

# **STUDENTS' PERCEPTION ON THEIR SELF-CONFIDENCE IN PRACTICING ENGLISH LANGUAGE**

**(A Study at Department of English Language Education, UIN Ar-Raniry)**

## **THESIS**

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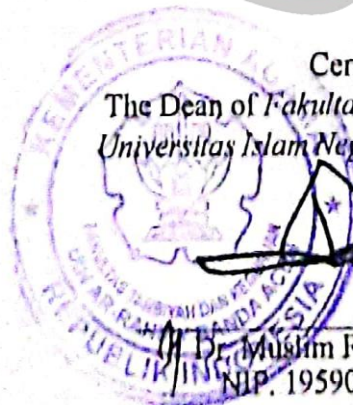
  
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**Students' Perception on Their Self-Confidence in Practicing English Language**

Adalah benar-benar karya saya kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the Most Gracious and the Most Merciful

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The first sincere and big appreciation would be to my supervisor Dr. Nashriyah, S.Ag., M.A. and Nidawati, S.Ag., M.Ag., for giving me incredible kindness, time, useful knowledge, advice, patience in guiding me in completing this thesis. The researcher also would like to express gratitude to my academic advisor, Safrul Muluk, S.Ag., M.A., M.Ed., Ph.D. Then, I would like to thank all lecturers and staff of the English education department of UIN Ar-Raniry who have been instrumental in helping me while studying at UIN Ar-Raniry. There are no words that can express the deepest heart of researcher for the services they have provided.

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## ABSTRACT

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Speaking English.

Self-confidence is one of the essential subjects in speaking skills. Therefore, this research aims to find out English students' factors that influence their self-confidence in speaking English. This study utilized mixed methods for analyzing and questionnaires (open-ended and close-ended questions) for collecting the data. The survey conducted on 47 English education students department batch 2017 at UIN Ar-Raniry which were 20 % of the population. The result of this research is that some factors affect students' self-confidence in practicing English. The factor are psychological and linguistic. The psychological factors are fear of making mistakes, shyness, anxiety, lack of motivation, worried about misunderstanding, feeling ashamed to speak English, thinking in Indonesian language, lack of material to present, introverted personality, nervous, People' Judgment and worries because of accents. The linguistics factor is grammar, vocabulary, fluency, pronunciation, and comprehension skills. Psychological as dominant factor appeared in this study.

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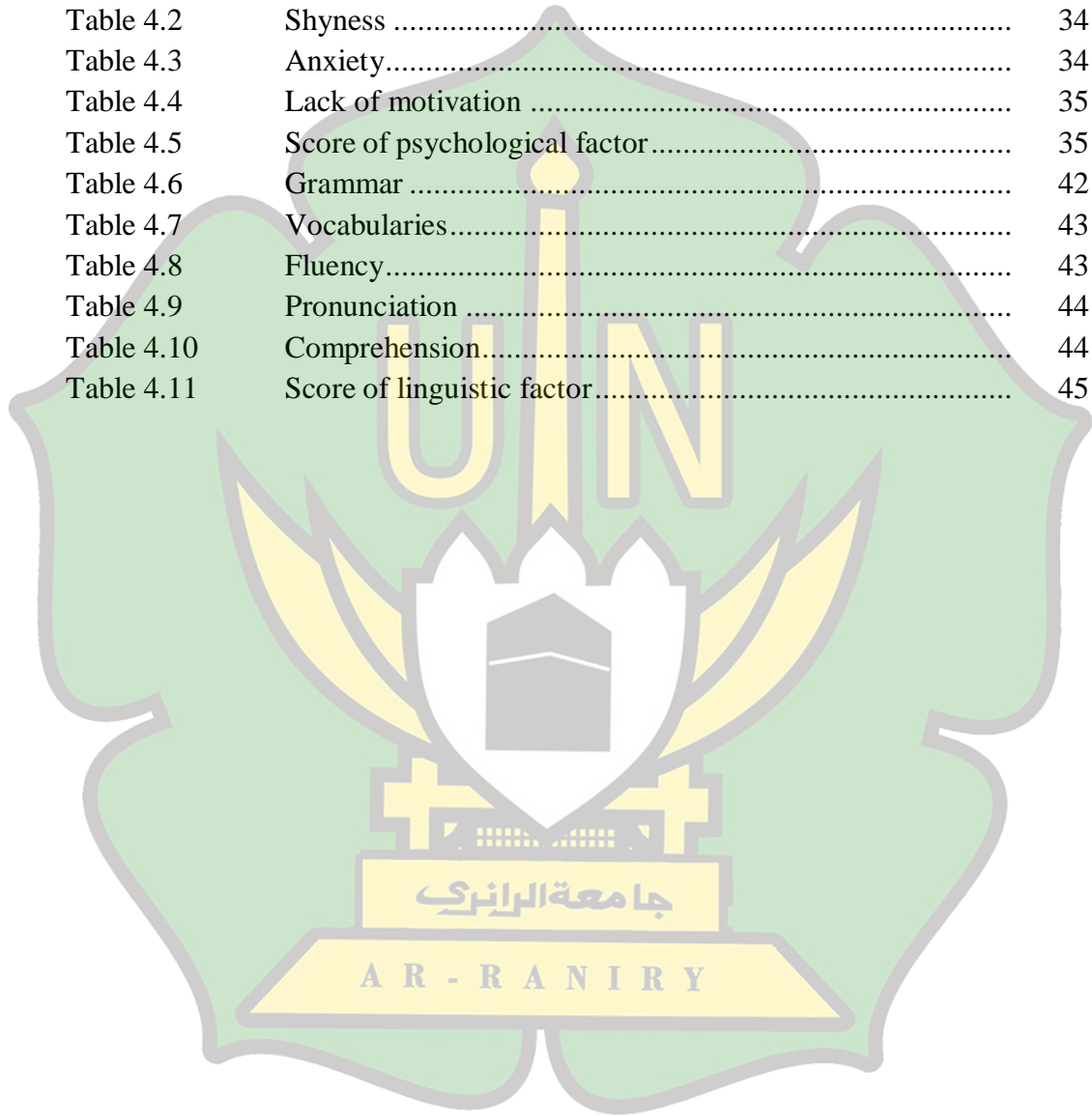


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## CHAPTER I

### INTRODUCTION

This chapter presents background, the research question, the aims, the significances, and the terminologies of the study.

#### **A. Background of the Study**

Language is a good machine tool that makes human culture possible (Barber, Beal, & Shaw, 2009). Language is created to reduce misunderstanding among humans. Besides, a human language is a signaling system. The conversation occurs when people know the language of each other. Language can be interpreted as a tool of communication. It expresses human thoughts, feelings, and desires (Akmal, Rahmat, & Risdaneva, 2017). In each region has a different language, it is proven that there are a million languages globally.

English is an international language used in communication among people from different countries. English language is a foreign language in Indonesia. Students have to learn the language as a compulsory lesson. In the educational system, in terms of the number of children learning English as a foreign language in elementary schools, Indonesia is second only to China (Zein, 2017). However, Junior high school students still remembered the basics of English because of being unsuccessful in elementary school. According to Bahar and Latif (2019), most Indonesian English learners stated that English learners only learn and practice



English with classmates or teachers in the classroom. It would create students who are unconfident to speak English in their environment.

Practicing English is one of the good ways to improve students' speaking skills. A foreign language requires reasonable effort to learn, so that practicing English is needed to familiarize students in speaking. English students have to learn four English language skills: listening, speaking, writing, and reading skills. According to Bashir and Dogar (2011), many language learners consider speaking ability as a measure of knowing a language. The learner defines fluency as the ability to communicate with others, more than just the ability to read, write, or understand spoken language. In addition, Language learners think that speaking is the most crucial skill. They can learn and judge their progress in terms of their achievements in oral communication. The mastery of speaking English is a priority of English students, especially in a country where the English language is a foreign language. English students have to practice outside of the classroom to familiarize themselves and remember the language. Students need to get experience in making conversation with English language in society.

Students' confidence to speak English in their environment is the important thing that teachers have to pay attention. The student's confidence depends on their experience in learning the language. The experience in speaking the English language is one of the efforts for English students to be masters in English. The difficulties of communication are students' uncomfortable building conversation with English language. Students experience problems due to many factors, such as lack of vocabulary, incomprehension in mastery grammar, lack of practice, the

environment did not support them to speak and tend to speak in mother tongue, low motivation, felt afraid in making mistakes, felt tense and nervous, unconfident in speaking presentation, and felt confuse with their thoughts (Souisa & Gaité, 2020). In addition, one of the problems is anxiety about speaking a foreign language. Language anxiety is a sort of anxiety particularly related to learning foreign languages (Tsai, 2018). As an English student, the researcher observes and feels uncomfortable practicing with fellow English students influenced of self-confidence. Practicing English language in social communication is needed for English language students to improve their speaking skills.

Learning English is an obligation for English students in UIN Ar-Raniry. English students have to get used to implementing the English language in their environment to get accustomed to speaking English. This research is conducted to find English students' perception of their self-confidence for oral communication with English language. The researcher would like to reach the factors that influence students' self-confidence in speaking English. The perception of English students is based on their experience in speaking. There are two factors discussed, and these are psychological and linguistic as the internal factors of students that influence their self-confidence in speaking English. The researcher would like to know the psychological and linguistic factors and the most dominant factors faced at English education department students batch 2017 in UIN Ar-Raniry.

## **B. Research Question**

Based on the background of study, the main research question is “How are students’ perception on their self-confidence in practicing English language?”. However the researcher breakdown the main question to focus on two research questions, these are;

- a. What are the factors that influence students’ self-confidence in practicing English?
- b. What are the most dominant factors that influence their self-confidence in practicing English?

## **C. The Aims of the Study**

Based on the problem formulated above, the main aim of this research is to know students’ perception on their self-confidence in practicing English language; however, it focused on two aims, those are;

- a. To find out the factors that affected students’ self-confidence in practicing English based on English student perception.
- b. To find out the most dominant factors that appeared based on student perception.

## **D. The Significant of the Study**

The research is expected to be useful for;

1. Researcher

The researcher found updated information and knowledge about the factors that influence students' self-confidence in practicing English language.

## 2. Students

The finding of this research gathered information on the factors that influence students' self-confidence in practicing English language. This research focus in discussing Students perception, the result of this study definitely assist student to seek good way to improve their speaking skill. Hopefully the students' take useful knowledge for their future in improving English language.

## 3. Teachers

The teacher would encourage the student to do oral communication with the English language. The finding of this research aid teachers in improving students' ability in speaking skills. A teacher would find out the important relationship between the English language and the environment and then find the strategies in implementing students' problems in practicing English. The teacher can know the linguistic and psychological factors that affect students' confidence based on their perceptions. The teacher will know the most dominant factors that happened to create good ways to teach. Hopefully, this study will help the teacher to teach their students well.

## 4. Society

The finding of this research is expected to make people aware of the implementation of English language as an international language. However, society

has to upgrade their minds to accept English as an important language to learn. The finding of this research will help build an intelligent and open-minded society.

## 5. Future Research

The finding of this research is useful for future research. This research recommended for future research that needed the English student perception about the factors that affect their self-confidence in speaking English. The importance of clear and accurate student perceptions thus requires further investigation (Kissau et al., 2012). The study focuses on the factors around English students about English students' self-confidence to practice. For future research, possibly discuss the solved or the solution of this research.

### **E. The Terminologies of the study**

The terminologies wrote to avoid misinterpretation in reading the research. The terminologies will help the reader understand the research content well. The terminologies define the general explanation of the keywords of this study. The terminologies provide perception, self-confidence, and practicing English language.

#### 1. Student' Perception

According to Schacter (2011), perception is the organization, recognition, and interpretation of sensory information to express and understand the presented information or environment. On the other hand, through perception, people can explain their thoughts in a meaningful way based on what they see, hear, feel, smell,



and touch. The perception based on experience and real fact happens which people have felt, and thought.

The perception of this study is how students thought based on their views and experience in using English language. The focus of the study is to find the student perception of linguistic and psychological factors that affect their self-confidence in speaking English.

## 2. Self-Confidence

Self-confidence is one of the personality traits, namely thoughts and feelings, efforts and hopes, fears and fantasies of a person, his perception of himself, what kind of person he will be, and the combinations related to his attitude (Goel & Aggarwal, 2012). Self-confidence appeared when people felt they could do something or had an exemplary ability. It means that people will be confident when they have an ability. In addition, Goel & Aggarwal (2012) stated that self-confidence is an attitude that allows us to have a positive and realistic view of ourselves and our abilities. In this study, self-confidence discussed students' feelings, fear, and thought to practice English. The researcher would like to know the linguistic and psychological factors that influence students' self-confidence for the English education student at UIN Ar-Raniry in practicing the English language.

## 3. Practicing

Practice is actions rather than thoughts or ideas. According to Cambridge Dictionary, the meaning of practice is the act of doing something regularly or repeatedly to improve a skill. The skills will be discussed in this study are English

language skills; Listening, speaking, writing, and reading skills. This research focused on speaking skills about the factors that affected students' self-confidence in speaking based on student perception.



## CHAPTER II

### LITERATURE REVIEW

#### A. Students' Perception

Perception is an opinion based on people's views and interpretations. The Dictionary of Language Teaching and Applied Linguistics defines perception as the recognition and understanding of events, objects, and stimuli by employing the senses of sight, hearing, touch, and others (Richards & Schmidt, 2010). Assumptions about human behavior, perceptions based on previous experiences, present moods, desires or wishes, and knowledge of other conditions expectations. According to Slameto (2010), perception is a process that involves the entry of messages or information into the human brain. Through these perceptions, Humans are in constant contact with the environment. Perception arises when humans have made contact with the environment through experiences from what they feel, hear, and see.

Student perception is an opinion, student views, and interpretation based on the student experience. The study discussed the students' perception of their self-confidence in speaking English language. Students' perception is needed to involve students in learning settings to create good ways in the learning process. Students play an essential role in the success of the learning activities. The success of learning activities depends on students' achievement in the lesson. The finding of student perception assists teacher or student in creating a good solution in

improving student self-confidence in speaking English language. The perception is needed to gather direct information from the researched sources. The researched source of this study is English students batch 2017 in UIN Ar-Raniry.

Psychologists divide two types of processes in perception: bottom-up processing and top-down processing (Demuth, 2013).

1. Bottom-up processing is also known as data-driven processing. Processing is done in one direction of the retina to the visual cortex, using each stage on the visual pathway performs increasingly complex input analysis. (Demuth, 2013) perception is determined by optical flux, which is defined as the pattern of light in the environment. He assumed that humans could perceive an object through the senses to touch and hear. Any entity that is observable by the human eye can evolve. Such insights are based on knowledge of the receptor system. It allows for shapes, sizes, textures, color, taste, etc.
2. The top-down theory of bottom-up theory is the presence in the cycle of high perception cognitive function in the form of segregation and perception analysis information. Where the top-down approach supports direct perception without experience, perception is possible only with the help of mental reflection, measurement, or image of a given truth, according to theory from indirect perception.

Based on the explanation about this study tends to the bottom-up processing of perception because the perception of the participants gathered from students' experiences in speaking English language.

## **B. English Language and Practicing English**

Language is a formal sign system governed by the combination of grammar rules for communicating meaning. Language is a purely human and non-instinctive method, shares ideas, emotional unit desires in a voluntarily generated way symbol. English is an international language and a tool in communication with people from different countries (John, 2002).

Practicing English is one of the efforts in learning English language. Furthermore, the English language is implemented as language instruction. There are four skills in learning English language: listening, writing, reading, and speaking. English speaking skills are needed to get good English practice. Speaking and writing are productive skills, Listening and reading are receptive skills. The study focused on speaking skills about how students' confidence in speaking and factors influenced.

### **1. The Definition of Speaking Skills**

Speaking is a crucial skill in English language that has to be mastered by English students. (Johnson & Morrow, 1981, as cited in Putri, 2020) Speaking is one of four skills in English language (reading, writing, listening, and speaking). Speaking proved that students had mastered English well. Speaking, which is popular with the term "oral communication," is an activity that involves two or more people. Listeners and speakers have to respond to what they hear and contribute to them by a high level of speed. Students who have to communicate with English language have been successful in learning the language. Speaking skill is regarded as one of



the most challenging aspects of language learning (Leong & Ahmadi, 2017). They were speaking as a practice of learning the language after learning about theory.

English speaking enables interaction internationally, as Purnama and Nurdianingsih (2019) stated that speaking is an English skill required for global interactions and other activities. Speaking is needed in the world because English is an international language. People are able to communicate with people from another country in the world by using English language. Furthermore, they added that in this industrial era 4.0, almost all technology is operated by English. English students have to have the ability to speak English. However, the success of language learning can be seen from the extent to which students' ability to speak and communicate in language learning (Purnama & Nurdianingsih, 2019). English speaking is different from other skills. It needs habit formation because speaking is honest communication and a productive skill, so it needs practicing as often as possible (Zyoud, 2016). Practicing is one of the best efforts in learning a foreign language.

## **2. The Elements in Speaking English**

There are two elements of speaking from Harmer (2005) cited Siagian and Pinem (2020). These are;

### **a. Language Features**

- Connected speech (used by speakers and the also produce individual phonemes).

- Expressive devices (students can apply some supra-segmental features and tools to be an effective communicator).
  - Lexis and grammar (the speaker can use a the number of common lexical phrases in performance of certain language functions)
  - Negotiation language (negotiator the language in which people seek clarification and to show what structure people are say).
- b. Mental or Social Processing
- Language Processing (the speakers processes the language in their mind and arrange them in a coherent order come out in the desired shape).
  - Interaction with others (The speaker has a lot listen understand other people's feelings and knowledge of how to take linguistics turn around or allow someone else to do it. This process to practice or communicate with others.
  - Information processing (It is the ability to process and to respond to information provided or retrieved).

These elements above discussed the aspects of English language related to the internal factors addressed in this study. The language features and mental or social processing internal factors of this study.

### **3. The Problems in Speaking**

There is some problem in practicing English language. According to Ur (1991), the student has a few issues in speaking. Speaking issues include student Inhibition,

nothing to say, the low of participants, topics to be discussed, and use of mother tongue.

- Inhibition (Students are worried about making mistakes and are embarrassed when speaking English. This hinders students in practicing English).
- Nothing to say (There is no motivation of the students to practice because of lack of confidence and less vocabulary.)
- The low of participants (Students have low speaking participants, which means students talk with little time. This problem is exacerbated by the tendency of some English students to dominate using their local language in the communication)
- Topics to be discussed (There is no discussion to speak).
- Mother tongue use (The students always use mother tongue in daily life. This happens because students suppose that the language is easy to use and find faster conversation information.)

There is another psychological problem in speaking English. The psychological pain of this study is to find the thought processes and behavior of humans for interaction in their environment. The issues often interfere with physical and emotional health. According to The problems are lack of confidence and feeling anxiety.

#### 4. The Characteristics of Successful Speaking Activity

The characteristics prove that practicing English is a success. There are some characteristics of successful speaking English according to Ur (1996) cited Siagian and Pinem (2020). These are;

- Learners talk a lot

The learners talk a lot in the classroom activity and the environment. It makes students get used to practicing English. This characteristic would improve students' confidence and speaking skills.

- Participation is even

A successful classroom activity is when the students talk without being dominant or minority. All the students get the same chance to practice.

- High Motivation

Students are very excited to speak because they are curious about the topic being discussed and have something extraordinary to say directly or because they need to contribute to achieving the objectives of the assignment.

#### C. Self-Confidence

Confidence means feeling confident in yourself and your abilities to do something without worrying about doing something wrong. Peter (2002) cited Rafid (2020) stated that self-confidence is an attitude or belief in one's own abilities so that our actions are not too anxious, free to do things according to our wishes desire and responsibility for our actions, politely in interacting with others, have driven to excel and can recognize our own strengths and weaknesses. According to Parks, Crocker, and Kiefer (2007) cited Greenacre & Chapman (2014) stated that

as individuals learn and attempted choices they pick up particular input approximately their capacities and in this way create the convictions in those capacity, with those convictions depicted as self-confidence. Confident in a person's abilities generally increases motivation, making them a valuable asset to individuals with imperfect willpower (Bénabou & Tirole, 2002). The abilities is needed to build self-confident. People whom have good self-confident definitely have an ability. As Bénabou and Tirole (2002) add that the fact that higher self-confidence increases an individual's motivation gives anyone with a stake in his performance an incentive to build and maintain his self-esteem.

Self-confidence can simply be said as a person's belief in all aspects of the advantages that they have and that belief makes them feel able to achieve various goals in their life. Self-confidence influence and motivate someone to do something. As this research discussed about students' self-confidence on speaking English language in students' environment. The social self-confidence may be a solid conviction in one's capacity to connect in social settings to construct and keep up interpersonal ties (Greenacre & Chapman, 2014). The self-confidence in this research relate to the students' confidence to speak English language in their environment. However the self-confidence influenced by several factors.

#### **D. The factors Affecting Students' Self-Confidence**

Two factors influence students' ability to speak. These are internal and external factors. The internal factor here means that students play an important role in learning. Meanwhile, External factors are the factors outside the students that



influence them in learning English. According to Gurler (2015), as a practical result, speaking has a lot of barriers factors that influence such as psychological, physiological, physicals systematic and attitude. Some are internal as temporary psychological and behavioral barriers, some of which are external physiological, physical, systematic barriers. Lack of confidence can be considered under both headings psychological barriers and attitudes that make it students challenging to speak a foreign language. This study focused on internal factors of student self-confidence in practicing speaking English language. Psychological and linguistics as internal factors will be discussed.

Mahripah (2014) cited Leong and Ahmadi (2017) argues that the speaking skills of EFL learners are influenced by several linguistic components of the language such as phonology, syntax, vocabulary, and semantics, as well as psychological factors such as motivation and personality. Psychology is the science or thought about humans and other creatures' forms of thought and behavior in their interactions with the environment (Fitriani, Apriliaswati, & Wardah, 2015). In addition, their research stated that Linguistics is a scientific study of languages such as the study of language structure (grammar), words, and phonology. It is related to the pronunciation of words and the structure of the language. The linguistics factors focused on student self-confidence affected by student intelligence in English language.

## 1. Psychological Factor

Psychology is the scientific study of behavior and cognitive processes. Psychology is the systematic, scientific study of behaviors and mental processes (Plotnik & Kouyoumdjian, 2010). Mental forms, which cannot be seen directly, refer to various complex mental forms, such as considering and imagining. They add that the explanation of psychology as the science of behavior and mental form behavior may include eating, talking, laughing, running, reading, and resting.

According to Juhana (2012) the psychological factor hinders students from practicing their speaking English. The psychological factors are interrelated to each other. Those are fear of making mistakes, shyness, anxiety, and lack of motivation.

### a. Fear of making mistake

Fear of making a mistake is one of the common issues for English students from a country where English is a foreign language or second language. Ur (2009) cited Krismanti and Siregar (2017) stated that learners are often worried about speaking in a foreign language because of their fear of making mistakes. Students fear making mistakes when speaking English with their friends and teacher in their environment. Students fear being ridiculed by the interlocutor when having errors in speaking English. Fear of making mistakes as an emotional reaction in speaking English.

### b. Shyness

Shyness is an emotional feeling experienced by English students when asked to speak English. According to Crozier (2004) cited Oflaz (2019) as

finding shyness can be considered an impression management concern and low self-efficacy beliefs about one's social performance. According to Tang and Schmidt, shyness is a tendency associated with social withdrawal in social situations reflected by active avoidance and an anxious preoccupation with oneself in responding to or imagined social interactions.

#### c. Anxiety

Psychological factors based on various theories as follows Anxiety (Shyness and fear). In Arifin (2017) speaking anxiety is a general term for the fear that strikes a student when starting to speak. Anxiety is considered as one of the obstacles to the success of an English student at a high level foreign language skills (Horwitz, 2010). He added that language anxiety is a limited to talking and listening in situations where students communicate spontaneously in their second language. Anxiety is a natural psychological aspect that results in feelings of fear that sometimes cannot be controlled. In this study discussed the psychological factors of students' toward their self-confidence in speaking English language. It will be related to the behavior and mental processes of the student in speaking English.

#### d. Lack of motivation

According to Ortega (2014) motivation is considered as a student's desire to learn a language. Not only have the desire to learn the language, but also students need to put great effort into achieving the goals. This study discussed the factor how the student motivation in starting to speak English language.

Lack of motivation tends to make students more silent and do not respond to English conversation

## 2. Linguistic Factor

Linguistics is scientific study of language. The central field of linguistic theory is the study and description of language, an area divided into phonology, grammar, and semantics (Spolsky, 2021). Grammar is one of components in speaking the English language and the language structure which characterized as a graphic science that portrays sentence structure, word capacities and their relationship to one another. According to American Encyclopedia Semantics is the science of meaning. It deals with the relationship between other words or images and the objects or concepts they allude to. As an observational thought about the meaning of words in existing dialects, semantics may be a department of linguistics.

Spolsky (2021) defined educational linguistics: “educational linguistics, while in some aspects much less than a theory of language in another respect, it is more than a theory Development. Halliday noted, is a fourth dimension, added to dialectal, functional, and historical.

The linguistic factors on this study will be discussed about students’ perception base on students’ ability in several component of speaking that influence their self-confidence. Its mean the linguistics factor discussed base on student intelligent of speaking components. There are some components in speaking skills that influence students’ ability to communicate with English language. These are; grammar, vocabulary, pronunciation, fluency and comprehension (Harmer, 2005)

### a. Grammar

Grammar is needed in learning English language to teach the students how to make good sentences in English language. Student have better speaking skill when they know the grammar or the structure of sentences. Grammar is defined as a descriptive science that describes sentence structure, word functions and their relationship to one another (Gopinath, 2020). The grammar would be used in formal or informal speech. However students whom using grammar in their communication fluently are better.

### b. Vocabulary

Vocabulary is the words that we use in speaking English. Vocabulary is generally defined as knowledge of words and their meanings. There are 3 general kinds of vocabulary. That are verbs, adjectives, and nouns. Vocabulary is the most important component which students have to master in oral communication. The conversation is conducted when people know the word or the meaning each other. Communication is impossible if people do not understand and memorize the vocabulary. The vocabulary is primary step to have skill in speaking.

### c. Pronunciation

Pronunciation as how people spell words. According to Brown (1987) cited Gilakjani (2017) as finding pronunciation is known as the production of individual sounds and somehow with the stress and intonation pattern of the target language. Pronunciation create effective communication without misunderstanding of the conversation content.



#### d. Fluency

Speaking the language fluently is a goal that have to be achieved in mastering a language. The students fluent in speaking definitely have good pronunciation and public speaking. Fluency means students speak English expedite without an error. Mireya and Mark (2016) cited Azmi (2020) assumed that fluency is one of the most difficult aspects to develop within speaking skills. It proved that fluency in English language is the last goals that English student have to effort to find it. Fluency in English would improve student self-confident in practicing English in society.

#### e. Comprehension

Comprehension is needed in speaking skill. Student have to understand well to avoid misunderstanding about the conversation in society. It means speaking comprehension is knowing about what people talk of conversation, the content of conversation, and understand the meaning of conversation. The comprehension create good relation between speakers.

#### E. Relevant Studies

There are some research that related to this study. These are;

Journal from Haidara in the tittle is Psychological Factor Affecting English Speaking Performance for the English Learners in Indonesia (2016). The research collected from 20 students of Applied Linguistics at Graduate School of Yogyakarta State University. He research about describing the psychological factor that affects negatively the English speaking performance for the English learners in Indonesia. The finding of the study is most of the problems were (1) Fear of making mistakes

(2) Feeling shy (3) Feeling hesitated (4) lack of confidence while speaking English.

The psychological factors is more influence than others factor such as vocabulary and grammar factor.

The research from Mahmoudi and Mahmoudi investigated the effects of internal and external factors on learning English as a foreign language from Iranian EFL learners' points of view (2015). The research found that the internal and external factors have the same balanced attention in affecting learning English language.

Souisa and Gaite (2020) research about speaking problems and psychological factors encountered by students in developing their speaking skill at SMA Kristen dobo. The finding of the study are the first concluded that the common students' problem in speaking skill were the first is lack of vocabulary, incomprehension in mastery grammar, lack of practice, the environment did not support them to speak and tend to speak in mother tongue. The second is the most psychological factors affected the students' speaking problems were low motivation, felt afraid in making mistakes, felt tense and nervous, unconfident in speaking presentation, and felt confuse with their thoughts. However lack of vocabulary is the most dominant factor that hinder students to speak English language.

An Analysis of Factors Influencing Learners' English Speaking Skill from Leong and Ahmadi reviewed the factors that affect students' English speaking performance (2017). The finding of this study showed that students with low self-esteem, higher anxiety, and low motivation have serious difficulties in speaking

despite having good linguistic skills while student with higher motivation and lower anxiety can speak easily and affectively.



## **CHAPTER III**

### **METHODOLOGY**

This chapter provides the research methodology in conducting the study to guide the research stage properly. The methods of this study were divided into a framework that consists of research design, population and sample, the technique of data collection, and the technique of data analysis.

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

The research was conducted by mixed-method. It combines two kinds of methods in scientific work are qualitative and quantitative methods; as Almeida (2018) stated that Mixed methods research is an approach that combines both quantitative and qualitative methods into a single study to provide a broader and more complete vision of a problem. Qualitative research is the research in which the researcher tries to study naturally occurring phenomena in all of their complexity. In contrast, in Quantitative research, the investigator attempts to clarify phenomena through carefully designed and controlled data collection and analysis (Fraenkel, Wallen & Hyun, 2012). According to Husnawati (2017), mixed-method focus on collecting, analyzing, and mixing quantitative and qualitative data in a single study or series of studies.

The classic approach to categorizing mixed methods designs organizes them into two main categories those are sequential and concurrent (Almeida, 2018). This study used a concurrent category of mixed-method. The methods can be

administered to the same population or group of people. The research used open-ended and close-ended questions for gathering the data.

## **B. Research Sites and Participants**

This section discussed the description of the research location and participants clearly and briefly.

### **1. Research Sites**

This research was conducted at UIN Ar-Raniry, Banda Aceh, particularly at English Department Education of Faculty of Education and Teacher Training.

### **2. Participants**

- **Population**

Population is groups where researchers want their research results to be generalized; it includes all individuals with certain characteristics (Fraenkel et al., 2012). The population of this study is English education student batch 2017 at UIN Ar-Raniry. The number of English education student batch 2017 is 236 students. The population is chosen from English language student because to gather accurate data. The English language students definitely have experiences in learning English especially in speaking.

- **Sample**

According to Fraenkel et al (2012) sample is the group on which information is obtained. They add that the sampling process is to select some individuals (samples) from a population, preferably such that individuals



represent the larger group from which they are selected. The study used one of probability sampling or random sampling that is simple random sampling. According to Onwuegbuzie and Collins (2007) in their article stated that every individual in the sampling frame (i.e., desired population) has an equal and independent chance of being chosen for the study. Onwuegbuzie and Collins (2007) add that relationship of the qualitative and quantitative samples can be identical, parallel, nested, or multilevel. The relationship of the qualitative and quantitative samples in this study approach to identical design relationship. An identical relationship indicates that the same sample members participate in both the qualitative and quantitative phases of the study (Onwuegbuzie & Collins, 2007). From the population above researcher would like to take 47 students who be taken randomly. The sample percentage is 20% of the total population.

### **C. Technique of Data Collection**

The technique to collect the data in this research is questionnaire to qualitative and quantitative data. This study used instruments pilot. There are two kinds of questions these are open-ended and close-ended questions. Open-ended questions are analogous to essay questions or short answers and closed-ended questions are analogous to multiple choice questions. For gathering quantitative data from close-ended question come from Juhana (2012) about psychological factor and Harmer (2005) for linguistic factor however closed-ended questionnaire statements made considering the suitability of experts. The management of the impacts survey from students' self-confidence in practicing English which contains closed and open-

ended items, resulting in quantitative and qualitative phases that occur simultaneously. According to Creswell et al (2003) cited Onwuegbuzie and Collins (2007) in concurrently gathering both forms of data at the same time, the researcher seeks to compare both forms of data to search for congruent findings. The result from qualitative and quantitative data would be compared to find the conclusion.

The data collected by giving question to 47 randomly participants from English students department batch 2017 at UIN Ar-Raniry, however the questionnaire had experimented for two students to avoid ambiguous of the students in answering the question. Questionnaire is a list of questions that the participant answers in writing or by marking answers on an answer sheet (Fraenkel et al., 2012). The qualitative data gathered from open-ended question and quantitative data gathered from close-ended question.

The questionnaire divided into four sections, there are some question on every section. The first section include four common question that include name, students' number (Nomor Induk Siswa), students' gender, and students' email address. The second section include six questions (four close-ended questions and two open-ended question) about the psychological factors that influence students' self-confidence. The third section include seven questions (five close-ended questions and two open-ended question) about the linguistic factors that influence students' self-confidence. The last section include the questions that approach to find the most dominant factor that influence students' self-confidence.

#### D. Data Analysis

The result of the data collection by questionnaire above would be analyzed. There are two kind of analysis the data. These are descriptive analysis and statistic descriptive analysis. The qualitative data analyzed by descriptive analysis while the quantitative data was analyzed by statistic descriptive analysis.

The data analysis technique of qualitative data in this study used the steps as proposed by Miles and Huberman (1994) these are;

1. Data reduction

Data Reduction is defined as the process of selecting, focusing attention on simplifying and transforming data to make it easier to draw conclusions. This activity summarizes, chooses main points, focuses on important things, and looks for themes and patterns. The qualitative data that gathered by open-ended questions will be selecting in this stage to be more accurate and relate to the research question to determine the result.

2. Display Data

The data that has been reduced will be present. Presentation of data as a set of structured information that gives the possibility of drawing conclusions and taking action the data presentation is used to further improve case understanding and as a reference for taking action based on the understanding and analysis of the data presentation. The data presented in this study are in the form of descriptions. The researcher describe the data that has been reduced in this stage.

### 3. Decision Making and Verification

Drawing conclusions is the result of research that answers the research focus based on data analysis. The conclusion is presented in a descriptive form about the impacts of culture and society toward students' self-confidence in practicing English.

The quantitative data from the close-ended question will be analysis by statistic descriptive analysis. Descriptive statistics are statistics whose function is to describe or show some characteristics that are common to the entire sample. Descriptive statistics summarize data on a single variable (e.g., mean, median, mode, standard deviation) (Dianna, 2020). In this close-ended question, the data obtained by calculating average and percentage of the questionnaire score.

To analyze the close-ended questionnaire, the researcher counted the score and the percentage system with following formula;

The formula to know the score of the factors is;

$$\text{Score} = \text{frequency} \times \text{Point of response}$$

Note:

Never	1	Often	3
Rarely	2	Always	4
Sometimes	3		

The formula to know the percentage of the factor is;

$$P = f/n \cdot 100\%$$

In which P = percentage

100 = constant value

f = frequency of agreement (the number of students who linguistic or psychological impacts)

n = the number of sample

For the percentages results, the researcher would counted the statement of questionnaire about how many participant supposes that psychological factors and linguistic factors of English education students department in UIN Ar-Raniry was the most dominant toward self-confidence of English student in practicing English.





## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter discussed the research finding and discussion on data collection. The data of this study was collected by questionnaire. There are open-ended and close-ended questions on the questionnaire. The questionnaire has experimented with two students before spreading to 47 students to complete the questions; however, there are no significant changes that influence the questionnaire's content. The open-ended question was analyzed by descriptive analysis, and the close-ended question was analyzed by statistic descriptive analysis.

#### **A. Finding of The Questionnaire**

The questionnaire divided into four section. Every section have some questions. The first section include four common question. The second section include six questions (four close-ended questions and two open-ended question) about the psychological factors. The third section include seven questions (five close-ended questions and two open-ended question) about the linguistic factors. The last section contains two questions to find out the most dominant factor that affect student self-confidence in speaking English language.

##### **a. Section 1**

This section provide to gather common information such as students' name, students' number, gender and email address.

## b. Section 2

The section discussed about the psychological factor that influence student' self-confidence in speaking English language. The result of the questionnaire are;

### 1. Close-ended questionnaire

Close-ended questionnaire in this section have four statement of question about psychological factor that affect students' self-confidence in speaking English and five response that provided are never, rarely, sometimes, often, and always.

Table 4.1

#### 1. *Fear of making mistake in speaking English language*

No	Response	Frequency	Percentage
1	Never	3	6,38%
2	Rarely	8	17,02%
3	Sometimes	22	46,80%
4	Often	9	19.14%
5	Always	5	10,63%

The table 4.1 shows that the most answered of fear of making mistakes is sometimes and the response tend to answered often to always with a frequency of 14 participants. They fear of making mistakes in speaking English language, this factor affected their self-confidence in speaking.

Table 4.2

2. *I felt shy when I speak English*

No	Response	Frequency	Percentage
1	Never	3	6,38%
2	Rarely	15	31,91%
3	Sometimes	19	40,42%
4	Often	9	17,02%
5	Always	5	4,25%

From the question number 2 above, it can be seen about feeling shy in speaking English language. The most answered is sometimes and the response of the question tend to be rarely to never with a frequency of 18 participants. It prove that feeling shy is one of the factor that affect student' self-confidence in practicing English language.

Table 4.3

3. *I felt anxiety when speaking English*

No	Response	Frequency	Percentage
1	Never	5	10,63%
2	Rarely	17	36,17%
3	Sometimes	13	27,65%
4	Often	9	19,14%
5	Always	3	6,38%

Based on table 4.3, the most response is rarely and the answer of the question tend to be rarely to never with a frequency of 22 participants.

Table 4.4

4. *I lack motivation in speaking English*

No	Response	Frequency	Percentage
1	Never	9	19,14%
2	Rarely	18	38,29%
3	Sometimes	14	29,78%
4	Often	5	10,63%
5	Always	1	2,12%

The response of the statement lack of motivation in speaking English language. The most answered is rarely and the response tend to be rarely to never with a frequency of 27 participants.

The formula to know the score of the factors is;

$$\text{Score} = \text{frequency} \times \text{Point of response}$$

Note:

Never	1	Often	3
Rarely	2	Always	4
Sometimes	3		

Table 4.5

*Score of psychological factor* - R A N I R Y

Statements	Response					Score
	Never (1)	Rarely (2)	Sometimes (3)	Often (4)	Always (5)	
1. Fear of making mistake in speaking English language.	3	16	66	36	25	146
2. I felt shy when I speak English.	3	30	57	32	10	132

3. I felt anxiety when speaking English.	5	34	39	36	15	129
4. I lack motivation in speaking English	9	36	42	20	5	112
Total						519
Mean						129,75

The finding of the questionnaire, a calculating the result, concludes that Juana's most affected factor in English students at UIN Ar-Raniry batch 2017 is fear of making mistakes. The second factor is shyness. However, anxiety and lack of motivation have little affected. The average point gathered from the psychological factor is 129,75.

## 2. Open-ended questionnaire

There are two open-ended question in section 2, those are;

1. *What other psychological factors that you have experienced and affect your self-confidence in speaking English language?*
2. *What is your personal solution to overcome your psychological factor above?*

The question used to gather more information of student, the first question conducted to find out another psychological factor have faced on student' experiences and the second question to know their personal solution to overcome the factor happened. However the results from the student' answer is not much different to the psychological factor from Juana (2012). Another factor that relate to psychological factor from the students' answer are;



- Worried about misunderstanding

It appear in some answer of the participants. According statement of RN *“and afraid that the other person doesn't understand or misunderstand, especially if the interlocutor is a great person”*, she means another psychological factors that affect her in speaking English is scared of people’s misunderstanding however it relate to “fear of making mistakes” from Juhana (2012). Another statement from S *“Sometimes I felt my partner do not understand my English, because they argued by saying "hah?"”*. In addition M state that *“I fear if I can’t make the listener understanding what I say ”*. It prove that worried in misunderstanding about the topic discussed will be appeared as one of psychological factors that influence students’ self-confidence in speaking English language.

- Feel ashamed to speak English with someone more proficient

The factor taken from MY *“Sometimes I felt shy and less confident when I speak English because I thought my English is not as good as my friends”*, she thought that the factor affected her self-confidence in speaking English language because of worrying her English language is not as good as interlocutors. Another statement from MD *“Sometimes I felt down when others speaking better than me”*. In addition NA also stated *“Mood and negative thinking (can’t be as a good speaker in kinds of audience in English environment)”*. It prove that feel ashamed to speak English with someone more proficient is one of the emerging factor in English education students department. It comes from another research according to Damayanti and

Listyani (2020) argued that fear of communicating to other people is kind of shyness because of inability in speaking English.

- Thinking in Indonesian language

NF said *“I somehow still think in the Indonesian language when I try to speak English, and that was torturing”*. Based on her statement, thinking the material in Indonesian affect her self-confidence in speaking English language because there is the difficulties in speaking the material in English. It is one of the psychological factor because it relate to the people’ cognitive processes.

- Lack of material to present

AR said *“Anxiety and lack of material to present”* she thought that lack of material to present make her not confident in speaking English. Supporting opinion is taken from IA *“Limited idea”*, limited idea means there is no topic that will be discussed. It relate to the problem of speaking English according to Ur (1991) that is nothing to say.

- Introverted personality

The factor taken from NFU *“I rarely make a new friend, so I don't really have friends from overseas who can help me practice my English. It happens because of my introvert individual”*. She thought that difficulties in finding participants to speak English because she is an introvert. Supporting statement from NAB *“I think, I also have social anxiety and to be honest it is based on self-diagnosed. But I do feel that I am not good at communicating with people”*. She said that she has social anxiety and felt

not good in communication based on her self-diagnosed, she has introverted personality that influence her self-confidence.

- Nervous

FR said that nervous is one of the factor that influence her self-confidence.

Another statement from EA *"I always felt nervous when I try to practicing English"*. They thought that nervous is one of the psychological factor that arise based on their experiences.

- People' judgment

The factor taken from MC *"Other people bad comment and judgment to my speaking skill that made me less confident in practicing English"* and DU said *"When talking to other people and someone does not provide motivation, but laughs and is like mocking"*, N stated that Audience's perceptions is the affecting psychological factor in speaking English.

Another statement from LZ *"I feel people around will laugh at me when I make mistakes in speaking English"*. SR also said *"Being judge by some people when I'm trying to speak English"*. Supporting opinion from SF *"Other people's opinion"*. They thought that people judgment is one of the psychological factor because they felt worried and uncomfortable find the feedback from others.

- Worries because of accents

According to SNZ in their statement *"It was accent, when you speak English and not like a native it will greatly affect my self-esteem"*. He felt uncomfortable with his accent that make him not confidence in speaking

English. Another statement from FR *“Bullying, cause of my pronounce and my accent”*. It prove that his accent make him bullied in their environment and made him not confidence in speaking English. Supporting statement from DS *“My voice and intonation”*, she thought that her voice and intonation of her voice affect her confidence in speaking. The inference is feeling worries because of the accents is one of the emerging factor in English student department.

The student’s solution that appear to overcome the psychological factor that affect students’ self-confidence in practicing English language are;

- Practicing and trying

The solution come from MY, ARS, MD, CSA, NH, LM, VR, ZDF, and FM. They thought that practicing is the solution to overcome the factor that hinder them in speaking English language.

- Practicing in front of the mirror

Practicing is one of the solution, MA said *“I tried to communicate with myself in front of the mirror to increase my confidence”*. The same statement come from EH and SS. - R A N I R Y

- Finding the motivation

MY thought that the solution is finding some motivation. Another statement from RNP *“Video motivation, my friends level English, and anyone else who expert in speaking English*. She thought that the solution is finding motivation from video motivation, friends, and inspiring person. Supporting

statement from ARM *“Internal motivation is important. Speak with our self that we have to solve this”*.

- Believing self

The solution can be seen from MC *“Always trying to believe in myself that I can do it. I can be better day by day in improving my English speaking skill and ignore other people's judgment”*. Another solution from DUY *“Keep learning and believe even if you are still wrong or still can't be confident when speaking in English”*. N said *“Just believe in myself. They can so why me not”*. Supporting statement from SNZ *“Just believe that you don't need to sound like American or British to speak English. The most important aspect in communication is your partner in a conversation understand, and it's enough”*. LM also said *“I believe that everyone makes mistakes, so there's no need to be afraid when I make mistakes”*. SR said *“I think I should the believe myself that I can speak English well and keep to self confidence in front of other person”*. SF said that his solution is trying to believe his self. DI mentioned *“Make sure myself that I can do it”*. More answer from Mutmainnah *“My solution is I am being positive thinking about my practicing English. I believe I can do good performance when speaking English”*. Their thought that believe to themselves is one of the solution to overcome the psychological factor that obtained.

- Watching English videos

RNP said that one of her solution to overcome the psychological factors is video motivation. The factor come from HF *“Get more listening of English,*



and repeat after what the native says” he thought that by listening the English video or audio will solve their problem in speaking English. Another statement from SMH “Increase listening to many podcasts or Google translator”. They thought that watching video is one of ways to solve the problem when the psychological factor happened.

### c. Section 3

The section gathered the linguistic factor that influence student’ self-confidence in speaking English language. There are five close-ended question and two open-ended question on this section. The finding are;

#### 1. Close ended questionnaire

The questionnaire to measure the linguistics factor faced from speaking component according to Harmer. There are five close-ended question in this section. Those are;

Table 4.6

1. *I have the difficulties in creating the sentences in English language because of my grammar skill*

No	Response	Frequency	Percentage
1	Never	1	2,12%
2	Rarely	13	27,65%
3	Sometimes	18	38,29%
4	Often	14	29,78%
5	Always	1	2,12%

From the table above the result of the factor that effect students in grammar skill, the most answered is sometimes and the response tend to be often to always by 15 participants. It prove that grammar skills is one of the factor that influence student in speaking English language.

Table 4.7

2. *I have the difficulties in memorizing vocabularies.*

No	Response	Frequency	Percentage
1	Never	3	6,38%
2	Rarely	4	8,51%
3	Sometimes	22	46,80%
4	Often	7	14,89%
5	Always	1	2,12%

The table 4.7 shows that the most response is sometimes and the responded tend to be often to always with a frequency of 8 participants. The finding above shows that vocabularies is affected students self-confidence in speaking English language.

Table 4.8

3. *I am not fluency in speaking English language*

No	Response	Frequency	Percentage
1	Never	2	4,25%
2	Rarely	15	31,91%
3	Sometimes	18	38,29%
4	Often	9	19,14%
5	Always	3	6,38%

From the question number 3 about the fluency factor that influence students self-confidence in speaking English language, it can be seen the most response of the questions is sometimes and tend to be rarely to never with 17 participants.

Table 4.9

4. *I have the difficulties in pronouncing the word in English language*

No	Response	Frequency	Percentage
1	Never	5	10,63%
2	Rarely	17	36,17%
3	Sometimes	18	38,29%
4	Often	4	8,51%
5	Always	2	4,25%

The table 4.9 informs that the difficulties in pronouncing affect students' self-confidence in speaking so that the most response is sometimes and tend to be rarely to never with a frequency of 22 participants.

Table 4.10

5. *I have the difficulties in understanding what other people talk in English*

No	Response	Frequency	Percentage
1	Never	4	8,51%
2	Rarely	22	46,80%
3	Sometimes	17	36,17%
4	Often	3	6,38%
5	Always	1	2,12%

Based on the table above comprehension is one of factor that influence students' self-confidence in speaking English language. The most dominant response is rarely and tend to be rarely to never with a frequency of 26 participants.

Table 4.11  
*Score of linguistic factor*

NO	Statements	Never (1)	Rarely (2)	Some times (3)	Often (4)	always (5)	Score
1	I have the difficulties in creating the sentences in English language because of my grammar skill.	1	26	54	56	5	142
2	I have the difficulties in memorizing vocabularies.	3	28	66	28	5	130
3	I am not fluency in speaking English language.	2	20	54	36	15	127
4	I have the difficulties in pronouncing the word in English language	5	34	54	16	10	119
5	I have the difficulties in understanding what other people talk in English	4	44	51	12	5	116
Total							634
Mean							126,8

The table 4.11 shows that the linguistics factors based on speaking component from Harmer that affected students' self-confidence in speaking English. The finding of the questionnaire that are the difficulties in creating sentences because of grammar is the most dominant linguistic factor. The second factor is difficulties in memorizing the vocabulary, the third is not fluency in speaking English language, the next factor is difficulties in pronouncing the word

in English language, and the last factor difficulties in understanding what other people talk in English. The average of the factor is 126,8.

## 2. Open-ended questionnaire

The answer of the open-ended questions analyzed by descriptive analysis method. There are two open-ended question on section 3. The questions focused on linguistic factors. The question are;

1. *What other linguistic factors that you have experienced and affected your self-confidence in speaking English?*
2. *What is your personal solution to overcome your linguistic factor above?*

The questions above to gather another linguistics factor have faced on students experience and to find out personal solution of the students to overcome the factor happened.

The finding of the students' answer is no other linguistics factor that faced on students' self-confidence in speaking English language. They thought that the factor have mentioned from the component of speaking English according Harmer. The most dominant linguistics factor mentioned above is grammar skills. The solution of the linguistics factor from the student shows that are some solution based on students experiences. The solution are;

- Learning and practicing

The solution come from MY, MA, SS, ASR, NFU, VR, MC, SR, NAK.

They believe that the solution to overcome the linguistics factor is learning



and practicing. DUY said that her solution is Learn and memorize vocabulary.

- Preparing before talk

The solution come from N. Another statement from NA, she thought that preparing before talk to people and be a good listener to find good information. SNP state that the solution is taking note before speaking. M also said that the solution is writing the word that will be used.

- Watching videos

EH said that her solution to overcome her linguistics factor is watching movie with English language. Another statement from LOL, HF, and CH. They though the solution is watching you tube video with English subtitle. Supporting solution from NF, she thought that the solution is watching VLOG in English.

- Listening

SS and HF shows that one of their solution is listening the podcast. S and SF also said that their solution is listening the speaking of native speaker.

- Opening online dictionary

The factor come from the answered of SNZ. Another statement from IA and CH, they thought the solution is listening the audio of the word by online dictionary.

- Reading

DS state that her solution is reading the article and many source. NF answered that reading English book to overcome her linguistic factor. SMH state that the solution is reading to many journal.

- Memorizing

CSA said that her solution is memorizing the form of tense and all aspect in grammar. The solution come from DUY, she thought that memorizing the vocabulary is the solution.

#### d. Section 4

This section is used to gather information about what is dominant factor that affect student' self-confidence in English language. There are two open-ended question in this section. The finding of the question are;

1. *What is the most dominant factor that influence your self-confidence in speaking English?*

The answer finding of the question are 27 students chose the psychological factor and 20 students chose the linguistic factor.

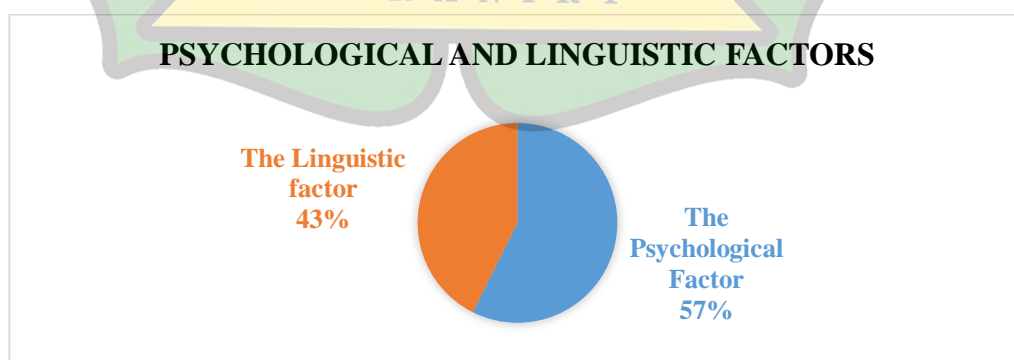


Diagram 4.1

The percentage of the finding on diagram 4.2 above are 57% students chose psychological factor and 43% students chose linguistic factor as a dominant factor. It conclude that the dominant factor that influence students' self-confidence in practicing English is psychological factor.

2. *Why did you choose the factors above? What is your reason?*

The questions were conducted to gather information about why the participant chose the psychological and linguistic factors as their dominant factor that affect their self-confidence in speaking English language. The question was conducted to strengthen the answer to the close-ended question above.

There are the reason of students in choosing psychological factor as a dominant factors base on their experiences in speaking English language. The reason are;

- MA thought that the psychological factors is more influence because someone good in linguistic intellectual however have a bad in speaking English because of psychological factors, its mean nothing to speak English. She add that grammar is not always necessary in speaking English and SR also thought that she does not need grammar to talk.
- VR, DUY, and M believe that if they did not have psychological factor everything will be conducted well and speaking English language will be easier.

- Another reason from MC, LM, SR, and SOR thought that because their dominant factor that influence self-confidence is people's judgment.
- SNP and NF explain that they felt confidence in their speaking ability even they are fluently in speaking English when doing practice by themselves however they felt scared and not confident when speaking in front of people and tend to be quite. AA add that she cannot control her psychological problem when speaking English.

The reason for choosing the linguistic factor as a dominant factor that affected students' self-confidence in speaking English has been presented. The reason concluded that linguistics is more difficult, they have a problem with grammar and can overcome psychological factors easily. English language is not their mother tongue, making them feel bad in pronunciation.

## **B. Discussion**

The research was conducted to answer the research questions from the thesis' title "Students' Perception on Their Self-Confidence in Practicing English Language". The main research question of this study is "How are students' perception on their self-confidence in practicing English language?" even though focus on two research questions "What are the factors that influence students' self-confidence in practicing English?" and "What are the most dominant factors that influence their self-confidence in practicing English?".

Based on the result of the questionnaire presented, students' perception on their self-confidence in practicing English has affected factors. There are

psychological and linguistic factors discussed in this study. The psychological factor comes from Juhana (2012) and the linguistic factor from the component of speaking English, according to Harmer (2005).

The factor that appeared in this study to answer the first research question. The result in analyzing the psychological factor according to Juhana (2012), there is the order from the most to the least influential factor are fear of making mistakes, the second factor is shyness, the third is anxiety, and the last factor is lack of motivation. In addition, there are other psychological factors from English students; those are;

- Worried about misunderstanding

The relating factor comes from Juhana (2012) that is “fear of making mistake”. It is one of psychological factor that appeared from students answer. The word “worried” presented that students have psychological factor that come from their mental processes.

- Feel ashamed to speak English with someone more proficient

Damayanti and Listyani (2020) argued that fear of communicating to other people is kind of shyness because of inability in speaking English. It is kind of mental processing that is “interaction for others” on speaking elements from Harmer (2005)



- Thinking in Indonesian language

According to Rukmini and Putriati (2018) stated that the interlanguage of the student caused by language transfer process because the students good mastery of L1 that was Indonesian. It is kind of mental processing from Harmer (2005) that is language processing.

- Lack of material to present

The finding related to the problem of speaking English according to Ur (1991) that is nothing to say. The students have no idea and topics in speaking English language.

- Introverted personality

The similar finding from Ab Rashid and Al-Smadi (2020) stated that anxious personality is one of speaking anxiety that hinder students to speak even in their native language.

- Nervous

Nervous is one of psychological factor. The supported study came from Souisa and Gaite (2020).

- People' judgment

Another research found that worried of being ambrassed from friends is one of psychological factor that appeared in Damayanti and Listyani (2020). This factor showed the worries of the students because of people' judgment. It related to mental processing.

- Worries because of accents.

Tsang (2020) argued that accents and pronunciation is a matter in speaking English language. Worries is one of speaking anxiety that relate to mental processing.

The linguistic factors that presented in the results of the questionnaire from Harmer (2005) can be listed from the most to the least. These are grammar, vocabulary, fluency, pronunciation, and comprehension skills. Grammar is the most influential of linguistics factor. There is no other linguistics factor from the students because they thought the factor have mentioned on the component in speaking English language from Harmer (2005).

Students' personal solution in overcoming the psychological factors are; practicing and trying, talking in front of the mirror, finding the motivation, believing self, and watching speaking videos. Meanwhile the solution to overcome linguistic factor are; learning and practicing, preparing before talk, watching videos, listening, opening online dictionary, reading, and memorizing.

The answer for second research question is the psychological factor chosen by 27 students, it is 57% of the participants while the linguistics factor chosen by 20 students or 43% of the participants, the data gathered from the questionnaire on section 4. The results directly proportional to the section 2 and 3 that were counting the score of every factors, the finding is 129,75 for psychological factor and 126,8 for linguistic factor. It prove that psychological factor is the most dominant factor that appeared in English student at UIN Ar-Raniry batch 2017.

The research finding of the study have the same results to previous research from journal of Leong and Ahmadi (2017) they thought that students with low self-esteem, higher anxiety, and low motivation have serious difficulties in speaking despite having good linguistic skills while student with higher motivation and lower anxiety can speak easily and affectively. The previous study presented that psychological factor is more affected than linguistic factors.

However according to the research from Souisa and Gaite (2020) found that lack of vocabulary is the most dominant factor from students in speaking English language. The research showed that students' problem in speaking were lack of vocabulary, incomprehension in mastery grammar, lack of practice, the environment didn't support them to speak and always speak in the mother tongue. Whereas, the most psychological factors that affected the students' speaking problems were low motivation, felt afraid in making mistakes, felt tense and nervous, unconfident in speaking presentation, and felt confused with their thoughts. However the lack of vocabulary is the most affected students' speaking. It is contrary with this research, however some of problems from Souisa and Gaite (2020) that relate to this research, those are vocabulary, grammar, fear of making mistakes, nervous, and comprehension.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter shows conclusions and suggestions based on the finding and discussion on the previous chapter.

#### A. Conclusion

The aims of this study are to find out the factors that affected students' self-confidence in practicing English based on English student perception, and to find out the most dominant factors that influence English students self-confidence in speaking English language.

Based on the results of the research and discussion in the previous chapter, it was concluded that there are linguistics and psychological factors that affected English education students department batch 2017 at UIN Ar-Raniry in speaking English language. The psychological factor that appeared from English students are fear of making mistake, shyness, anxiety, lack of motivation, worried about misunderstanding, Feel ashamed to speak English with someone who is more proficient, thinking in Indonesian language, lack of material to present, introverted personality, nervous, people' judgment, and worries because of accents. The linguistics factor are grammar, vocabulary, fluency, pronunciation, and comprehension skills. Students' solution to overcome the factors are; the psychological factor by practicing and trying, talking in front of the mirror, finding the motivation, believing self, and watching English video. The linguistic factor by

learning and practicing, preparing before talk, watching video, listening, opening online dictionary, reading, and memorizing. The Solution was used by English student in overcoming the factor that obtained based on their experiences. The psychological factor got 57% and the linguistic factor got 43%. The research concluded that the most dominant factor that affected students' self-confidence in speaking English language is psychological factor.

## **B. Suggestion**

The suggestion of researcher are;

### **1. For the lecturer**

The finding of the research would help lecturer to create good English course design by considering the psychological problem of the students. The learning method will be more focused on psychological factor to improve students' confidence in speaking English language.

### **2. For English student**

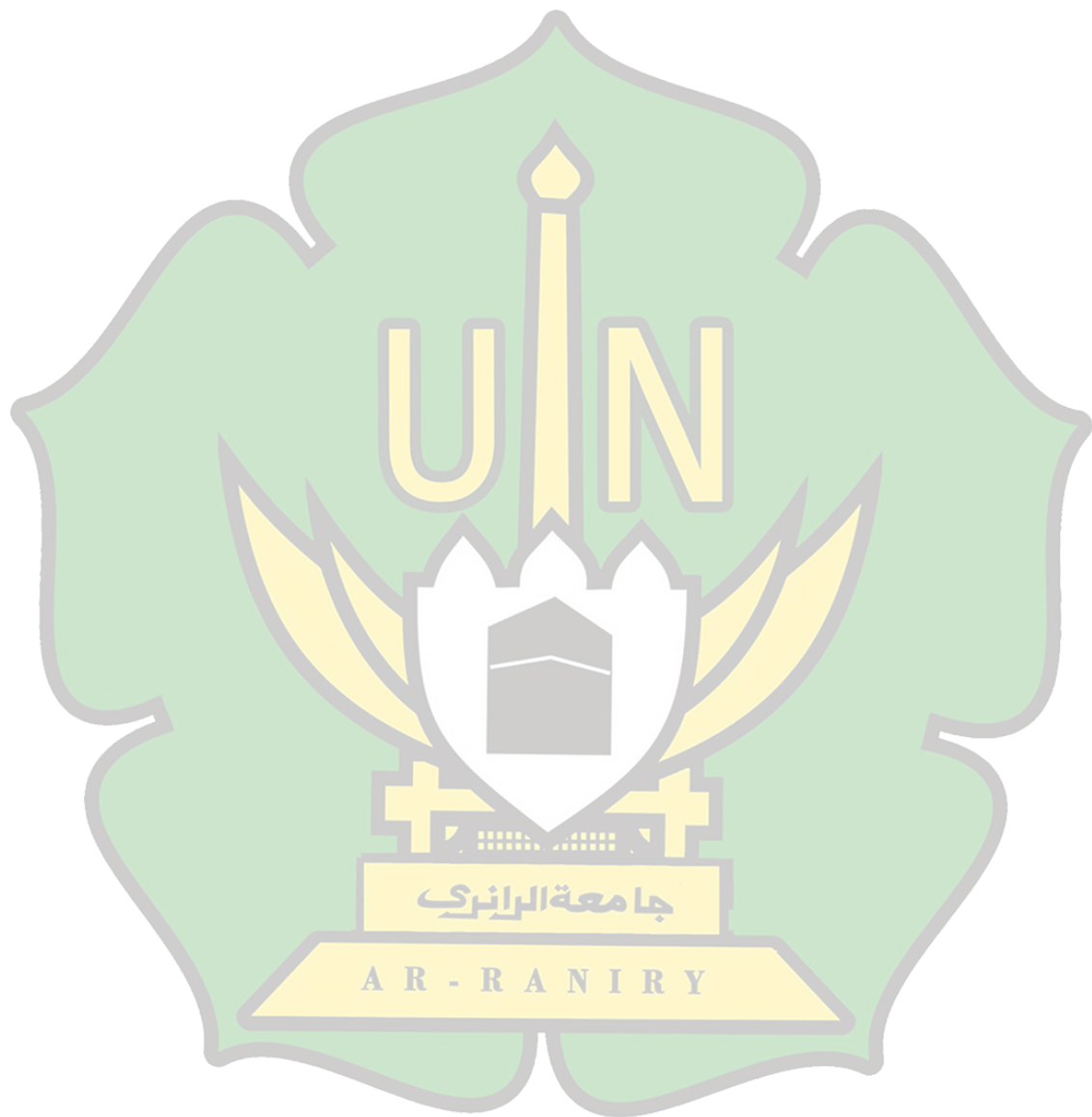
Student have to decide and realize about the factor that affected their self-confidence in speaking English language and also create their good solution to overcome the obtained factor. Knowing what factors affect self-confidence, they will be able to identify what to do next as English students.

### **3. For future research**

The results of this research also useful for future research that will reach about students' self-confidence and factor that affected. The factors can be



further investigated what kind of learning methods are good and suitable to increase students' self-confidence in speaking English language.



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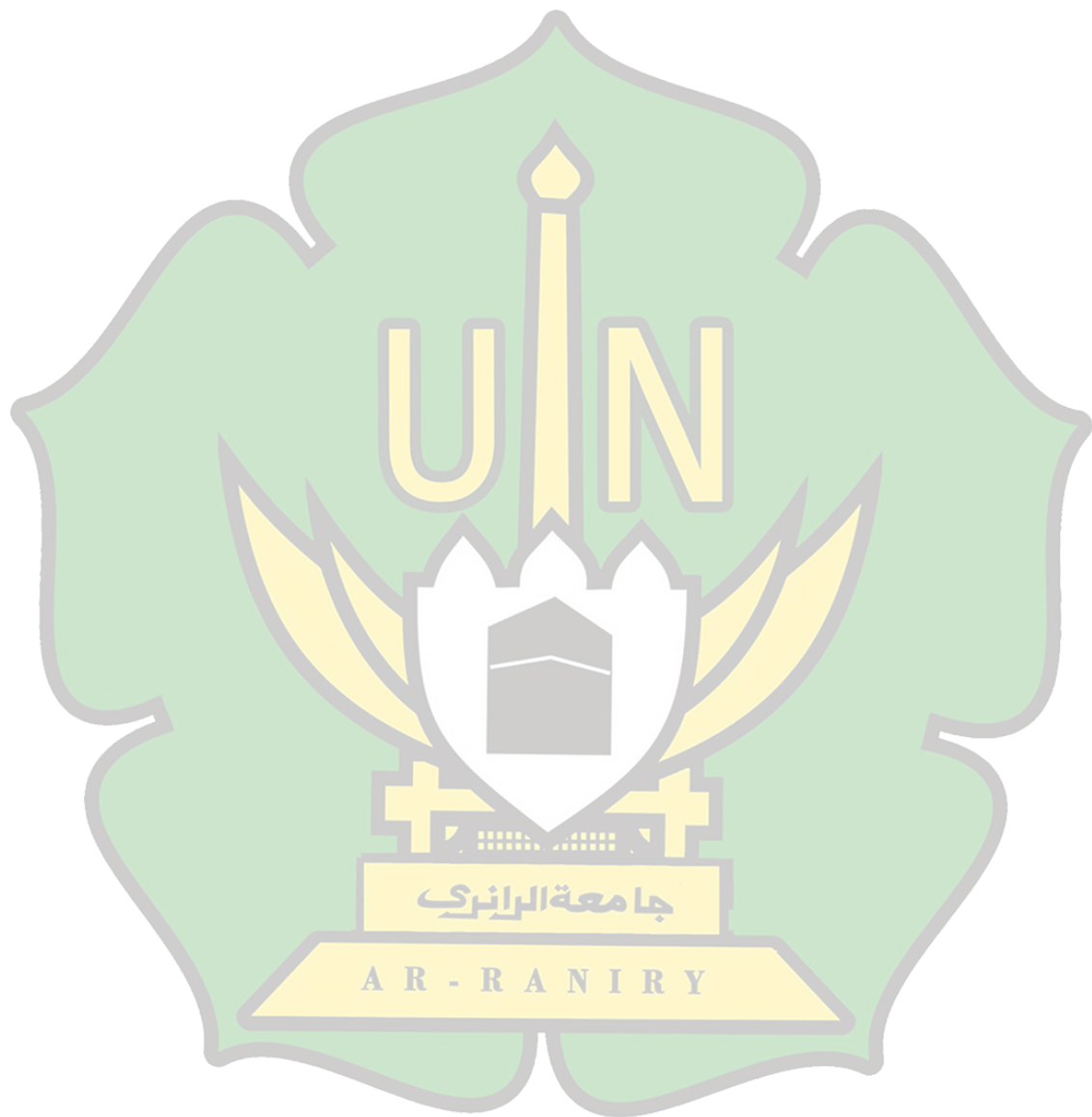
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**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**  
**Nomor : B-8597/UN.08/FTK/KP.07.6/05/2021**

**TENTANG**  
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN**  
**UIN AR-RANIRY**

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

- Menimbang** :
- a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
  - b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** :
1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
  2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
  3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
  4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
  5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
  6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
  7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
  8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
  9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
  10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
  11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan** :
- Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 29 April 2021
- Menetapkan** :
- PERTAMA** :
- MEMUTUSKAN**
- Menunjuk Saudara:
1. Dr. Nashriyah, MA
  2. Nidawati, M.Ag
- Untuk membimbing Skripsi :
- Nama : **Juadabul Wahyuni Nikite**
- NIM : **170203045**
- Program Studi : **Pendidikan Bahasa Inggris**
- Judul Skripsi : **STUDENTS' PERCEPTION ON THEIR SELF-CONFIDENCE IN PRACTICING ENGLISH LANGUAGE**
- Sebagai Pembimbing Pertama
- Sebagai Pembimbing Kedua
- KEDUA** :
- Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2020; No.025.04.2.423925/2020, tanggal 12 November 2019.
- KETIGA** :
- Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2021/2022
- KEEMPAT** :
- Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh  
Pada Tanggal: 24 Mei 2021  
An. Rektor  
Dekan,

  
Muslim Razali

**Tembusan**

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.



**KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh

Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-16758/Un.08/FTK.1/TL.00/11/2021

Lamp : -

Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,

Ketua Prodi 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 : **JUADAHUL WAHYUNI NIKITE / 170203045**

Semester/Jurusan : IX / Pendidikan Bahasa Inggris

Alamat sekarang : Gampoeng Cot Irie, Lampermai Banda Aceh

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 ***Students' Perception on Their Self - Confidence in Practicing English Language***

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

Banda Aceh, 12 November 2021

an. Dekan

Wakil Dekan Bidang Akademik dan  
Kelembagaan,



Berlaku sampai : 12 Desember  
2021

Dr. M. Chalis, M.Ag.



## **Appendix C**

### **Questionnaire**

Assalamualaikum wr wb

My name is Juadahul Wahyuni Nikite, Student of Faculty of Education and Teacher Training

Department of English Language Education. I am writing a final project to complete my bachelor's degree by conducting a research entitled "Students' Perceptions on Their Self-Confidence in practicing English".

This survey was conducted to find out about the factors that influence student self-confidence in speaking English language. The factors discussed in this study are psychological and linguistic factors.

- The psychological factor quoted from Juana (2012) these psychological factor are fear of making mistake, shyness, anxiety, lack of confidence, and lack of motivation.
- The linguistic factor discussed base on student intelligent of speaking components, these are; grammar, vocabulary, pronunciation, fluency and comprehension according to Harmer

The participant of this research is students of English Language Education of UIN Ar-Raniry batch 2017.

The survey divided into two kind of questions;

- open-ended question : the answer based on students' thoughts and experiences
- close-ended question : multiple choice

There are 4 choices of the frequency of questions on psychological and linguistic factor from never to always.

Those are Never, rarely, sometimes, often, and always.

Thanks for your involvement

All data obtained from this research such as participants' identity and answer will be known by the researcher and used for this research only.

**Wassalamualaikum wr wb**

Best regards,

The researcher,  
Juadahul Wahyuni Nikite

## SECTION 1 (Common Question)

Name, NIM, gender, email

1. What is your level in English?
  - a. Basic
  - b. Intermediate
  - c. Advantage

## SECTION 2 (The Psychological factor)

According to Juana (2012) the psychological factor that hinder students from practicing their speaking English are fear of making mistake, shyness, anxiety, lack of confidence, and lack of motivation.

The psychological factor that hinder you in speaking English are;

1. Fear of making mistake in speaking English language
  - a. Always
  - b. Often
  - c. Sometimes
  - d. Rarely
  - e. Never
2. I felt shy when I speak English
  - a. Always
  - b. Often
  - c. Sometimes
  - d. Rarely
  - e. Never
3. I felt anxiety in speaking English language
  4. Always
  5. Often
  6. Sometimes
  7. Rarely
  8. Never
4. I lack motivation in speaking English
  - a. Always
  - b. Often
  - c. Sometimes



- d. Rarely
- e. Never

Open ended question

1. What are the psychological factors that you have experienced and affected your self-confidence in practicing English?
2. What is your personal solution to overcome your psychological factor above?

### SECTION 3 (The linguistic factors)

The linguistics factor discussed base on student intelligent of speaking components. There are some components in speaking skills that influence students' ability to communicate with English language. These are; grammar, vocabulary, pronunciation, fluency and comprehension according to harmer as cited from Azmi (2020).

The Linguistic Factor that Hinder You in Speaking English Are;

1. I have the difficulties in creating the sentences in English language.
  - a. Always
  - b. Often
  - c. Sometimes
  - d. Rarely
  - e. Never
2. I have the difficulties in memorizing vocabularies.
  - a. Always
  - b. Often
  - c. Sometimes
  - d. Rarely
  - e. Never
3. I am not fluency in speaking English language
  - a. Always
  - b. Often
  - c. Sometimes
  - d. Rarely
  - e. Never
4. I have the difficulties in pronouncing the word in English language
  - a. Always
  - b. Often
  - c. Sometimes
  - d. Rarely

- e. Never
- 5. I have the difficulties in understanding what other people talk in English
  - a. Always
  - b. Often
  - c. Sometimes
  - d. Rarely
  - e. Never

Open ended question

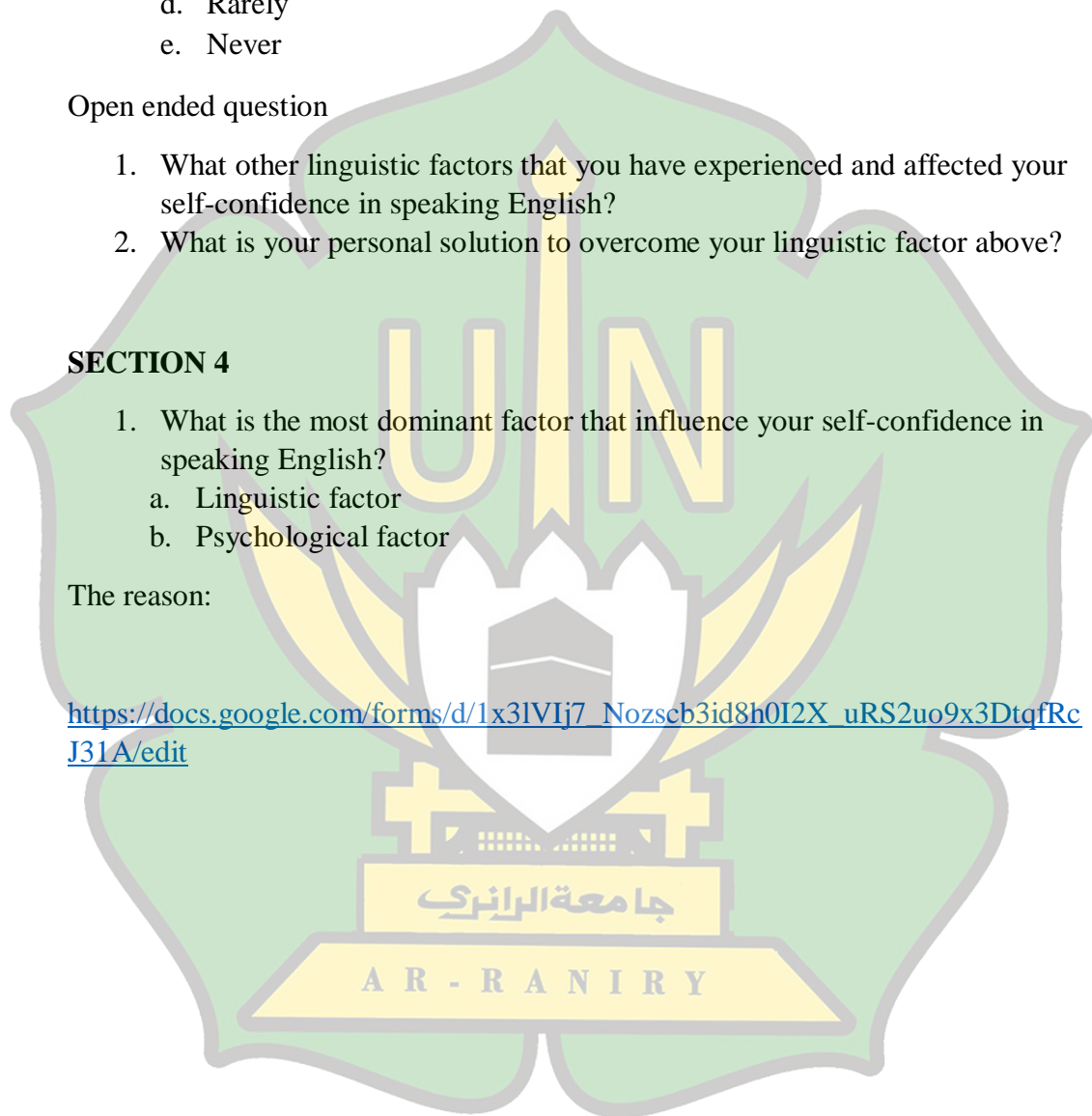
1. What other linguistic factors that you have experienced and affected your self-confidence in speaking English?
2. What is your personal solution to overcome your linguistic factor above?

#### SECTION 4

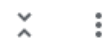
1. What is the most dominant factor that influence your self-confidence in speaking English?
  - a. Linguistic factor
  - b. Psychological factor

The reason:

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# STUDENTS' PERCEPTION ON THEIR SELF-CONFIDENCE IN PRACTICING ENGLISH LANGUAGE



Assalamualaikum wr wb

My name is Juadahul Wahyuni Nikite, Student of Faculty of Education and Teacher Training Department of English Language Education. I am writing a final project to complete my bachelor's degree by conducting a research entitled "Students' Perception on Their Self-Confidence in practicing English Language".

This survey was conducted to find out the factors that influence student self-confidence in speaking English language. The factors discussed in this study are psychological and linguistic factors.

- The psychological factor quoted from Juana (2012) these psychological factor are fear of making mistake, shyness, anxiety, lack of confidence, and lack of motivation.
- The linguistic factor discussed base on student intelligent of speaking components, these are; grammar, vocabulary, pronunciation, fluency and comprehension according to Harmer.

The participant of this research is students of English Language Education of UIN Ar-Raniry batch 2017.

The survey divided into two kind of question ;

- open-ended question : the answer based on students' thoughts and experiences
- close-ended question : multiple choice

There are 4 choices of the frequency of questions on psychological and linguistic factor from never to always. Those are Never, rarely, sometimes, often, and always.

Thanks for your involvement

All data obtained from this research such as participants' identity and answer will be known by the researcher and used for this research only.

Wassalamualaikum wr wb

Best regards,  
The researcher,  
Juadahul Wahyuni Nikite

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Gender

☒ Female

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What is your level in English? \*

- ☐ Basic
- ☒ Intermediate
- ☐ Advance

## Section 2 : The Psychological Factors

The Psychological Factor that Hinder You in Speaking English are; \*

	Never	Rarely	Sometimes	Often	Always
Fear of making mistake in speaking English language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
I felt shy when I speak English	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt anxiety when speaking English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
I lack motivation in speaking English	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

What other psychological factors have you experienced that affect your self-confidence in practicing English? \*

I felt shy and not confident while speaking because of the fear of making mistake.

What is your personal solution to overcome your psychological factor above? \*

I tried to communicate with my self in front of the mirror to increase my confidence

## Section 3 : The Linguistic Factors

The Linguistic Factor that Hinder You in Speaking English Are; \*

	Never	Rarely	Sometimes	Often	Always
I have the difficulties in creating the sentences in English language because of my grammar skill	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
I have the difficulties in memorizing vocabularies.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am not fluency in speaking English language	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have the difficulties in pronouncing the word in English language	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I have the difficulties in understanding what other people talk in English



What other linguistic factors have you experienced that affect your confidence in speaking English? \*

I have the difficulties in creating the sentences in English language while i speak. i still arrange the words in my mind before speaking.

What is your personal solution to overcome your linguistic factor above? \*

Keep practicing to avoid this habit

#### Section 4

What is the most dominant factor that influence your self-confidence in speaking English? \*

☒ Psychological factor

☐ Linguistic factor

Why did you choose the factors above? What is your reason? \*

The psychological factor is one of the factors that affect me the most. Because when I do not have self-confidence, my ability in English means nothing. The ability of english grammar is not always necessary. The most important is how people can speak confidently in public. So, for me, it is important to have self-confidence instead of linguistic ability.

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## Appendix D

### Students' psychological factors and solution

Students' initials	The obtained factor	Student's solution
MY	Sometimes I felt shy and less confident when I speak English because I thought my English is not as good as my friends.	Keep practicing and trying. Finding some motivation
MA	I felt shy and not confident while speaking because of the fear of making mistake.	I tried to communicate with myself in front of the mirror to increase my confidence
EH	Lack of confidence	Practice speaking alone, in front of a mirror
RNP	Afraid of wrong grammar. Afraid of the wrong pronoun, afraid to say the wrong thing, and afraid that the other person doesn't understand or misunderstand. Especially if the interlocutor is a great person	Video motivation, my friends level English, and anyone else who expert in speaking English. and of course to get a bachelor's degree
SS	-	Practice in front of the mirror
ARS	Anxiety and lack of material to present	Practice a lot
NF	I rarely make a new friend, so I don't really have friends from overseas who can help me practice my English. It happens because of my introvert individual. Another factor is, I somehow still think in the Indonesian language when I try to speak English, and that was torturing.	I have not found any personal solution, actually and I still work on it.

VR	Nervous	Often appear in public. It could be
MC	Other people bad comment and judgment to my speaking skill that made me less confident in practicing English.	Always trying to believe in myself that I can do it. I can be better day by day in improving my English speaking skill and ignore other people's judgment.
DUYK	When talking to other people and someone does not provide motivation, but laughs and is like mocking	Keep learning and believe even if you are still wrong or still can't be confident when speaking in English
N	Audience's perceptions	Just believe in myself, they can so why me not.
SNZ	It was accent, when you speak English and not like a native it will greatly affect my self-esteem.	Just believe that you don't need to sound like American or British to speak English. The most important aspect in communication is your partner in a conversation understand, and it's enough.
LM	I feel people around will laugh at me when I make mistakes in speaking English	I believe that everyone makes mistakes, so there's no need to be afraid when I make mistakes
SR	Being judge by some people when I'm trying to speak English.	Do not afraid of what people think, just speak. Because you have to practice your English.
NAK	My environment rarely speaks English, for example, my friends, my family	Have to be confident

RR	Yes, it is true	Be yourself and improve your skill
IA	Limited idea	Use brainstorming method
MD	Sometimes I felt down when others speaking better than me and that can also motivates me to do better.	I practice the material before or I read more about what I want to discuss.
NA	Mood and negative thinking (can't be as a good speaker in kinds of audience in English environment)	Control my mood before talk, lets enjoy with another condition, keep going on and never feel I am a bad with my English.
SNP	I lost control and can't speak again because of my anxiety	Pray and take a deep breath before speech. Also, when speaking in front of people, think that you are the best person in delivering the topic in that room
CSA	Pronunciation	Practice more and upgrade new vocab
AA	Sometime I am shy, less vocabulary , not fluently	Increasing vocabulary and try to be more confident
SR	I think I am not self-confidence when I speak English in front of other person or in the class.	I think I should believe myself that I can speak English well and keep to self confidence in front of other person.
EA	I always felt nervous when I try to practicing English	Try to be calm down

ARM	Mentality and also feel afraid to make a mistake if I can't pronounce the word clearly and fluently	Internal motivation is important. Speak with our self that we have to solve this.
SF	Other people's opinion	Try to believe in myself
NH	When I try to talk I feel like I'm afraid of pronunciation. It different with grammar, If I say something wrong or emphasize it, they don't know what I'm talking about	Need so much practice,
DI	I'm shy	Make sure myself that I can do it
HF	I am afraid of making mistake in pronunciation.	Get more listening of English, and repeat after what the native says.
CH	I just felt not confident. And sometime I anxious of the mistakes that I have said. And I often worried about the grammar as well. And sometime I felt shy if I indeed do mistakes.	I just speak, and of course people know I am not a native speaker, so it's normal for me if I speak with wrong English. I instill in my mind
FR	Bullying, cause of my pronunciation and my accent.	To make sure you must be confidence when you use English
MF	Nothing	Just be confidence

A	I lack confidence when speaking in front of many people. For lack of vocabulary. Sometimes that fear arises when in front of the class like forgetting all the vocabulary	Maybe the solution for me is to talk indirectly. For example, through online meetings.
SMH	I'm afraid to pronounce a word that I rarely say in a wrong way	Increase listening to many podcasts or Google translator
LM	No practice buddy	Find friends to practice
S	Sometimes I felt my partner do not understand my English, because they argued by saying "hah?". I thought I had bad pronunciation	Keep speaking English by mixing them with Indonesian
NF	I think, I also have social anxiety and to be honest it is based on self-diagnosed. But I do feel that I am not good at communicating with people and I am too afraid that people might judge me so sometimes I am not confident enough to practicing my English.	Probably the solution that helps me in that matter is just thinking that no one really pay attention on me or thinking that everybody is too busy to mind my English.
PM	When I don't know the vocabulary and I become stuck when I speak	I try to find other word that I can use and try to not to tremble
SMW	Anxiety	Breath deeply when I feel it
B	Not confident	Have to get used to it, so you can be confident



M	The other psychological factor that affect my self-confidence in practicing English is my mind keep me to give a good performance while practicing English, it forces me to give the best when I am speaking English	My solution is being positive thinking about my practicing English. I believe I can do good performance when speaking English. If I think positive about it, it will affect to my psychological. So, I will keep practicing and trying to do my best.
DS	My voice and intonation	Watching you tube video about speaking English
ZNF	Just self confidence	More practice
H	Worry about pronunciation mistakes	Trying to control it
N	Feel embarrassed	Motivation myself that I can do it
M	In any situation I often fear when I speak English in front of the many people, I fear if I can't make the listener understanding what I say, exactly I fear of making mistake. That is the most factor that effect my self confidence in practicing English	Make a good preparation. Think first before say it.
FM	I lack of various vocabulary or I have but I forget when I want to speak	Practice speaking at home

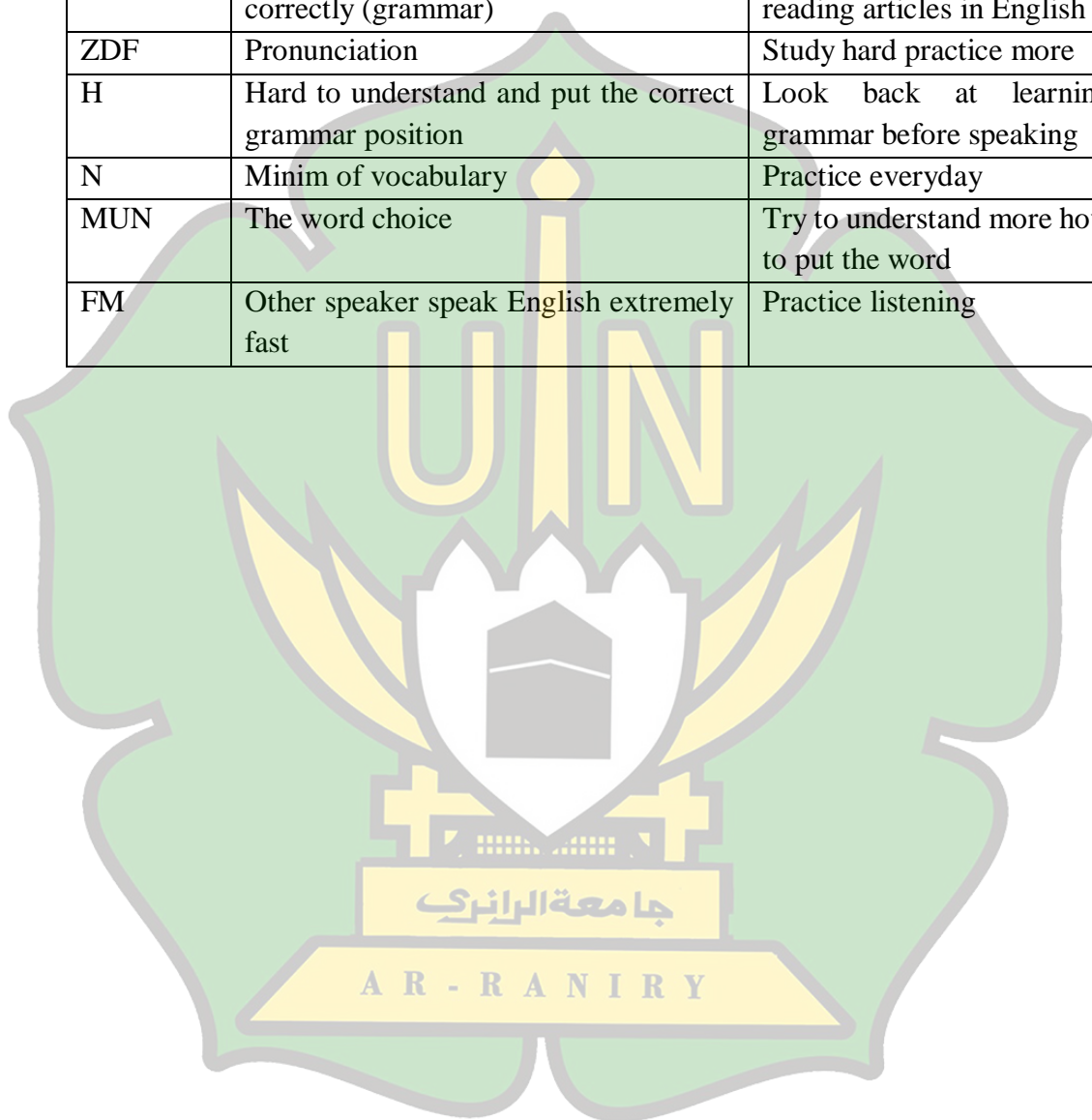
### Students' Linguistic Factors and Solution

Students' initials	The obtained factor	Student's solution
MY	Sometimes I don't know some meaning and how to pronounce some English vocabulary	Keep learning
MA	I have difficulties in creating the sentences in English language while I speak. I still arrange the words in my mind before speaking.	Keep practicing to avoid this habit
EH	Pronunciation	Watch movie
RNP	No	I think the factor was included
SS	-	Listening to podcast and practice
ARS	Grammar skills	Practice and learning a lot
NF	I sometimes still doubt regarding the stressing we should put in the sentences.	Learn more about pragmatics and the depth of linguistics.
VR	Idiom	Practice often
MC	I always translate the sentences that I want to speak first in my mind before I speak up. So it can make me stutter when I speak in English.	Trying to practice English frequently so that my English speaking can enhance. Then, I do not need to translate the sentences in my mind first before I speak
DUYK	When talking and forget grammar	Learn and memorize vocabulary to facilitate when talking to other people
N	Grammar	I rarely prepare it before perform
SNZ	Sometimes, there are several words that I still mispronounced.	Open online dictionary, and listen how to pronounce it in correct way.
LM	When I talk to people who are better at English than me	I just need to believe in my self
SR	I'm bad at memorizing words and my Grammar is even worst.	Study harder and harder and harder.

NAK	About grammar and pronunciation	I need to practice more
RR	No, I haven't	No, I haven't
IA	Doubting in pronunciation	Use Google translate audio
MD	I have problem with tongue. Sometime it will flip out so that it makes my pronunciation influent.	I keep familiar with that words and repeatedly practicing the words.
NA	Match the words, connected the idea, lack of information and not be a good respondent	Prepare before I want to talk with, when the people say something I must be a good listener and if I can't be get the information Will be try to ask again or ask them to explain with another opinion
SNP	I can't arrange the good grammar when i speak because i'm too afraid when i speak	Take notes before the day, practice it, and bring the notes when speech day
CSA	Grammar	Memorizing well the form of tense and all aspect in grammar
AA	Worry not understand what people say , don't understand if people used slang word	Try to know more about slang word and find more in you tube
SR	I have difficulties to speak fluency and creating the best sentence	I think I should more often to practice my English speaking
EM	I am not confidence when speak with someone who have intellectual.	I try to the best performance
ARM	Nothing. That's all	More practicing
SF	Sometimes I remember what it sounds like but forget to write it	Learn to master the vocabulary
NH	often forget what I want to say in front of people	Frequently repeat the lessons
DI	Maybe less vocabularies	Trying to speaking English everyday
HF	Lack of vocabulary	Listening a lot from media such as podcast, you tube video and others.

CH	I only have problem in grammar or making sentences. And vocabulary as well	To be honest, I am too lazy open book sometimes. So I often open online dictionary or maybe googling the right grammar. And for my daily activities I often watching English Vlog. I watch the natives speak English, and I tried to remember some expressions and of course I tried to apply it in my daily life.
FR	Accents	Practice it
MF	-	-
A	Maybe the matching factor between vocabulary	Practice speaking English more and often have to get used to talking with friends in English
SMH	Sometimes it's hard to remember the word that I want to say in English	Increase reading to many journals
LM	Rote memorization very less	Watch a lot of English subtitles
S	Pronunciation	I get used to listen native speaker of English to improve my pronunciation
NF	Lack of vocabulary and having problem in stressing word.	Reading more English books and watching vlog in English
PM	Probably grammar. Sometimes I forgot to use the right tenses	I try to continue to speak or if I know that I made a mistake, I would fix it by repeating what I said in the right form
SMW	I don't think I have problem with the linguistic factors except the factors that you've mentioned	I think I must studied and practice a lot
B	No interlocutor, because most of them already use the local language.	Invite people around to speak English
MUT	The other linguistic factor that affect my confidence in speaking is lacking of	My solution is I will write word that I want to use, then

	vocabulary. Sometimes when I am speaking, suddenly I don't know what the vocabulary. It happens when I need the vocabulary that I never used before.	I will looking for the vocabulary, memorizing it and practicing it in my speaking.
DS	Sometimes, I can't speak in English correctly (grammar)	Read many sources or reading articles in English
ZDF	Pronunciation	Study hard practice more
H	Hard to understand and put the correct grammar position	Look back at learning grammar before speaking
N	Minim of vocabulary	Practice everyday
MUN	The word choice	Try to understand more how to put the word
FM	Other speaker speak English extremely fast	Practice listening





### Students' Reasons for Choosing Psychological Factors

NO	Students' initials	The reason in choosing psychological factor
1	MY	I think both factors have a really big effect. However, psychological factors really plays, if the environment really supportive, someone will never shy to practice even though she/he not really good in English. And by doing that, she will keep practicing and that will make her become better in English.
2	MA	The psychological factor is one of the factors that affect me the most. Because when I do not have self-confidence, my ability in English means nothing. The ability of English grammar is not always necessary. The most important is how people can speak confidently in public. So, for me, it is important to have self-confidence instead of linguistic ability.
3	RNP	Because myself is my motivation
4	NF	Because I suppose that factor has a big impact for my individual behavior
5	VR	Because if we were more confident. all difficult things we can overcome and our minds are calm
6	MC	The most thing that influence my speaking ability in English is about others' judgment. It made me less confident so that can make my self being shy to practice it in front of other people.
7	DUYK	If psychology is ready and dares to be confident, it will be able to increase self-confidence but if psychology is disturbed or unfocused, it can affect our confidence.
8	LM	Psychological factor, I feel that when I make mistakes everyone will laugh at me
9	SR	Practice makes perfect. Sometimes we don't need grammar to talk, for me, grammar just for formal situation. But when I can't stop thinking what people think about my English or people who just judge me when I'm trying to talk English, that's the problem. I've to practice to makes my English better.
10	NUK	Because, I am a shy person
11	SNP	Because, I think actually I can speak quiet fluently when I am not in the public. But when I have to speak in front of people, suddenly I am being scared, afraid, and sometimes lost control

12	AA	Because in my opinion confident is one of the way to increase knowledge in speaking , it so difficult to hedke in myself , shy , worry about the mistake , this is reason that influence myself confident in speaking English
13	SR	I choose psychological factor because i think much people is not confidence to speaking, is not because they can't speak English.
14	EA	Psychological make myself grow to be speak English well
15	ARM	Because psychological comes from our self. If we afraid to speak and make a mistakes, we'll never step up to speaking English. Internal motivation is important to encourage our self to do it more than our limit.
16	SF	Because psychological problems are problems from within, when there is a problem we also know the best solution to solve it
17	DI	Because I am not confident
18	HB	Cause I don't like learning the rules of language, like grammar. I think to improve our speaking is just by doing a lot of listening activities.
19	FR	Because the psychological factor is the importance to build the confidence person
20	A	because the fear arises whenever I will be asked to speak English
21	SMH	Because my English is better in psychological factor
22	S	Because respond of people that I talk with is a big issue to get some misunderstanding
23	NF	It is clearly because of shyness. To be honest I am doing fine when practicing English alone. Most of the time, I talk to myself in English but when I am in a class or if I have to be in a place with lots of people, I tend to be quiet and I only speak English if I have to.
24	SMW	I guess if I choose the linguistic factor I will have a good skill speaking than my ability that I have right now.
25	B	Because it's from the physical self

26	MUT	I choose it because psychological factor is really influence my confidence. If I have good confidence, it will easier for me to speak. I will be brave to speak. Also I really don't care about linguistic when speaking if I am confidence, because what I think is I just want to speak. Being good or bad is just the perception from people who listen to my speaking.
27	ZDF	Because if I don't confidence I can't speak with other, so I need to improve my speaking and be more confidence



### Students' Reasons for Choosing Linguistic Factors

No	Students' initials	The reason why chose linguistic factor
1	EV	cause, it is more difficult to linguistic
2	SS	Because I think I experienced linguistic problems more than psychological ones
3	ARS	Because I have difficulties in grammar, i can overcome the psychological factor.
4	N	Nothing, just feel like my grammar is so bad.
5	SNZ	I believe in my case the most influence factor is not my inner self (psychological factor) but it was linguistics factor. English is not my mother-tongue, so sometime, I feel difficult to pronounce English word.
6	RR	Because, sometime I have problem with that thing
7	IA	I choose it because I am not better in other skills which support for practice speaking English such as correct grammar, well pronunciation, etc
8	MD	Because I have problem with my tongue
9	NA	Because I can't start my English before I think the words is correct, I am not confident with my English if the condition so high level in English language
10	CSA	I think, I have a lot of self-confidence, and psychological factor does not affect me
11	NH	It can still be trained until it's smooth
12	CH	Honestly, I can't choose both of them. The two factors really influence me a lot. If I don't choose it, I can't sent this form. Thus, why I choose the linguistic, because if the linguistic factor is messy then my psychology also follow it, it also messy too.
13	MF	-

14	LM	Because it's really hard to remember vocabulary now
15	PM	I believe that I have an excellent linguistic aspect in speaking English because I have learned a lot about it and I try to implement it as often as I can.
16	DS	I think, I have the big motivation or support to speaking English. My big problem is linguistics aspect like pronunciation or body language.
17	H	Because I do not master the material thoroughly
18	N	linguistic or psychological factors are both effect to my self confidence in speaking English
19	MUN	Making mistake in linguistic make me fear to speak English.
20	FM	Because my self-confidence is effected by the lack of my own ability in English

