-confidence can speak the language more easily. It is significant to remember that students' ability to study another language, such as English is influenced by an affective element called self-confidence (Akbari, 2020).

Self-confidence means having faith in one's own skills, aptitudes, and intelligence. Therefore, it may be concluded that self-evaluation is a favorable evaluation that eventually inspires people to appreciate themselves more. Students are capable of setting realistic expectations and goals, speaking assertively, and taking constructive criticism well. In contrast, students who lack self-confidence may struggle to trust people, exhibit passivity or submissiveness, and experience overwhelming self-doubt (Lengkoan & Hampp, 2022). The most crucial component for students is self-confidence since a positive outlook and the ability to adapt to their social surroundings are traits of a confident mindset. The urge for self- confidence and a sense of superiority is the most fundamental human need (Kansil et al., 2023).

According to Hidayati (2021) defines that self-confidence is the ability to act with total willingness. The students shall succeed despite all the challenges that encounter in whatever circumstance. The ability to move forward, grow, and always better oneself is known as confidence.

b. Importance of self-confidence

Success is mostly determined by an individual's sense of confidence. A person with high self-esteem can optimize his talents and succeed by being able to recognize and accept his own shortcomings as well as his qualities. Additionally beneficial to a person's mood and effort is confidence. The most important thing to remember is that having confidence can indicate that one can fulfill goals and accomplish challenges. When someone has a high sense of confidence, building strong interpersonal relationships is easier (Falah, 2022). A person with a healthy sense of confidence feels more alive, more confident in who they are, and more motivated to go above and beyond for other people (Ananda, 2017).

Self-confidence is not something that is inherent; rather, it should come from doing good things done with one's life, such education or charitable work. Based on their achievements both inside and outside of the classroom, students might feel good about themselves (Halima, 2016). A person with a healthy sense of confidence has a greater understanding of who they are, how alive they feel, and how proud they are of it. They are also more inclined to put others before themselves. They form relationships effortlessly, don't feel lonely, and offer a sense of happiness that is essential for living an easy life. They also have a laid-back attitude toward their own path and interpersonal pleasure (Ananda, 2017).

Those who have a high sense of confidence exhibit the following characteristics such as (1) valuable, and (2) self-believing. (3) having self-respect. (4) making an effort to grow, (5) experiencing harmony or serenity, and (6) maintaining positive interpersonal relationships. 7) exercising responsibility. (8) exhibiting patience when faced with setbacks, and (9) displaying kindness. (10) combative. (11) forgiving and well-liked, and (12) taking decisive action One may argue that all learners should have confidence as a result. Because they are emotionally secure, learners with excellent self-confidence can place themselves in a variety of situations. Learners appreciate other people's viewpoints and are not scared to voice their own. They will therefore be inspired to improve their performance (Pautina et al., 2018).

c. Characteristic of self-confidence

The development of self-confidence results from interaction with the environment and the understanding of how to react to different influences. In addition to both parents, the local community, educators, the media, and other people all have an impact on a child's sense of confidence (Hidayati, 2020).

People with confidence are evident in the manner in which they conduct themselves. People that have proportionate self-confidence exhibit a number of traits, including :

- Have confidence in one's skills and abilities so that one doesn't require approval, respect, or acknowledgment from others.

- Not motivated to adopt conformist behaviors in an effort to get acceptance from others or organizations.
- Have the courage to be yourself and accept the rejection of others.
- Exhibit good self-control (be emotionally steady and not moody).
- Having an internal locus of control, which is the ability to see success or failure, rely on one's own efforts, resist giving up on fate or circumstances, and not rely on or anticipate assistance from others.
- Setting reasonable standards for yourself so that, in the event that they are not met, you can still see the good in both the circumstance and yourself (Wulandari, 2020).

#### d. Types of self-confidence

Self-confidence first increases from youth to middle life, peaks between the ages of 50 and 60, and then sharply declines into old age; the self-esteem curve also shows no generational differences from youth to old age. Second, people who have very high (or low) confidence at one point in their lives are likely to have relatively high (or poor) confidence years later; confidence is a remarkably stable, although far from consistent, feature. Third, future success and satisfaction in areas like relationships, career, and health are predicted by strong self-esteem. Self-confidence development is an essential societal issue, especially in light of the mounting evidence that self-esteem has significant impact on daily life. Empathy divided into two categories (Falah, 2022).

- High self-confidence

Self-confidence encourages initiative and positive learning attitudes. Regardless of stress or other variables, it results in happy students. Students who feel good about themselves have a positive outlook on life. Three things about having high self-confidence are true. First, High confidence is having a strong sense of self-identity and the capacity to appreciate and acknowledge the contributions one has made to the world. Second, having a strong sense of confidence instills optimism, vitality, and confidence. Third, positive encounters with oneself breed high levels of self-confidence (Febrianto, 2019).

- Low self-confidence

Being low in confidence is a desirable emotion that keeps people from realizing their full potential. Even under ideal conditions, a lack of confidence can pose a serious obstacle for a person. People who have low self-confidence are more capable to experience depression, both major and minor, and those who are depressed are more likely to feel unsuitable, worthless, and incompetent (Orth & Robins, 2013).

The effect that can cause low self-confidence is the effect of bullying by fellow friends. When an English learner experiences bullying, apart from experiencing anxiety, depression, stress, this can also cause loss of self-confidence, especially loss of self-confidence when wanting to speak English. (Muluk, 2023).



#### e. The Categories of Self-Confidence

According to (Ozbey, 2015) claimed that the ability to appreciate oneself as well as recognize one's own abilities, and be aware of one's own abilities are the components of self-confidence. He divides self-confidence into to sub-categories, they are:

- Intrinsic self-confidence

Feelings and ideas about a person being at peace or content with who they are are indicators of intrinsic self-confidence. The components of intrinsic self-confidence are positive thinking, articulating specific goals, self-love, confidence, and self-understanding.

- Extrinsic self-confidence

Behaviour and attitude towards others are also components of extrinsic self-confidence. The two building blocks of self-confidence are emotional regulation and communication.

These two elements were discovered throughout their investigation, and they are described as follows: Self-love is the foundation of inner confidence. self-awareness, goal-setting with clarity, optimistic thinking, and Inner-confidence are a person's thoughts and emotions that convey how content and at ease they are with who they are. The ability to control feelings and communicate are the two components of confidence. Highly self-assured people are content with who they are and have great confidence.

## 2. Speaking

### a. The definitions of speaking

The four language skills are speaking, writing, listening, and reading. It provides a channel for students to interact with others and share their ideas, intents, hopes, and points of view in order to accomplish specific objectives. Furthermore, individuals who possess linguistic proficiency are called "speakers" of foreign language. Speaking ability is also the most commonly used language skill in practically any context (Farabi et al., 2017). One of the core abilities needed for success in life is the ability to communicate. Consequently, speaking is an essential part of daily life and cannot be isolated from our activities. Due to the difficulty and likelihood of misunderstanding that arises when we attempt to communicate without speaking (Setiawan, 2017).

One ability that students need to work on is speaking, as it is essential to effective communication. It alludes to speaking with others by using words (Fulcher, 2014). Speaking proficiency is the capacity to express one's thoughts, opinions, or emotions in a way that is appropriate for exchanging information with other communicators and receiving it back (Laksana, 2016).

Speaking is a means of vocally communicating ideas in order to accomplish clear communication for interpersonal and transactional goals (Hidayat et al., 2018). Speaking is a method of communication that works in a variety of situations and uses both spoken and nonverbal cues. Speaking develops into an essential skill for meaning-creation and communication. It also becomes an active language employed in conversation. A speaker and listener pair are necessary for

communication. To properly communicate our message is the goal of speech. Instantaneous communication will occur when speaking and utilizing language (Husna, 2021).

Speaking in English is a necessary ability for international communication as well as various other activities. The need for speaking arises from the fact that English is an international language. English is a language that the people use to communicate with others wherever in the world. Moreover, they mentioned that practically all technology in this fourth industrial revolution is operated in English. Speaking English is a requirement for English language learners (Purnama & Nurdianingsih, 2019). English speaking doesn't qualify like other abilities. Speaking demands continuous practice and skill building because it's an honest method of communication and an effective talent (Zyoud, 2016).

b. The purpose of Speaking

The speaker's overall motivation is referred to as the general purpose of speech. Speaking can serve the following three purposes: to inform, to persuade, and to entertain.

- To inform

Speaking with the intention of describing, illustrating, or demonstrating something is known as "informing." Informational speeches are given to increase the learner's awareness of a subject. The speakers' goal is to enable the audience to comprehend and obtain knowledge about the topic.

- To persuade

Presenters make an effort to uphold, alter, or modify the beliefs, attitudes, views, values, and actions of the people they speak to. The idea is to influence the listeners to reconsider and perhaps even take action.

- To entertain

Speakers aim to engage audiences and make them like what they are saying when they give an interesting speech. Speakers provide the listeners with charm and comedy. Furthermore, jokes and stories are frequently included in entertaining speeches (Azmi, 2020).

c. The element of Speaking

Speaking consists of two elements. These are:

a) Linguistic Features

- Connected speech, which speakers employ in addition to producing distinct phonemes.
- Expressive devices (the students use certain supra-segmental tools and features for communicating effectively).
- Lexis and grammar (the speaker can perform specific language functions by utilizing a number of typical vocabulary phrases).
- Negotiation language, which is used to express requests for clarification and to demonstrate the structure of what is being said (Siagian & Pinem, 2020).

b) Mental or Social Processing

- Linguistic on Processing (the speakers organize words in their minds to make sense and for coming out in the appropriate form).

- Interaction with others: the speaker is very good at listening, understanding the emotions of others, and knowing when to turn language around or let someone else handle it. Using this method to practice or speak with the people.
- Information on processing (the capacity to receive, process, and react to input or retrieval of information) (Siagian & Pinem, 2020).

d. The aspect of Speaking

A language's ability to speak is something that must be learned and mastered. Speaking is a sound that a speaker uses to communicate ideas, feelings, or knowledge to a listener until it is comprehended (Leong & Masoumeh, 2017).

As a result, when selecting linguistic expressions, speakers should consider how well-liked and accepted native speakers find them. The meaning of the speaker's message is communicated through facial expressions, intonation, and pronunciation. Numerous factors affect students' speaking talents, such as the desire to speak, subject-matter expertise, feedback from instructors during speaking exercises, self-confidence, pressure to do well, and time spent preparing (Bohari, 2019).

Speaking competency consists of five parts, each with specific criteria for evaluation. The first aspect is pronunciation. Pronunciation is the way how the words are spoken. As a result, it's critical to work on your pronunciation in order to use words or phrases that are clear and easy for others to comprehend. The second aspect is grammar, with standards ranging from one where improper grammar usage is incomprehensible to one where the speaker is able to rectify their use of it.



Thirdly, vocabulary is evaluated on a range of criteria, from speakers' complete lack of vocabulary to their ability to employ native-speaker-level expressions, idioms, and terminology. Finally, fluency is the fourth aspect. The requirements range from the inability to communicate with the audience in English to the speaker's ability to talk clearly and understandably to all listeners. Knowledge makes up the fifth aspect. The requirements range from the inability to engage with the audience or send messages in English to the capacity to easily converse with every listener (Kritaya, 2019).

Pronunciation, vocabulary, grammar, fluency, and comprehension are just a few of the areas that need to be mastered in order to become proficient in speaking. For instance, we may speak English professionally and effectively by emphasizing each word if we can pronounce it correctly (Husna, 2021).

e. The Characteristic of speaking

These attributes demonstrate the effectiveness of English practice. There are specific qualities of a proficient English speaker. These are:

- Students speak a lot

In the classroom setting and during activities, students converse a great deal. Students become accustomed to using English through it. Students with this quality would communicate more confidently and more fluently.



- Participation is even

When students participate in class discussions without taking on a dominating or minority role, it is a success. Every student has an equal opportunity to practice.

- High Motivation

Students are motivated to express themselves because they have to contribute to the goals of the project or because they are interested in the subject and feel they have something unique to share (Siagian & Pinem, 2020).

- f. The speaking problem

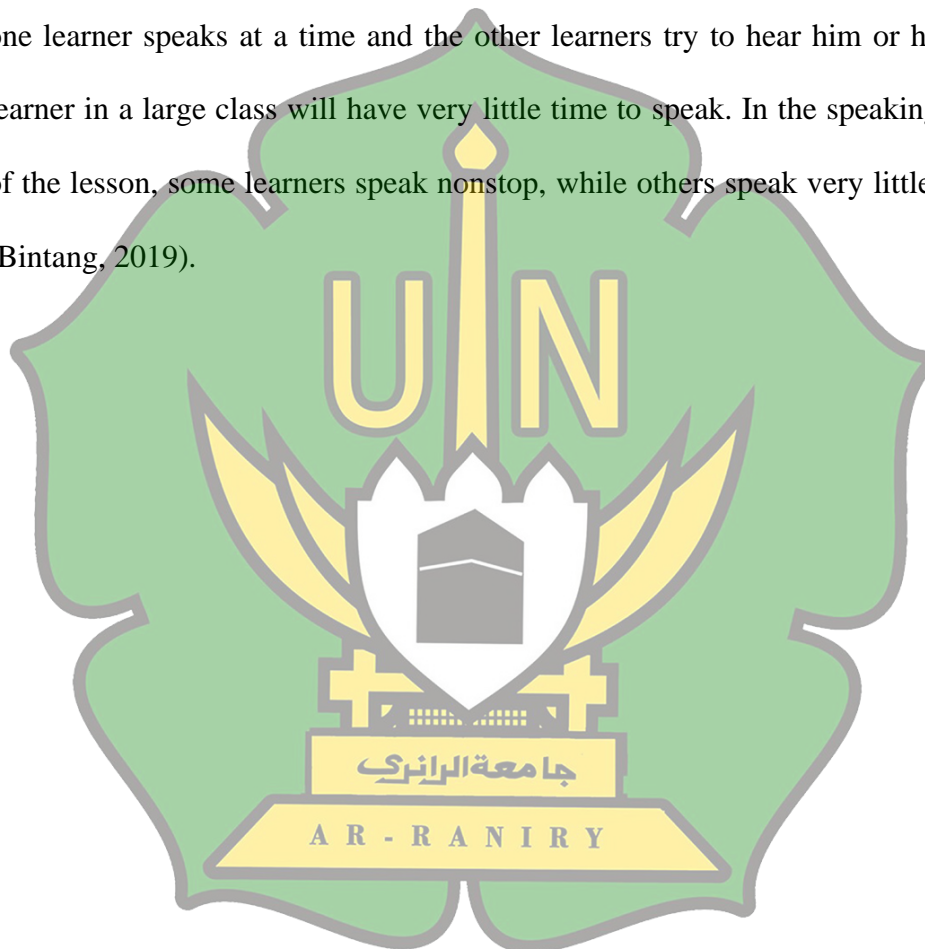
According to Tuan & Mai (2015) when teaching learners with speaking in class, teachers may encounter some speaking skill issues. These are speaking in one's mother tongue, inhibition, minimal participation, and lack of topical knowledge.

The issue with speaking abilities is that some students attempt to use their native tongue in speaking classes since it comes naturally to them (Tuan & Mai, 2015). The second reason is that using one's mother tongue naturally comes easily to learners. Learners will naturally use their native tongue to clarify concepts to their friends if lecturers do not press them to communicate in English. The final explanation is that learners will feel more confidence speaking in class if lecturers consistently use their home tongue with them (Bintang, 2019).

The second issue that learners run across in class is inhibition. They occasionally feel shy to speak up in class when they want to. They worry about

making errors and are afraid of being criticized. The attention that other learners have directed at them makes them feel embarrassed (Bintang, 2019). It has been stated by Littlewood (2007) that learners may develop inhibitions and anxiety in a language classroom.

The low participation in the speaking class is the third issue. Because only one learner speaks at a time and the other learners try to hear him or her, every learner in a large class will have very little time to speak. In the speaking portion of the lesson, some learners speak nonstop, while others speak very little or at all (Bintang, 2019).



### **BAB III METHODOLOGY**

This chapter explains how this research was conducted to answer the preceding research question. It offers research design, research sites, and participants, data collection methods and analysis methods.

#### **A. Research Design**

In this research, the researcher conducted qualitative descriptive design to know the factors influence English learners' lack of self-confidence in speaking English and the strategies that used by English learners to overcome their lack of self-confidence in speaking English. According to (Cresswell, 2014) qualitative descriptive design is a method for looking into and understanding the importance that people or groups give to a social human situation. Qualitative research methods have support in literature and are employed to investigate scientific settings in which researchers use tools, data gathering techniques, and qualitative analysis that places a greater emphasis on meaning. Through social interactions, attitudes, and individual or group perceptions, qualitative research methodology seeks to examine and characterize events or research objects (Sugiyono, 2018).

#### **B. Research Participants**

A population is defined as participants in a certain collection of individuals, events, or objects are referred to as the population. Additionally, the researcher looked into a few aspects of the population (Wayne, 2016). In this research, the population of this study were the students of the sixth semester of English Education Department at Ar-Raniry State

Islamic University. The next step was choosing the sample after the researcher had determined the population. Sample is a smaller group with the same attributes as the population (Sugiyono, 2012).

In this study, the researcher used purposive sampling to obtain the sample. According to Arikunto (2013) defines that purposive sampling is the process of selecting the sample in which the subject is chosen according to the particular goal rather than the level or area. Sampling was established to choose a few individuals for the research process. The researcher selected the sixth semester students of English Education Department at Ar-Raniry State Islamic University as respondents as they already in their third year of study. It consists of five units with 141 students, the subjects in this study consisted of five students. The sample is part of the subject while the research sample is part of the subject which will then be used as a source of data that represents the entire subject of this research using cluster sampling technique and taking one samples from each unit. As such, they have experienced good and unpleasant moments during their study, which often affected one's self-confidence. In this study the criteria of samples were the EFL students that had some basic English grammar knowledge and abilities to speak English, but they were lack of self-confidences while speaking English. It was because when the researcher asked them for speaking English, they talked in English language but so slow and shyness.

### **C. Instruments for Data Collection**

This study uses semi-structured interviews as a data instrument to obtain all accurate data. A semi-structured interview is a technique for gathering information that comes up naturally a two-person conversation. Most interaction consisted of asking and responding to open-ended questions centered on a specific topic (Doody & Noonan, 2013). The use of

interviews suits the purpose of this study, Sugiyono (2017) defines that qualitative methods are beneficial for analyzing the study since the interviews offer detailed, participant-driven explanations of the dynamic process. He considered interview as an appropriate data collection technique when trying to identify the problem.

In this study for the collecting data, the approach that was used was interviewing with five participants. This interview focused on what the factors that influence English learners lack of self-confidence in speaking English and what strategies that used by the English learners to overcome their lack of self-confidence in speaking English. The interview is one of the data collection processes that including questions and answers between the interviewer and the participants (George, 2022). Interviews were conducted face to face and one by one to allow students to express their thoughts easily and these were recorded via a recorder. The interviewees' average duration for answering ten questions was approximately 30 minutes with 10 questions. The responses that have been given to the researcher questions were descriptively analyzed.

#### **D. Techniques of Data Analysis**

Data analysis technique is the methodical data collection technique that aids in the findings drawn by researchers. Finding the right conclusions will be simple if the data analysis method is accurate. There are three stages of data analysis in this study include data reduction, data display, and drawing conclusions or interpretation (Sugiyono, 2019).

Following are some explanations for those:



### 1. Data reduction

In this data reduction process, the researcher applies a coding system. Coding is similar to preparing for given data. Open coding, preliminary coding, or provisional coding are all terms used to describe the initial stage of coding. The most popular strategy is to read and reread all the information and organize it into units of meaning (words, phrases, and sentences) that are simple to learn. At this point, the researcher collected the data after obtaining it. Once all the data is gathered, the researcher puts all the units with the same code together. The data will be simpler to read. In other words, by categorizing all the data we collected, we can highlight the important data that relate to our study question (Moleong, 2011).

### 2. Data display

After collecting and reducing the data, the researchers then analyzed the techniques used by academics in the form of displaying data. The process of organizing a collection of data such that inferences may be made from it in a clear and systematic manner is known as data presentation. Matrix analysis, graphs, charts, networks, and narrative prose in the form of field notes are some of the ways that qualitative data can be presented (Sugiyono, 2011).

### 3. Drawing conclusions

In this last stage, the data analysis's findings are drawn. At this point, the researcher begins to make sense of the data. After grouping all the items with the same code, the researcher looks for relationships within the categories. It continues sharing stories and



making connections after that. At last, the researcher has access to the research's conclusions and findings (Moelong, 2011).



## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter presents the result of the research based on the data gathered from the interview. Its discussion aims to answer the search question from this research. This chapter describes the findings and discussion about the students factors that influence English learners' lack of self-confidence in speaking English and the strategies that were used by English learners to overcome their lack of self-confidence in speaking English.

#### **A. Findings**

The researcher provides the results of the responses to the 10 questions in this section. The data analysis about the students' self-confidence in speaking English was also presented in this section. The interview was designed to gather information about the students' self-confidence in speaking English and the strategies that were used by English learners to overcome their lack of self-confidence in speaking English, according to aspects and dominating factors.

The participants were labelled P1 as Participant 1, P2 as Participant 2...., and P5 as Participant 5. The researcher detected a few different findings related to this research after evaluating the data. A detailed explanation of the research's findings could be found below.

#### **1. The factors that influence English learners' lack of self-confidence in speaking English**

The first topic focuses on the factors that influence English learners' lack of self-confidence in speaking English. The factors had been divided into eight parts. These factors were negative thoughts, insecurity, lack of focus and

concentration, uninteresting topic, lack of vocabulary, lack of pronunciation, lack of grammar knowledge, and lack of optimism.

#### a. Negative thoughts

According to the participant responses, the researcher found that some participants had negative thoughts while speaking English. As EFL students' responses:

I always fear ridicule when I speak English. For example, when I was presenting in front of the class using English, while I was explaining the material, suddenly my confidence disappeared because I was afraid of being laughed at if I spoke English incorrectly. And these negative thoughts really made me anxious and made me lose confidence when speaking English in front of other people. [P2]

The bad thoughts about the other people's responses to me when speaking English really overwhelmed me. Sometimes when I try to speak English, the feeling of negative thinking appears. I don't know if I thought I would be laughed at, ridiculed or made fun of because I made mistakes when speaking English. [P3]

In addition, P5 had a similar opinion related to negative thoughts.

As we know, college students generally have mature minds and understand how to care for each other's feelings. For example, when I speak English incorrectly, I have negative thoughts in the form of later I will be laughed at by them. Which actually doesn't happen like that, they prefer to remain silent and just pay attention. These are just my negative thoughts that always arise every time I try to speak English. [P5]

Based on the findings above, some of students still had negative thoughts about the lectures, their classmates and also themselves. However, the negative thoughts had a bad impact for increasing confidence in speaking English.

#### b. Insecurity

Based on the interview, the English learners gave their opinions on feeling the insecurity in speaking English. This research found that the English learners

were challenged to speak English confidently, as stated by P1 and P2 as shown below:

I feel a little nervous and insecure when speaking English, especially in front of many people. For example, when I was asked by the lecturer to come forward and explain something. My worry emerged when I suddenly stood in front of many people. I feel whether my English is as good as person A or person B. I also feel when I finish speaking in front, my lecturer will correct me. Therefore, I feel less confident when speaking English, especially in front of many people, because I often feel like comparing myself with other people. [P1]

The thing that makes me most insecure is when I am asked to speak English suddenly. For example, the lecturer asked me to explain a topic on the blackboard. Without proper preparation, my anxiety will emerge. Suddenly all the vocabulary I had ever learned was lost instantly. Especially when many eyes were waiting for an explanation from me, as a result I only spoke a few words and was mostly silent because I lost my confidence. [P2]

In line with P1 and P2, P4 also mentioned the same thing about the insecurity when speaking English, as shown below:

Based on my personal experience, at that time in the public speaking class the lecturer asked all students to come to the front of the class one by one in the order of attendance and asked us to explain the topic that had been given. Because my name was at the end of the list, I felt insecure because I had watched all the performances of my other friends who I thought were very good at speaking English. Until finally my confidence disappeared because I felt like I wasn't good enough at speaking like them. [P4]

Based on the participants' responses, the English learners said that insecurity made their confidence disappear. Anxiety, nervousness, and a faster heartbeat were brought on by the insecurity. Those problems happened because the English learners still compared themselves with the abilities of others.

### c. Lack of focus and concentration

Based on the interview, when speaking English, the English learners experienced a loss of concentration and focus. This was due to the fact that when people were scared, they frequently forgot what they wanted to say. As EFL students' responses:

I have a habit of getting very nervous when I stand in front of a lot of people, especially when I have to speak in English, I feel that the nervousness makes my concentration disappear so that the things I want to say disappear instantly. I have tried to focus and stay concentrated but still the feeling of nervousness really makes it difficult for me to get rid of it. [P1]

One of the challenges that I often experience is the sudden loss of focus and concentration when speaking English. That's because I'm too quiet and thinking about what I'm going to say next. This made me very nervous because I didn't want the person I was talking to wait for what I was going to say. [P4]

I will feel safe if the person I am talking to is also at my level. But if the person talking to me is a native speaker, it seems like it will be difficult for me to focus and concentrate fully on the main point of the conversation. This is because I feel pressured to have to speak good and correct English so that the person I am talking to understands the meaning of what I am saying. The effect of this loss of focus and concentration often makes me talk inconsequentially and sometimes stray from the point of the conversation. [P5]

P3 also added the statement related to the problem found in reality.

Based on my personal experience, for example, when I am practicing to prepare a presentation or speech in English, I will try to focus on memorizing some of the key words of the topic so that if I perform later and experience a loss of focus and concentration, I will understand the content of the material because I already have it. memorize some of these important keywords. So, I can still continue the presentation or speech. [P3]

From the statements above, the participant mentioned that in speaking English, they prepare for their focus and their concentration. Most of the



participants mentioned that if their concentration had been disturbed, they would have lost their confidence in speaking English.

#### d. Uninteresting topic

This challenge explained that in order to make English learners felt confident when speaking English, they needed a topic that can make them excited when talking about it. However, the topics that make them bored or they cannot master the topic of the conversation will make it difficult for them to express their opinions in when speaking English. As EFL students' responses:

Based on my experience in the speaking class, the lecturer asked every student in my class to speak English according to the theme we had received. I happened to get a topic about something related to business. Because I'm not interested in the topic of business, it is a bit difficult for me to explain this topic. So, I lack confidence because I'm afraid of talking about the topic wrongly because I don't know too much about the business topic. [P1]

Conversation topics that suit me will make me try to speak English because I will feel curious about it. In my opinion, the topics that suit my personality will make me enthusiastic to talk about them. [P2]

In addition, P3, P4, and P5 had a similar opinion related to uninteresting topic.

Because I like discussion topics that talk about politics, I will really feel enthusiastic in speaking English about it. The English vocabulary that I know is also a lot related to politics because I really like to speak English on topics that I like. [P3]

I am fluent in speaking English but only in educational and political contexts. The English vocabulary that I know is also a lot related to these two themes. So, that if I am asked to speak about another topic, I doubt whether I can speak confidently or not when I am asked to speak English about a topic that I rarely talk about. [P4]

My self-confidence in speaking English will arise if I talk about something I like. For example, regarding fashion, although I am not very proficient in other topics, I understand a little more about the topic of fashion because it is the topic that I see and hear the term most often and I really excited to talk about it. [P5]



According to the findings above, the participants said that the uninteresting topic was challenging because to increase the English learners' self-confidence, they needed topics that they master. So, they can speak English more confident. Meanwhile, the topics that they did not master will cause them to lose their confidence when speaking English because they did not understand about the topic.

#### e. Lack of vocabulary

The analysis showed the factors that influence their lack of self-confidence in speaking English was lack of vocabulary. The researcher found that all EFL had speaking with confidence was affected when the research participants believe they still need to work on expanding their vocabulary. The participants gave their explanation about the vocabulary can effected their lack of confidence when speaking English. As EFL students' responses:

I feel embarrassed speaking English because of my lack of vocabulary. There have been several times when I was speaking English, suddenly I got stuck in the middle because I didn't know what English vocabulary I wanted to say. [P1]

Based on my experience, I have several times when speaking English, I used Indonesian words when I didn't know the English vocabulary I wanted to speak. This makes me less confident when speaking English because there is still a lot of vocabulary that I haven't mastered yet. [P2]

Meanwhile, P3 and 05 described the difficulty of choosing vocabulary that fits the context of the conversation.

To speak English, the vocabulary used must also be appropriate to the context. Because I often speak English informally, this makes me less confident when speaking English in formal contexts such as making speeches or talking to people in high positions. This is because I am afraid

of being considered impolite because of the wrong use of vocabulary that is not appropriate to the context. [P3]

To speak English confidently, I need to be able to memorize a lot of vocabulary. Speaking English does not only rely on informal vocabulary but must also be able to master formal vocabulary according to the dictionary in order to be able to speak English in accordance with the current context. Therefore, I need to memorize more vocabulary so that I can be more confident when speaking English in all contexts. [P5]

Overall, the lack of vocabulary was the one of the factors that caused English learners to lack confidence in speaking English. Some participants said that it was quite difficult for English learners to determine the right words to use correctly in English conversations. Most participants found it difficult to use words correctly in context appropriately.

#### f. Lack of optimism

Optimism is the belief that one will complete a task or achieve a goal. It includes having confidence in oneself to exercise the self-control, especially when speaking English. This research found that EFL students had lack optimism when speaking English, as stated below:

I sometimes get speaking anxiety when speaking English, especially in front of many people. I felt pessimistic and lost concentration, which made my self-confidence disappear. [P1]

Optimism and self-confidence are mutually related to each other. This can be proven that to be able to speak English, English learners must instill in their students an optimistic attitude and self-belief towards themselves. [P3]

Sometimes I feel pessimistic when I see my partner's friends speak English fluently and fluently. Meanwhile, it seems like I still have more to learn. My sense of pessimism often makes me compare myself with other people, indeed the aim is good so that I can further improve the quality of my English, but on the other hand this makes me feel inferior and pessimistic about myself so I always hide behind other people because of my lack of optimism and the confidence I have. [P5]

According to the responses above, most of English learners had lack of optimism for speaking, but this had a significant impact on their ability to talk; as a result, they could not create complete sentences and spoke with difficulty.

## **2. The strategies used by English learners to overcome their lack of self-confidence in speaking English**

This part explores the English learners' strategies for increasing their self-confidence in speaking English. Based on the interview, there are some the strategies used by English learners to overcome their lack of self-confidence in speaking English. The factors had been divided into four parts. These strategies were self-talk, participating in English community, using a speaking application, consistent and focus in practicing, practicing speaking alone, making outline, and joining the conversation class or webinar with native speaker.

### **a. Self-talk**

One important component of language learning that was frequently overlooked is speaking English by yourself. English language learners can significantly improve their self-improvement and confidence in their language abilities by setting out time to practice speaking English alone. As stated below:

One of the strategies that I use to prepare for English speaking practice is to practice speaking alone. In my opinion, apart from saving time, this is also a strategy that can be applied anytime and anywhere. [P1]

I have many strategies that I use to increase my confidence when speaking English. One way is to practice talking to yourself. Even though it sounds easy, this strategy also requires preparing well regarding what topics will be discussed later. [P4]

Meanwhile, P2 and P3 also described that the self-talk strategy has improve their confidence in speaking English.

In my opinion, one of the most effective and most frequently used strategies is talking to myself. This is the most effective strategy that I have successfully implemented. Even though it seems strange to other people when they see me talking to myself, this doesn't make me embarrassed, because I clearly use this strategy as my preparation to be able to speak English fluently. [P2]

Based on my personal experience, one of the strategies I use to increase my confidence in speaking English is to practice self-talk frequently. I often apply this method when I am practicing preparations for a speech. This method can also be used to practice speaking in any context, whether giving a speech, practicing storytelling and so on. [P3]

According to the responses above, the English learners used self-talk for increasing their confidence in speaking English. Some of participants used this strategy to overcome their lack of self-confidence in speaking English.

#### b. Making outline

The English language learners will be required to create an outline after being assigned a speech. The aim of this outline was to provide learners of English with an outline that facilitates the effective planning of the content and aids in remembering of all essential points while presenting their creation to an audience.

As shown below:

One of the additional preparations that I will do is make an outline list as material for my notes when speaking English. For example, when I get an assignment to give a speech or presentation, I will write an outline list of details of the topics that I will talk about later. [P2]

When I am asked to speak English in public, I will make preparations in the form of writing an outline that contains key words regarding the details of the topic that I will talk about later. I do this so that when I forget, I can see

the contents of the keywords that I have written in the outline so that I can continue my speech or presentation without any problems. [P3]

To eliminate nervousness and fear of forgetting all the contents of the topics that I will discuss later. So I will write down some outline keywords as my reference board if I forget later. Therefore, writing an outline is an important thing that must be done in order to overcome the impact of sudden nervousness. [P5]

From the responses, it indicated that the English learners paid attention to the outline that had been created. The English language learners concentrate on completing the objective and thesis statements, strategically arranging the main points, selecting the appropriate places for supplementary materials, and improving the speech's general organizational structure while drafting the preparation outline.

c. Joining the conversation class or webinar with native speaker

The ideal answer for the English learners might be to get started in conversation lessons. The language ability, fluency, and general communication skills can all be greatly improved by having regular talks with knowledgeable teachers. The English learners will be able to practice speaking English in these lessons in a friendly and engaging setting where they may get helpful advice and insights to advance. As shown below:

I attended several webinars where the speaker was a native speaker. Apart from being able to improve my listening skills, this can also add some vocabulary that I has never heard before. Then when at home, with the webinar topic and the new vocabulary received earlier, I will retell what the native speaker said earlier. This made I felt that my confidence had grown because I had succeeded in retelling what the native speaker had said. [P1]



Another research participant, P4 and P5 also revealed this strategy can stimulate their self-confidence to grow because they had partners or friends who can practice speaking English with each other.

Apply this strategy can make my confidence when speaking English began to grow because this strategy was exposed directly to many people. I often take part in special events that require me to speak English in public. At first I felt nervous, but over time the nervousness disappeared because I often took English courses and tutoring with my friends. [P4]

learning English in a study group can make me continue to hone my English speaking because I had a communication partner. I often makes mistakes when speaking English, but together with my friends I was taught how to use word choices that suit to the topic, how to pronounce words correctly and so on. This made I learn more and more new things which made me start to feel confident because slowly my speaking skills continued to improve. [P5]

The statements showed that practicing and learning to join the conversation class or participating in webinars with native speakers were the most crucial aspects. Participating in conversation discussions with native speakers of English helps you learn the language better and improves your perspective on the world. Talking about a variety of subjects would help you understand different cultural viewpoints and customs.

## B. Discussion

This research aims to find out the factors that can influence English learners' lack of self-confidence in speaking English and the strategies used by English learners to overcome their lack of self-confidence in speaking English. This section was a discussion of the findings of the research results above. There are two research questions in this study. These two research questions had been answered through data obtained during the interviews. The research questions are "What factors influence English learners' lack of



self-confidence in speaking English?” and “What were the strategies used by the English learners to overcome their lack of self-confidence in speaking English?”.

To answer the first research question, “What factors influence English learners' lack of self-confidence in speaking English?”, the result shows that there were several factors that influence English learners' in increasing their self-confidence when speaking. The researcher concluded that there were several factors faced by English learners'. The factors were negative thoughts, insecurity, lack of focus and concentration, uninteresting topic, lack of vocabulary, and lack of optimism. This factors also related to Novita (2014), who stated that the reason why English language learners difficulties is that they have low English knowledge. They lack the motivation to study English, which may contribute to their lack of confidence. On the other hand, they were greatly influenced by high drive, particularly with reference to their English speaking abilities. It might encourage them in a good way. They will try to speak English in front of people when they are highly motivated, even if they are not at their best. It might be improving their speaking abilities, among other things. A key component of effective speaking is a strong sense of self-belief.

The second research question in this study was “What were the strategies used by the English learners to overcome their lack of self-confidence in speaking English?”. The researcher found that there were the strategies used by the English learners to overcome their lack of self-confidence in speaking English. These strategies were self-talk, making outline, and joining the conversation class or webinar with native speaker. Some participants explained that they did self-talk while washing dishes, cooking and even while showering. Then, they realized that self-talk could increase their confidence. They could practice the vocabulary they had learned by describing something or speaking any theme.

This factors also related to Siagian & Pinem (2020), who stated that for the first step to being complete and successful was participating in self-talk. Self-talk helped English learners discover more about who we were and how to leverage their inner strength to create successful, happy lives. Self-talk helped in the development of a positive mental attitude. They acquired strength and confidence when they could tell themselves that everything will be okay, especially under challenging conditions. Additionally, it helped to change depressing thought and behavior patterns into uplifting, optimistic ones and gave us the inspiration we needed to maintain healthy bodies, minds, and spirits.

Apart from that, English learners also used other strategies such as participating an English language community to increase their confidence in speaking English. After practicing self-talk and feeling confident enough to speak English, the English learners could choose friends in community settings or in special English webinars to interact and practice English speaking. Every time they met a new friend, English learners must instill themselves in always speaking English, if necessary, they could correct each other so that their English speaking skills will increase. This factors also related to Siagian & Pinem (2020), who stated that communities of practice commonly focussed on communicating best practices and producing new ideas to improve an aspect of professional activity. Continuous interaction was an important aspect of this. For communication, connection, and community activities, many communities of practice depent on face-to-face as well as online collaboration spaces.

Futhermore, another strategy that English learners could use to increase their self-confidence is to use English speaking applications. By using the application, English learners will find it easier to learn because there were instructions in the application. That

way, English learners will find it easier to memorize every important component such as pronunciation correctly. Based on research results, one of the applications used to learn English Speaking is Duolingo. This was because the Duolingo application used AI technology to recognize accents and speech in English. This application was very suitable for English students who want to practice speaking English according to the desired level. This factors also related to Husna (2021), who stated that there were a lot of ways to get better at speaking English, and one of them was to use an English learning app.

Another strategy that English language students could use to practice their English speaking is to consistently and focus on practicing it. This factors also related to Husna (2021), who stated that pronunciation, vocabulary, grammar, fluency, comprehension and concentration are just a few of the areas that need to be mastered in order to become proficient in speaking. For instance, we may speak English professionally and effectively by emphasizing each word if we can pronounce it correct. Through consistent practice, English learners identified and corrected errors when speaking English. This helped English learners avoid making the same mistakes over and over again and ensured that their speaking skills continue to improve. The more often English learners practice, the more likely English learners were to remember what they have learned. Repetition helped their strengthen about the new information in their memory, making it easier to remember when they need it.

Based on the result of analysis it could be concluded that factors affecting the English learners lack of self confidence in speaking English can be divided into some factors. The factors were negative thoughts, insecurity, lack of focus and concentration, uninteresting topic, lack of vocabulary, lack of pronunciation, lack of grammar knowledge, and lack of

optimism. To overcome this, the English learners used the strategies. These strategies were self-talk, participating in English community, using a speaking application, consistent and focus in practicing, practicing speaking alone, making outline, and joining the conversation class or webinar with native speaker. The sources of these factors and these strategies mentioned were according to English learners answers in interview.



## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

Conclusions and recommendations from the research are presented in this chapter. Based on the study results that were previously discussed in the chapter, conclusions are made. Then, recommendation are created to be used as a future research reference.

#### A. Conclusions

This research aims to find out the factors that could influence English learners' lack of self-confidence in speaking English and the strategies used by English learners to overcome their lack of self-confidence in speaking English. Based on the finding and discussion in chapter IV, the researcher found that the English learners had several factors that make their lack of self-confidence when speaking English. It consist of several factors, such as negative thoughts, insecurity, lack of focus and concentration, uninteresting topic, lack of vocabulary, and lack of optimism.

Based on the result of the research, the researcher found several factors that influence English learners' in increasing their self-confidence when speaking English. First, the English learners had negative thoughts. The negative thought that sometimes occurs to English learners is the idea that if they speak English wrong, they will be laughed at later. Second, the English learners had insecurity. The insecurity could cause anxiety, nervous and quicken the pulse rate. Those problems happen because the English learners still compare themselves with the abilities of others. Third, the English learners had lack of focus and concentration. The participant mentioned that in speaking English; they had to



prepare their focus and their concentration. Most of the participants said that they would lose their confidence in speaking English if their concentration was disturbed

Fourth, In this case the English learners had Uninteresting topic to talk. The English learners needed a topic that can make them excited when talking about it. However, the topics that made them bored or they cannot master the topic of the conversation will make it difficult for them to express their opinions in when speaking English. Fifth, In this case the English learners had vocabulary which was still very low. Sometimes English learners felt confusion when speaking English because they did not know a word in English.

And the last, In this case, English learners felt afraid of being laughed at. The English learners also felt afraid of making mistakes when the partner they are talking to will feel confused about understanding the meaning they want to convey. This made English learners inactive in speaking English because of their low self-confidence.

Based on the result of the interview regarding the strategies used by English learners to increase their confidence when speaking, the researcher concluded that the English learners had different strategies. These strategies were applied according with the situation and preferences of all the English learners. For example, there were the English learner who prefer to self-talk because the English learner can try and repeat as many times as they wanted without a deadline and disturb the other people.

The next strategy for increasing self-confidence was practicing speaking alone. They appreciated employing this strategy because it was simple to do on a regular basic and simple to practice. this strategy was also easy to practice in daily because this strategy did not spend too much time or take place everywhere and without disturbing others. The



others strategy was making outline. The English language learners will be required to create an outline after being assigned a speech. The aim of this outline was to provide learners of English with an outline that facilitates the effective planning of the content and aids in remembering of all essential points while presenting their creation to an audience. And the last strategy was joining the conversation class or webinar with native speaker. The English learners will be able to practice speaking English in these lessons in a friendly and engaging setting where they may get helpful advice and insights to advance. This strategy also stimulate their self-confidence to grow because they had partners or friends who can practice speaking English with each other.

## **B. Recommendations**

The researcher would like to offer several recommendations based on the data to help learners in overcoming their challenges when speaking English. The researcher provides the lecturer, learners, and other researchers of the following recommendations:

### **1. The English learners**

It is hoped that English language learners will increase both their vocabulary and their foundational grammar of the English language. Additionally, when speaking English, learners should not hesitate, be hesitant, or be frightened of making mistakes. Thus, the learners' speaking skills can improve.

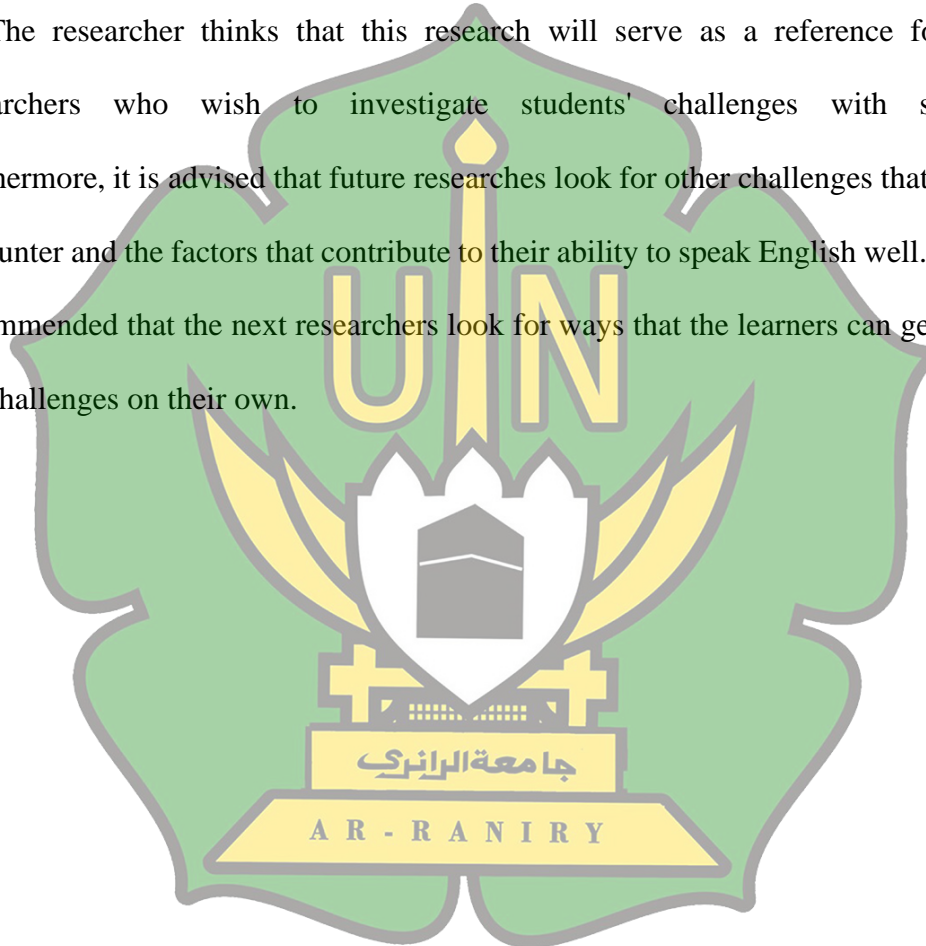
### **2. The lecturer**

It is hoped that the lecturer will strengthen the speaking curriculum and methodology. To get learners enthused about speaking English, the lecturer should employ more varied methods when teaching the English language. There will be more

opportunities for learners to actively learn if the class is not teacher-centered. The lecturer who teaches them in their speaking lesson needs to be more dynamic and creative. To get the most out of the teaching and learning material, a variety of instructional techniques should be applied.

### 3. The other researcher

The researcher thinks that this research will serve as a reference for future researchers who wish to investigate students' challenges with speaking. Furthermore, it is advised that future researches look for other challenges that students encounter and the factors that contribute to their ability to speak English well. It is also recommended that the next researchers look for ways that the learners can get beyond the challenges on their own.



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## Appendix A: Appointment letter of supervisors



**KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH**  
NOMOR : B-3530/Un.08/FTK/Kp.07.6/05/2024

**TENTANG:**  
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA**  
**DENGAN RAHMAT TUHAN YANG MAHA ESA**

**DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH**

**Menimbang** :

- bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk Pembimbing skripsi;
- bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing skripsi Mahasiswa;
- bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

**Mengingat** :

- Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
- Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
- Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
- Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
- Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
- Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institusi Agama Islam negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
- Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
- Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
- Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
- Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan institusi agama Islam Negeri UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
- Surat Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

**MEMUTUSKAN**

**Menetapkan** :

Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa

**KESATU** :

Mencabut Keputusan Dekan FTK UIN Ar-Raniry No: B-11437/Un.08/FTK/Kp.07.6/10/2023

**KEDUA** :

Menunjuk Saudara :

- Prof. Saiful Muluk, S.Ag., M.A., M.Ed., Ph.D. Sebagai Pembimbing pertama
- Rahmi, M.Tesol., Ph.D. Sebagai Pembimbing kedua

**Untuk membimbing Skripsi**

Nama : Ulthary

NIM : 190203069

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : Exploring the Factors of Self-Confidence Development Among EFL Students in Speaking English

**KETIGA** :

Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;

**KEEMPAT** :

Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2024 Tanggal 24 November 2023 Tahun Anggaran 2024;


**KELIMA** :

Surat Keputusan ini berlaku selama enam bulan sejak ditetapkan;

**KEENAM** :

Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.


Ditetapkan di : Banda Aceh  
Pada tanggal : 03 Mei 2024  
Dekan,

  
Saiful Muluk

**Tembusan**

- Sekjen Kementerian Agama RI di Jakarta;
- Direktur Pendidikan Islam Kementerian Agama RI di Jakarta;
- Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;
- Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
- Rektor UIN Ar-Raniry di Banda Aceh
- Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh;
- Yang bersangkutan;
- Salinan

CS Dikindai dengan CamScanner



Appendix B: Recommendation from The Fakultas Tarbiyah dan Keguruan to conduct field research



**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI AR-RANIRY**  
**FAKULTAS TARBIYAH DAN KEGURUAN**  
 Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
 Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-5048/Un.08/FTK.1/TL.00/7/2024

Lamp : -

Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,

Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh

Assalamu'alaikum Wr.Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **ULTHARY / 190203069**

Semester/Jurusan : X / Pendidikan Bahasa Inggris

Alamat sekarang : Limpok, Darussalam, Kab. Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul **Exploring The Factors of Self-Confidence Development Among EFL Students in Speaking English**

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 08 Juli 2024

an. Dekan

Wakil Dekan Bidang Akademik dan  
Kelembagaan,

A R - R A N I R Y

Berlaku sampai : 16 Agustus  
2024

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.



Appendix C: Confirmation letter from Department of English Language Education



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI AR-RANIRY**  
**FAKULTAS TARBIYAH DAN KEGURUAN**  
**PRODI PENDIDIKAN BAHASA INGGRIS**  
 Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
 Email : [pbi.ftk@ar-raniry.ac.id](mailto:pbi.ftk@ar-raniry.ac.id) Website : <https://ar-raniry.ac.id>

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**SURAT KETERANGAN**  
 Nomor: B-340/Un.08/PBI/Kp.01.2/7/2024

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang nama tersebut di bawah ini:

Nama	: Ulthary
NIM	: 190203069
Fak/Prodi	: Tarbiyah dan Keguruan / Pendidikan Bahasa Inggris
Alamat	: Limpok, darussalam, Kab. Aceh Besar

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh dalam rangka penyusunan Skripsi yang berjudul:

*"Exploring The Factors of Self-Confidence Development Among EFL Students in Speaking English"*

Demikianlah Surat Keterangan ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 11 Juli 2024  
 Ketua Prodi Pendidikan Bahasa Inggris,  
  
 Syarifah Dahlia

**جامعة الرانيري**  
**AR - RANIRY**

Appendix D: List of questions for interview

1. Do you speak English confidently?  
(Apakah Anda berbicara bahasa Inggris dengan percaya diri?)
2. What are the factors that affect your self-confidence in speaking English?  
(Apa saja faktor yang mempengaruhi rasa percaya diri Anda dalam berbicara bahasa Inggris?)
3. How does confidence affect your ability to speak English?  
(Bagaimana kepercayaan diri mempengaruhi kemampuan Anda berbicara bahasa Inggris?)
4. What the strategies do you engage in to boost your self-confidence in speaking?  
And how do you implement these strategies?  
(Strategi apa yang Anda lakukan untuk meningkatkan rasa percaya diri Anda dalam berbicara? Dan bagaimana Anda menerapkan strategi ini?)
5. Why do you think these strategies will help you to increase your self-confidence in speaking?  
(Menurut Anda mengapa strategi ini akan membantu Anda meningkatkan rasa percaya diri dalam berbicara?)
6. How long does it take to increase your self-confidence in speaking by using these strategies?  
(Berapa lama waktu yang dibutuhkan untuk meningkatkan rasa percaya diri Anda dalam berbicara dengan menggunakan strategi tersebut?)
7. Did you experience any difficulties in applying the strategy? If so, how did you overcome it?  
(Apakah Anda mengalami kesulitan dalam menerapkan strategi tersebut? Jika iya, bagaimana cara Anda mengatasinya?)
8. Do you think the strategies can be applied to others? Why?  
(Apakah menurut Anda strategi tersebut dapat diterapkan pada orang lain? Mengapa?)
9. What daily practice can you perform to boost your confidence in speaking English?  
(Latihan harian apa yang dapat Anda lakukan untuk meningkatkan kepercayaan diri Anda dalam berbicara bahasa Inggris?)



10. What challenges do you face in building self-confidence in speaking English?

(Tantangan apa yang Anda hadapi dalam membangun rasa percaya diri dalam berbicara bahasa Inggris?)



## AUTOBIOGRAPHY

1. Name : Ulthary
2. Place/ Date of Birth : Langsa, January 11<sup>th</sup> 2002
3. Address : Limpok, jln. Tgk Ibrahim, Kab. Aceh Besar
4. Gender : Female
5. Religion : Islam
6. Nationality : Indonesia
7. Occupation : Student
8. Email : [190203069@student.ar-raniry.ac.id](mailto:190203069@student.ar-raniry.ac.id)
9. Parents
  - a. Father's Name : Nazaruddin
  - b. Mother's Name : Nilawati
10. Educational Background
  - a. Elementary School : MIN Jangka Buya (2007-2013)
  - b. Junior High School : MTsS Jeuma Amal (2013-2016)
  - c. Senior High School : MAS Jeumala Amal (2016-2019)
  - d. University : English Education Department, UIN Ar-Raniry Banda Aceh (2019-2024)

Banda Aceh, July 19<sup>th</sup> 2024

The Writer

Ulthary