

**EXPLORING THE INFLUENCE OF EXPERIENCE AND PERSONAL
FACTORS ON EFL LEARNERS' SPEAKING CONFIDENCE**

THESIS

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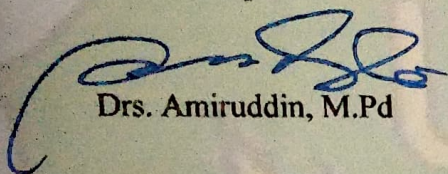
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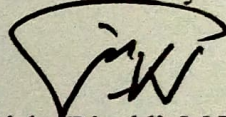
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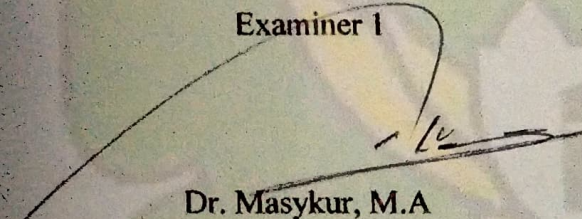
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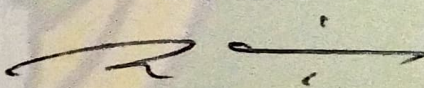
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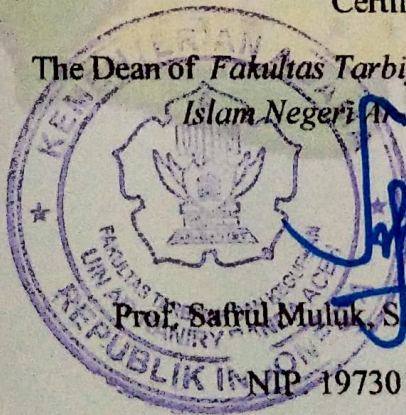
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THESIS

Has Been Approved and Submitted to the Thesis *Munaqasyah* Defense as One the
Requirements to Obtain a Bachelor's Degree in the field of English Language
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By

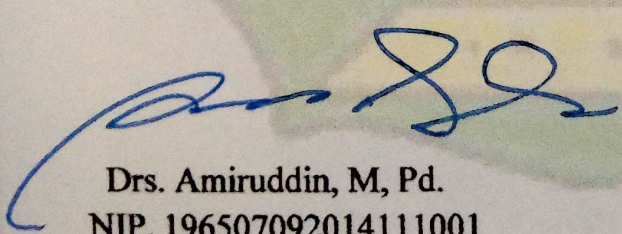
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Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila ada kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 10 Juli 2026

Saya yang membuat surat pernyataan



Ainil Fitri

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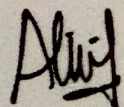
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Finally, the researcher realizes that this thesis still has limitations. Therefore, constructive criticism and suggestions are welcomed to improve this study. It is hoped that this thesis will contribute to the advancement of English language education and serve as a useful reference for future researchers.

Banda Aceh, 23 Juli 2026


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ABSTRACT

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This study explored how learning experiences and personal factors shape EFL learners' speaking confidence among students of the English Education Department at UIN Ar-Raniry Banda Aceh. This study employed a qualitative multiple case study design using semi-structured interviews with ten participants selected through purposive sampling. The data were analyzed using thematic analysis. The findings revealed that learners' speaking confidence was shaped by the interaction between learning experiences and personal factors. Learning experiences, including classroom interaction, speaking practice, teacher feedback, peer support, and exposure to English through various media, contributed to the development of learners' speaking confidence. In addition, personal factors, including self-efficacy, anxiety, fear of making mistakes, emotional regulation, self-perception, resilience, and emotional intelligence, influenced how learners perceived and responded to speaking situations. Overall, the findings suggest that speaking confidence develops through the dynamic interaction between learners' learning experiences and personal factors. The findings provide insights for lecturers in creating supportive learning environments that foster students' confidence in speaking English.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking is widely recognized as one of the most important skills in learning English as a Foreign Language (EFL) because it enables learners to communicate ideas, opinions, emotions, and information directly through oral interaction. Through speaking, learners are able to demonstrate not only their linguistic knowledge but also their ability to use English meaningfully in real communication. In academic contexts, speaking skills are essential for participating in classroom discussions, delivering presentations, and engaging in collaborative learning activities. In professional contexts, speaking proficiency is often considered an important indicator of communicative competence and future career readiness. Therefore, the ability to speak English confidently has become increasingly important for EFL learners in higher education settings (Fan, 2022; Zhang, 2022).

Despite its importance, speaking is often considered one of the most difficult language skills for EFL learners to master because it requires the integration of various language components simultaneously during communication (Richards & Renandya, 2002, as cited in Amiruddin, 2019). Unlike reading or writing, speaking requires learners to produce language spontaneously and interact with others in real time. Learners must organize ideas quickly, apply grammatical knowledge accurately, pronounce words clearly, and respond appropriately during communication. At the same time, learners also need to manage emotional factors such as nervousness, fear, and anxiety while speaking. As a result, many EFL learners experience difficulties in expressing themselves orally even though they possess adequate vocabulary and grammatical knowledge (Ma, 2022).

One of the major factors influencing learners' oral communication is speaking confidence. Speaking confidence refers to learners' belief in their ability to communicate effectively in spoken English. Learners with high speaking confidence tend to participate more actively in classroom interaction, initiate

conversations, express opinions more freely, and demonstrate greater willingness to communicate. In contrast, learners with low speaking confidence often hesitate to speak, avoid communication activities, and experience fear of making mistakes or being negatively evaluated by others. Consequently, speaking confidence significantly influences learners' participation and communication performance in EFL classrooms (Cong & Li, 2022; Wang et al., 2022).

In EFL contexts, speaking confidence does not develop automatically but is shaped gradually through learners' learning experiences and personal factors. Learning experiences refer to learners' past and present experiences during the language learning process, including classroom interaction, speaking exposure, communicative activities, instructional methods, teacher feedback, and peer support. Positive learning experiences may help learners become more comfortable using English and gradually strengthen their confidence in communication. Conversely, negative learning experiences, such as limited opportunities to practice speaking, unsupportive classroom environments, or excessive correction, may reduce learners' confidence and increase speaking anxiety (Fan, 2022).

Classroom interaction is one of the most important learning experiences influencing speaking confidence. Interactive classrooms provide opportunities for learners to participate in discussions, express ideas, ask questions, and communicate actively using English. Through repeated participation in communicative activities, learners become more familiar with speaking situations and gradually develop greater confidence. In contrast, passive or teacher-centered classrooms may limit learners' speaking opportunities and reduce communicative confidence. Therefore, the quality of classroom interaction plays an essential role in shaping learners' speaking confidence and willingness to communicate (Zhang, 2022).

The importance of learning experiences can also be understood through sociocultural perspectives, which emphasize the role of social interaction and collaboration in language development. Through interaction with teachers and peers, learners receive guidance, encouragement, and feedback that may contribute to both language learning and confidence development. Therefore, supportive

social interactions are considered important in helping EFL learners become more confident in speaking English (Vygotsky, 1978; Lantolf et al., 2021).

Besides learning experiences, personal factors also significantly influence EFL learners' speaking confidence. Personal factors refer to internal psychological characteristics that affect how learners perceive themselves as English language users. These factors may include self-efficacy, anxiety, self-perception, fear of making mistakes, emotional regulation, and other psychological conditions that influence learners' confidence during communication (Ma, 2022). Although learners may receive similar instruction and learning opportunities, differences in personal factors may cause them to demonstrate different levels of confidence during communication activities.

One important personal factor influencing speaking confidence is self-efficacy, which refers to learners' beliefs about their ability to perform speaking tasks successfully (Bandura, 1997). Learners with stronger self-efficacy are generally more willing to participate in communication activities and demonstrate higher levels of confidence when speaking English (Cong & Li, 2022).

Anxiety is another factor commonly associated with speaking confidence. EFL learners often experience nervousness when speaking English because they fear making mistakes or being negatively evaluated by others. Such emotional barriers may reduce learners' willingness to communicate and affect their speaking performance (Krashen, 1982).

At the university level, speaking confidence becomes increasingly important because students are expected to participate actively in academic communication activities such as discussions, presentations, seminars, and collaborative projects. This expectation is especially significant for students enrolled in English Education programs because they are prepared to become future English teachers and language professionals. Therefore, English Education students are expected not only to understand English theoretically but also to communicate effectively and confidently in spoken English.

However, despite years of formal English instruction, many university students still experience low speaking confidence. Some learners continue to feel

anxious and hesitant when speaking English in front of others. Others may avoid classroom participation because they are afraid of making mistakes or being negatively evaluated. This phenomenon indicates that learners' previous learning experiences and personal factors continue to influence their confidence even at higher education levels (Ma, 2022; Wang et al., 2022).

Several recent studies have investigated factors influencing EFL learners' speaking confidence. Cong and Li (2022) found that emotional intelligence and self-efficacy positively influenced learners' communication performance and confidence in speaking English. Similarly, Fan (2022) reported that communicative and interactive learning environments significantly contributed to learners' willingness to communicate and speaking confidence. Meanwhile, Zhang (2022) revealed that technology-supported learning environments could help learners develop greater confidence by providing flexible opportunities for speaking practice.

Although many previous studies have examined speaking confidence in EFL contexts, several research gaps still exist. First, many previous studies mainly employed quantitative approaches that focused on measuring relationships between variables such as anxiety, motivation, and self-efficacy. While quantitative studies provide important statistical findings, they often do not fully explain learners' personal experiences, feelings, and perspectives regarding speaking confidence. Therefore, qualitative research is needed to provide deeper understanding of how learners experience confidence, fear, anxiety, and communication challenges in real learning contexts.

Second, many studies focused only on individual psychological variables without examining how learning experiences and personal factors interact simultaneously in shaping speaking confidence. In reality, learners' confidence develops through the interaction between external experiences and internal emotional conditions. Therefore, exploring both aspects together may provide more comprehensive understanding of speaking confidence development among EFL learners.

Third, research exploring speaking confidence among EFL learners in Indonesian Islamic higher education contexts remains limited, particularly studies that examine how learning experiences and personal factors interact in shaping speaking confidence. Therefore, further investigation is needed to provide contextualized insights into learners' experiences in this educational setting.

Considering these issues, this study focuses on exploring the influence of learning experiences and personal factors on EFL learners' speaking confidence among students of the English Education Department at UIN Ar-Raniry Banda Aceh. This study employs a qualitative multiple-case study approach to explore learners' experiences, perceptions, and emotional responses related to speaking confidence in greater depth. Through this study, the researcher expects to gain a deeper understanding of how learning experiences and personal factors shape learners' confidence in speaking English and how these factors influence their participation in academic communication activities.

B. Research Questions

1. What learning experiences influence EFL learners' speaking confidence?
2. What personal factors affect EFL learners' confidence in speaking English?
3. How do learning experiences and personal factors interact in shaping EFL learners' speaking confidence?

C. The Aim of the Study

The aims of this study are:

1. To identify the learning experiences that influence EFL learners' speaking confidence.
2. To examine the personal factors that affect EFL learners' confidence in speaking English.
3. To explore how learning experiences and personal factors interact in shaping EFL learners' speaking confidence.

D. Significance of the Study

This study is expected to contribute both theoretically and practically to the field of English as a Foreign Language (EFL) learning. Theoretically, this study is expected to enrich the existing literature related to EFL learners' speaking confidence, particularly regarding the influence of learning experiences and personal factors on speaking confidence development. In addition, this study is expected to support the application of theories related to self-efficacy, sociocultural learning, and affective factors in explaining speaking confidence among EFL learners in higher education contexts.

Practically, this study is expected to provide useful insights for English lecturers, language educators, and students regarding the importance of creating supportive learning environments that encourage learners to speak confidently in English. The findings of this study may help lecturers understand the influence of learning experiences and personal factors on students' speaking confidence, allowing them to design more interactive and communicative classroom activities. Furthermore, this study is also expected to serve as a reference for future researchers who are interested in conducting studies related to speaking confidence in EFL contexts.

E. Terminology

To avoid ambiguity and ensure clarity in understanding the key terms used in this study, the following terms are defined:

1. EFL Learners

EFL learners in this study refer to students of the English Education Department at UIN Ar-Raniry Banda Aceh who learn English as a foreign language and participate in this research.

2. Speaking Confidence

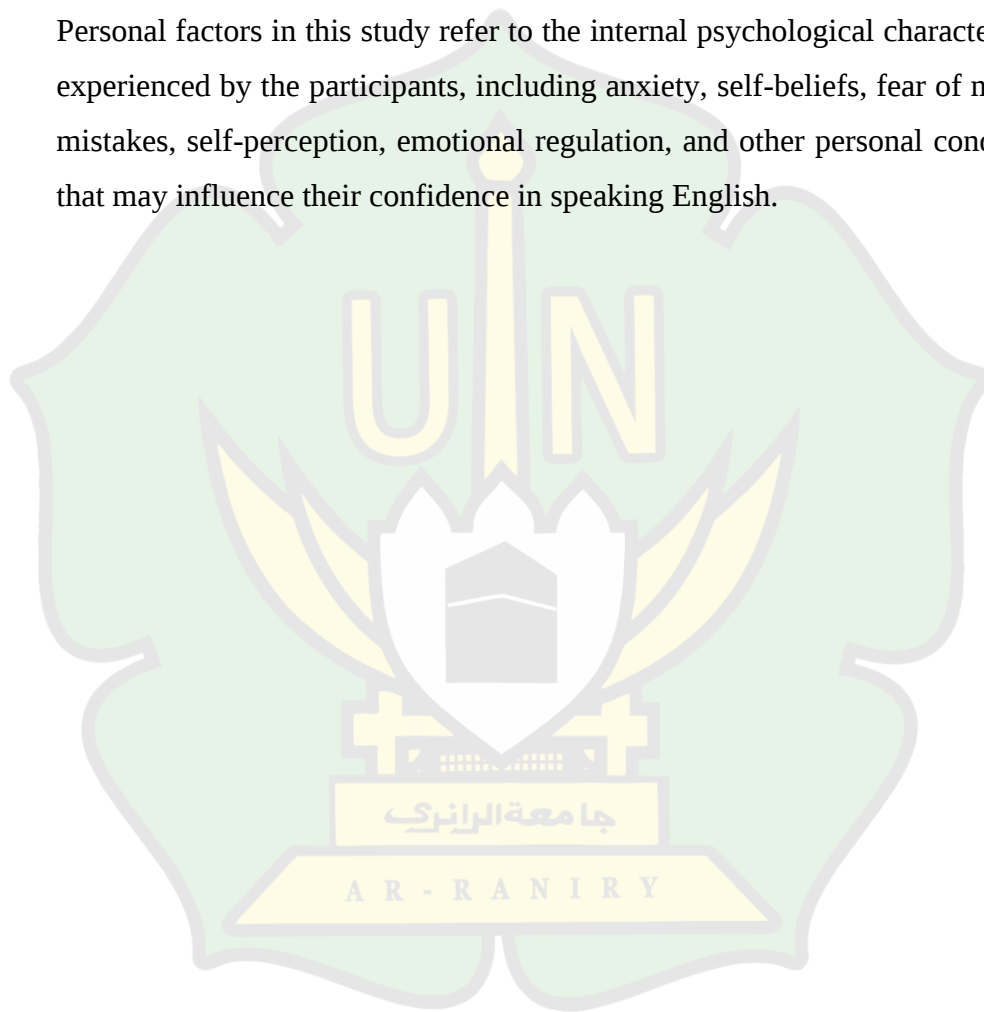
Speaking confidence in this study refers to the participants' belief in their ability to express ideas, opinions, and feelings orally in English without excessive fear, nervousness, or anxiety during speaking activities in academic contexts.

3. Learning Experiences

Learning experiences in this study refer to the participants' past and present experiences in learning English, including classroom interaction, speaking practice, instructional methods, lecturer feedback, peer support, and exposure to English that may influence the development of their speaking confidence.

4. Personal Factors

Personal factors in this study refer to the internal psychological characteristics experienced by the participants, including anxiety, self-beliefs, fear of making mistakes, self-perception, emotional regulation, and other personal conditions that may influence their confidence in speaking English.



CHAPTER II

LITERATURE REVIEW

A. Speaking Confidence in EFL Contexts

Speaking confidence refers to learners' belief in their ability to communicate effectively in English across different speaking situations. In English as a Foreign Language (EFL) contexts, speaking confidence influences learners' willingness to participate in classroom interaction, express ideas, and engage in communicative activities. Learners with higher speaking confidence are generally more willing to speak and actively participate in discussions, whereas those with lower confidence often hesitate to communicate despite having adequate language knowledge (Cong & Li, 2022; Sumanto & Saharani, 2023).

Speaking confidence is particularly important because speaking is widely recognized as one of the most challenging language skills for EFL learners. Unlike receptive skills, speaking requires learners to produce language spontaneously while organizing ideas, selecting appropriate vocabulary, applying grammatical knowledge, and responding to others in real time. These demands often make learners reluctant to communicate even when they understand the language (Amiruddin, 2019; Ma, 2022).

The concept of speaking confidence is closely related to Bandura's (1997) theory of self-efficacy, which refers to individuals' beliefs about their capability to perform specific tasks successfully. According to Bandura (1997), learners with strong self-efficacy tend to approach challenging tasks with greater effort, persistence, and confidence, while those with lower self-efficacy are more likely to doubt their abilities and avoid challenging situations. In EFL speaking contexts, learners who believe in their speaking ability are generally more willing to communicate and participate in speaking activities (Cong & Li, 2022; Susanto et al., 2024).

According to Bandura (1997), learners with strong self-efficacy tend to demonstrate characteristics that reflect higher confidence when performing tasks. They are more willing to participate in challenging activities, believe in their capability to accomplish tasks successfully, persist when facing difficulties, recover more quickly from setbacks, and view mistakes as opportunities for improvement rather than signs of failure. In contrast, learners with low self-efficacy are more likely to avoid challenging situations, doubt their abilities, and give up more easily when encountering obstacles. In the context of EFL speaking, these characteristics can be observed through learners' willingness to communicate, persistence in expressing ideas despite making mistakes, and confidence in participating in classroom speaking activities. Therefore, Bandura's concept of self-efficacy provides a useful framework for identifying the characteristics of confident EFL learners and understanding how confidence is reflected in their speaking behavior (Bandura, 1997; Cong & Li, 2022; Susanto et al., 2024).

Bandura (1997) further explains that self-efficacy develops through four primary sources: mastery experiences, vicarious experiences, verbal persuasion, and physiological or emotional states. Among these, mastery experiences are considered the strongest source because successful speaking experiences strengthen learners' confidence in their own abilities. In addition, observing successful peers, receiving encouragement from teachers, and experiencing manageable emotional conditions also contribute to the development of speaking confidence (Bandura, 1997; Zhang, 2022).

Speaking confidence is increasingly regarded as an essential component of communicative competence in higher education. English learners are expected not only to possess linguistic knowledge but also to communicate their ideas effectively in academic and social settings. Therefore, learners with higher speaking confidence are generally more willing to participate in discussions, presentations, and other communicative tasks, allowing them to improve their speaking performance through continuous practice (Fan, 2022; Cong & Li, 2022).

Based on the discussion above, speaking confidence can be understood as learners' belief in their ability to communicate effectively in English. Drawing on Bandura's (1997) theory of self-efficacy, speaking confidence develops through successful learning experiences and positive beliefs about one's own capability. Therefore, speaking confidence serves as an important foundation that encourages EFL learners to participate actively in speaking activities and communicate more effectively.

B. Learning Experiences and Their Influence on Speaking Confidence

Learning experiences play an important role in shaping EFL learners' speaking confidence. Rather than developing instantly, confidence is gradually built through learners' participation in various learning activities and communicative experiences. Positive learning experiences help learners strengthen their beliefs in their speaking abilities, whereas limited or negative experiences may reduce their willingness to communicate. Therefore, the quality of learners' learning experiences significantly influences the development of speaking confidence (Fan, 2022; Ma, 2022).

In EFL contexts, learning experiences include the activities and opportunities learners encounter while learning English, such as classroom discussions, speaking practice, presentations, teacher feedback, peer interaction, and other communicative tasks. Through these experiences, learners become more familiar with using English in meaningful situations and gradually develop greater confidence in speaking (Cong & Li, 2022).

One important aspect of learning experiences is classroom interaction. Interactive learning environments encourage learners to express their ideas, ask questions, and participate actively in communication. According to Vygotsky (1978), language learning develops through social interaction, while Lantolf et al. (2021) further explain that collaborative communication provides learners with opportunities to receive guidance, support, and feedback. Such experiences not only

facilitate language development but also strengthen learners' confidence in using English.

Another essential learning experience is speaking practice and exposure to English. Learners who frequently participate in discussions, presentations, role-plays, or other communicative activities become more accustomed to expressing their ideas in English. Continuous practice enables learners to improve their speaking ability, reduce hesitation, and develop greater confidence. Conversely, learners who have limited opportunities to practice often feel less confident when communicating in English (Fan, 2022; Zhang, 2022).

Teacher feedback is another important factor influencing speaking confidence. Constructive feedback helps learners recognize both their strengths and areas for improvement while maintaining their motivation to participate in speaking activities. According to Bandura (1997), positive verbal persuasion can strengthen learners' self-efficacy, encouraging them to engage more confidently in future speaking tasks. In contrast, excessively critical feedback may discourage learners from participating actively in classroom communication.

Peer interaction also contributes to learners' confidence development. Communicating with classmates often creates a more comfortable and less threatening environment than formal interaction with teachers. Through collaborative learning, discussion, and mutual support, learners gain opportunities to practice speaking, exchange ideas, and build confidence in using English. These collaborative experiences reflect the sociocultural view that learning occurs through interaction with others (Lantolf et al., 2021).

Furthermore, previous learning experiences influence learners' current speaking confidence. Learners who have participated in English clubs, public speaking activities, or communicative classrooms often demonstrate greater confidence because they have accumulated more opportunities to use English meaningfully. In contrast, learners whose previous learning focused primarily on

grammar and written exercises may feel less prepared to communicate orally (Ma, 2022).

In addition, successful learning experiences strengthen learners' confidence over time. Bandura (1997) identifies mastery experiences as the strongest source of self-efficacy because successful task performance reinforces learners' beliefs in their capabilities. When learners experience successful communication in English, they become more willing to participate in future speaking activities and develop stronger confidence in their speaking ability.

Overall, learning experiences provide the foundation for the development of speaking confidence among EFL learners. Classroom interaction, speaking practice, teacher feedback, peer support, previous learning experiences, and successful communication experiences collectively shape learners' perceptions of their speaking ability. Therefore, confidence develops through continuous participation in meaningful learning experiences that encourage learners to use English actively and confidently (Cong & Li, 2022; Fan, 2022).

C. Personal Factors Affecting EFL Learners' Speaking Confidence

Personal factors are internal characteristics that influence how learners perceive, respond to, and perform speaking tasks in English. These factors include learners' beliefs, emotions, attitudes, and psychological conditions, all of which contribute to the development of speaking confidence. Even when learners receive similar learning opportunities, differences in personal characteristics may lead to different levels of confidence. Therefore, speaking confidence is shaped not only by learning experiences but also by learners' internal psychological conditions (Ma, 2022; Sumanto & Saharani, 2023).

Self-efficacy is one of the most influential personal factors affecting speaking confidence. According to Bandura (1997), self-efficacy refers to individuals' beliefs in their capability to perform specific tasks successfully. Learners with high self-efficacy tend to believe that they can communicate

effectively in English, making them more willing to participate in discussions, presentations, and other speaking activities. Conversely, learners with low self-efficacy are more likely to doubt their abilities and avoid speaking opportunities. Previous studies consistently demonstrate that stronger self-efficacy contributes to higher speaking confidence and better communication performance among EFL learners (Cong & Li, 2022; Susanto et al., 2024).

Another important factor is speaking anxiety. Many EFL learners experience anxiety when speaking English because they fear making grammatical mistakes, mispronouncing words, forgetting vocabulary, or being negatively evaluated by teachers and peers. According to Krashen's (1982) Affective Filter Hypothesis, anxiety can hinder language learning by preventing learners from using their language knowledge effectively. Learners with high levels of anxiety often hesitate to speak or avoid communication activities, whereas those with lower anxiety tend to participate more confidently (Ajiza et al., 2024; Wang et al., 2022).

Fear of making mistakes is also closely related to speaking confidence. Learners who are overly concerned about making errors often focus more on linguistic accuracy than on communication, which may reduce their confidence and willingness to speak. In contrast, learners who regard mistakes as a natural part of the learning process are generally more willing to communicate and improve their speaking ability. Supportive responses from teachers and peers can help learners develop a more positive attitude toward mistakes and strengthen their confidence (Fan, 2022; Ajiza et al., 2024).

Another personal factor that influences speaking confidence is self-perception. Learners who perceive themselves as capable English users are generally more confident in expressing their ideas during communication. Conversely, negative self-perceptions, often formed through previous failures or comparisons with more proficient peers, may reduce learners' confidence and willingness to participate in speaking activities. Positive self-perceptions encourage

learners to engage more actively in communication and develop stronger confidence over time (Cong & Li, 2022; Sumanto & Saharani, 2023).

Resilience and emotional regulation also contribute to learners' speaking confidence. Resilience enables learners to recover from setbacks, continue practicing despite difficulties, and maintain confidence after making mistakes. Meanwhile, emotional regulation helps learners manage nervousness, stress, and other negative emotions that arise during speaking activities. Learners who can regulate their emotions effectively are generally more capable of maintaining confidence and participating actively in communication. These psychological abilities support learners in overcoming challenges encountered during English-speaking activities (Li, 2022; Cong & Li., 2022).

Overall, personal factors play an essential role in shaping EFL learners' speaking confidence. Self-efficacy, anxiety, fear of making mistakes, self-perception, resilience, and emotional regulation collectively influence learners' willingness to communicate and their confidence in using English. These factors interact with learners' experiences throughout the language learning process and contribute to the development of speaking confidence (Ma, 2022; Susanto et al., 2024).

D. Previous Studies

Numerous studies have investigated speaking confidence and related factors in English as a Foreign Language (EFL) contexts. Researchers have examined various aspects influencing learners' confidence, including learning experiences, classroom environments, anxiety, self-efficacy, emotional intelligence, self-perception and other emotional factors. Reviewing previous studies is important because it provides a theoretical and empirical foundation for the current research while helping identify research gaps that need further exploration (Creswell, 2014).

One relevant study was conducted by Ulthary (2024) at UIN Ar-Raniry Banda Aceh. The study aimed to explore factors influencing the lack of English-

speaking confidence among EFL students and identify strategies used by students to overcome their confidence-related difficulties. Using a qualitative approach, the researcher collected data through interviews with students who experienced challenges in speaking English. The findings revealed that several factors contributed to students' low speaking confidence, including limited vocabulary mastery, negative thinking, insecurity, lack of concentration, and low levels of optimism. The participants reported that fear of making mistakes and concerns about negative evaluation often discouraged them from speaking English. In addition, the study found that students employed various strategies to improve their confidence, such as practicing self-talk, preparing speaking outlines, and engaging in independent learning activities. This study is relevant because it was conducted in the same institutional context as the present study. However, while Ulthary focused on factors causing low speaking confidence and strategies to overcome them, the present study explores how learning experiences and personal factors interact in shaping EFL learners' speaking confidence.

Another relevant study was conducted by Ilyas (2022), who explored university students' willingness to communicate and unwillingness to communicate in EFL contexts. Using a qualitative approach, the study identified factors influencing students' communication behavior. The findings showed that willingness to communicate was influenced by both internal and external factors. Internal factors included confidence, anxiety, perceived communicative competence, and learners' ideal self-image as English users. External factors included teacher personality, classroom atmosphere, learning activities, and discussion topics. Students who perceived their learning environments as supportive demonstrated greater willingness to communicate and higher confidence in speaking English. Conversely, learners who experienced anxiety or negative classroom experiences tended to avoid communication opportunities. These findings highlight the importance of both personal and environmental factors in shaping learners' communication confidence.

Similarly, Susanto et al. (2024) investigated self-efficacy among Indonesian EFL undergraduates in speaking classes. The study focused on understanding how

students' beliefs about their capabilities influence participation in speaking activities. The findings indicated that learners with higher self-efficacy were more willing to engage in classroom discussions, presentations, and other speaking tasks. These learners tended to view communication challenges as opportunities for growth rather than threats. In contrast, students with lower self-efficacy often doubted their abilities and were reluctant to participate in speaking activities. The researchers concluded that self-efficacy is one of the most important psychological factors influencing learners' speaking confidence and communication performance.

Another study was conducted by Ajiza et al. (2024), who examined EFL students' anxiety in speaking English and the strategies they used to overcome it. The findings revealed that speaking anxiety remained one of the most significant challenges faced by EFL learners. Factors contributing to anxiety included fear of making mistakes, lack of vocabulary, concerns about pronunciation, and fear of negative evaluation from teachers and peers. The participants reported that anxiety often reduced their willingness to communicate and negatively affected their speaking performance. To manage these challenges, students employed various strategies, such as regular practice, preparation before speaking, and seeking support from peers. The study demonstrates the strong relationship between anxiety and speaking confidence and suggests that reducing anxiety is essential for improving learners' confidence in speaking English.

In addition to studies conducted in Indonesia, international research has also highlighted the importance of psychological factors in developing speaking confidence. Cong and Li (2022) investigated the relationship between emotional intelligence, self-efficacy, and communication performance among EFL learners. Using a quantitative approach, the researchers found that emotional intelligence and self-efficacy positively influenced learners' communication performance and confidence. Students with stronger self-belief and better emotional regulation skills were more capable of managing nervousness and anxiety during communication activities. As a result, they demonstrated greater confidence and willingness to communicate in English. The study concluded that psychological factors play a

crucial role in shaping speaking confidence and communication behavior among EFL learners.

A comparison of previous studies reveals several common findings. First, both psychological factors and learning-related factors consistently influence EFL learners' speaking confidence. Psychological factors such as self-efficacy, anxiety, emotional intelligence, and self-perception have been shown to affect learners' willingness to communicate and participation in speaking activities (Cong & Li, 2022; Susanto et al., 2024; Ajiza et al., 2024). At the same time, environmental and experiential factors, including classroom atmosphere, teacher support, peer interaction, communicative learning activities, and previous learning experiences, also contribute significantly to confidence development (Ilyas, 2022; Mulyono & Saskia, 2021). These findings suggest that speaking confidence is shaped through the interaction between learners' internal characteristics and their learning experiences rather than by a single factor alone.

Despite the valuable contributions of previous studies, several research gaps remain. First, many studies have examined speaking confidence by focusing on specific variables such as anxiety, self-efficacy, and emotional factors separately. Second, a considerable number of studies have employed quantitative approaches that emphasize relationships among variables rather than exploring learners' personal experiences in depth. Third, although previous studies have identified both learning-related and psychological factors influencing speaking confidence, limited research has specifically explored how these factors interact and are experienced by learners in developing speaking confidence. Furthermore, studies focusing on English Education students at UIN Ar-Raniry Banda Aceh remain limited. Therefore, further qualitative investigation is needed to provide a deeper understanding of how learning experiences and personal factors collectively shape EFL learners' speaking confidence.

Therefore, the present study aims to address these gaps by exploring how learning experiences and personal factors collectively influence EFL learners' speaking confidence among students of the English Education Department at UIN Ar-Raniry Banda Aceh. Using a qualitative multiple-case study approach and semi-

structured interviews, this study seeks to provide a deeper understanding of learners' experiences, perceptions, and personal reflections regarding the development of speaking confidence in higher education contexts.



CHAPTER III

RESEARCH METHOD

A. Research Design

This study employs a qualitative approach because it aims to explore and understand how learning experiences and personal factors influence EFL learners' confidence in speaking English. Qualitative research is particularly suitable for studies that seek to uncover participants' subjective experiences, perceptions, emotions, and interpretations of a phenomenon (Creswell, 2014; Merriam, 2009). As Creswell (2014) explains, qualitative research is used when researchers seek to understand the meanings individuals assign to a phenomenon rather than to test hypotheses or establish causal relationships through numerical data. In the context of this study, speaking confidence cannot be adequately explained through scores or measurements alone because it involves psychological, emotional, and experiential dimensions (Bandura, 1997; Ma, 2022).

This study adopts a qualitative multiple-case study design because it enables the researcher to explore several individual cases and compare similarities and differences across participants within their real-life contexts (Yin, 2018). This design is appropriate for the present study because it allows an in-depth exploration of the learning experiences and personal factors influencing EFL learners' speaking confidence

The case study design allows the researcher to focus on individual learners as unique cases, each shaped by distinct learning histories and personal characteristics. By treating each participant as a case, the researcher can explore how speaking confidence is influenced by accumulated learning experiences such as classroom discussions, oral presentations, lecturer feedback, peer interaction, and opportunities for communicative practice. At the same time, personal factors such as anxiety, self-efficacy, motivation, and fear of making mistakes are examined as integral components of learners' speaking experiences.

Furthermore, this qualitative multiple-case study design provides flexibility in data collection and analysis. The researcher can explore participants' narratives, reflections, and emotional expressions through semi-structured interviews, allowing for a holistic understanding of the phenomenon (Miles, Huberman, & Saldaña, 2014). This flexibility enables the researcher to probe deeper into unexpected issues that may emerge during data collection, which is essential when studying psychological and experiential phenomena such as speaking confidence.

Rather than focusing solely on learning outcomes or speaking performance, this design emphasizes the process of how speaking confidence develops, changes, and evolves over time. It allows the researcher to examine not only what factors influence confidence, but also how learners interpret those factors and how they respond to challenges in speaking English. This process-oriented perspective is crucial for understanding confidence as an ongoing and context-dependent experience.

In line with Merriam (2009), qualitative case studies are particularly appropriate when the goal of the research is to understand how and why certain phenomena occur. Therefore, this research design aligns closely with the study's objective to explore how learning experiences and personal factors interact in shaping EFL learners' speaking confidence in a higher education context. By adopting a qualitative multiple-case study approach, this research is able to provide rich, contextualized, and meaningful insights into learners' speaking confidence that may not be captured through quantitative methods.

B. Research Participants

The participants of this study are 10 undergraduate students enrolled in the English Education Department at UIN Ar-Raniry Banda Aceh. They were selected using purposive sampling, which allows the researcher to intentionally choose individuals who are able to provide rich, relevant, and reflective information related to the research topic (Creswell, 2014). This sampling technique is particularly appropriate for qualitative research because the primary goal is to gain an in-depth

understanding of participants' experiences rather than to achieve statistical representativeness (Patton, 2015).

Purposive sampling is commonly used in qualitative studies because it ensures that participants possess characteristics that align closely with the research objectives (Patton, 2015). In the context of this study, participants were selected based on their experiences with learning English and their ability to reflect on personal and experiential factors influencing their speaking confidence. By carefully selecting participants who met these criteria, the researcher was able to obtain detailed narratives and meaningful insights into the development of speaking confidence among EFL learners.

To ensure relevance and depth of data, the participants were selected based on the following criteria:

1. They are eighth-semester students who have completed various speaking-related courses and academic speaking tasks at the university level, such as classroom discussions, oral presentations, group projects, and microteaching activities.
2. They have experienced issues related to speaking confidence or speaking anxiety, including nervousness, fear of making mistakes, hesitation when speaking in front of others, or discomfort during English-speaking tasks.
3. They are able to reflect consciously on their learning experiences, meaning that they can articulate their thoughts, feelings, and perceptions regarding their speaking confidence in a clear and coherent manner.
4. They are willing to participate voluntarily in interviews and share their experiences honestly, openly, and responsibly.

These criteria were applied to ensure that the participants had sufficient learning exposure and reflective ability to provide meaningful insights into the research topic. Eighth-semester students were selected because they had accumulated diverse English learning experiences throughout their university studies. Having completed various speaking-related courses and academic speaking tasks, they were expected to possess sufficient experience and reflection regarding the development of their speaking confidence. Their extended exposure to English

learning environments was expected to provide richer reflections on previous speaking experiences and confidence development over time (Creswell, 2014; Patton, 2015).

In addition, participants who had experienced speaking anxiety or confidence-related challenges were considered particularly relevant for this study, as such experiences often reveal the interaction between learning environments and personal psychological factors (Ma, 2022; Cong & Li, 2022). Their reflections were expected to shed light on how confidence is influenced not only by instructional practices but also by internal factors such as self-belief, motivation, and emotional responses.

Before the data collection process began, all participants were informed about the objectives of the study, the procedures involved, and the ethical considerations related to their participation, following ethical principles in qualitative research (Creswell, 2014; Merriam, 2009). Participation was entirely voluntary, and participants were assured that they could withdraw from the study at any time without any negative consequences. To protect participants' identities and ensure confidentiality, pseudonyms were used throughout the research report.

Selecting participants from the same academic department also helped maintain consistency in terms of curriculum, learning objectives, and academic expectations. As suggested by Miles and Huberman (2014), maintaining contextual homogeneity allows the researcher to focus more clearly on the phenomenon under investigation—in this case, learning experiences and personal factors influencing speaking confidence—without interference from institutional or curricular differences.

Overall, the selected participants provided a suitable and information-rich sample for this qualitative study. Their varied experiences and personal reflections formed a strong foundation for exploring how learning experiences and personal factors shape EFL learners' speaking confidence in a higher education context.

C. Data Collection

This study employed a qualitative multiple-case study approach in collecting data related to EFL learners' speaking confidence. The qualitative multiple-case study approach was chosen because it allows the researcher to explore participants' experiences in depth and within their real academic context. Speaking confidence is not a fixed trait but a dynamic psychological construct shaped by learning experiences, social interaction, and personal emotions. Therefore, collecting rich, descriptive data was essential to understand how learners perceive and experience confidence when speaking English.

The primary data collection method used in this study was semi-structured interviews, which are considered effective for exploring participants' experiences while maintaining a consistent research focus (Creswell, 2014). Semi-structured interviews allow the researcher to prepare a set of guiding questions in advance while still providing flexibility for participants to expand on their answers, introduce new ideas, and share personal reflections that may not have been anticipated.

This method was particularly suitable for investigating speaking confidence because confidence involves emotional, psychological, and experiential dimensions that cannot be fully captured through structured questionnaires or close-ended instruments. Through semi-structured interviews, participants were able to explain not only what they experienced, but also how they felt and why certain experiences influenced their confidence positively or negatively.

1. Interview Procedures

The interviews were conducted individually with each participant to ensure privacy and to create a comfortable environment where participants could speak openly. In total, there were ten participants, and each interview lasted approximately 30 to 45 minutes, depending on the depth of participants' responses. Conducting individual interviews allowed the researcher to focus fully on each participant's narrative without interruption or peer influence.

Before each interview began, participants were informed about the purpose of the study, the procedures involved, and their rights as research participants. They were assured that their participation was voluntary and that all information would be kept confidential. Verbal consent was obtained prior to the interview sessions, and all interviews were audio-recorded with participants' permission to ensure accurate data transcription and analysis.

The interview questions were designed to explore participants' learning experiences and personal factors that influence their speaking confidence. The questions were open-ended in nature to encourage detailed responses and reflective thinking. Specifically, the interview questions addressed the following areas:

1. Participants' experiences in learning English speaking skills at school and at the university level.
2. Opportunities they had to practice speaking English in both academic and non-academic settings.
3. The role of lecturers, peers, and classroom atmosphere in building or reducing speaking confidence.
4. Participants' personal feelings, beliefs, and emotional responses when speaking English.

Examples of guiding questions included:

1. "What learning experiences have most influenced your confidence in speaking English?"
2. "How do you usually feel when you have to speak English in front of others?"
3. "What personal factors make you feel confident or anxious when speaking English?"

These guiding questions helped ensure consistency across interviews while still allowing participants to elaborate freely based on their individual experiences. Follow-up questions were also used when necessary to clarify responses or to explore certain issues in greater depth.

To ensure participants' comfort and clarity of expression, they were allowed to use English or Bahasa Indonesia during the interviews. This bilingual flexibility enabled participants to express complex emotions and experiences more naturally, which contributed to the richness and authenticity of the data. By allowing participants to communicate in the language they felt most comfortable with, the researcher was able to capture more nuanced and honest responses related to speaking confidence.

Overall, the data collection process was designed to gather rich, detailed, and meaningful qualitative data that reflect participants' real experiences and personal perceptions. This approach provided a strong foundation for understanding how learning experiences and personal factors influence EFL learners' speaking confidence in a higher education context.

2. Comparative Multiple-Case Approach

In addition to employing semi-structured interviews, this study applied a comparative multiple-case approach to strengthen the depth and credibility of the data collection process. According to Yin (2018), a multiple-case study design allows researchers to examine more than one case within a single study in order to identify patterns, similarities, and differences across cases. This approach was considered appropriate because the study aims to explore how different learning experiences and personal factors shape EFL learners' speaking confidence.

In this research, each participant was treated as an individual case representing unique learning experiences and personal characteristics. Although all participants were enrolled in the same academic program at the university level, they came from diverse educational backgrounds and had different experiences in learning and using English. By viewing each participant as a separate case, the researcher was able to capture the complexity and individuality of their experiences without oversimplification.

The analysis process began with within-case analysis, in which each participant's interview data were examined individually to understand their personal experiences, emotions, and perceptions related to speaking confidence.

This step allowed the researcher to gain a detailed understanding of how each learner's experiences and personal factors contributed to their confidence or anxiety when speaking English.

After completing the within-case analysis, the researcher conducted a cross-case comparison to identify recurring themes and contrasting patterns among participants. Through this comparative process, similarities and differences in speaking confidence were identified, particularly in relation to learning experiences, emotional responses, and personal beliefs. This comparison helped reveal how different experiences and personal factors interact to influence EFL learners' speaking confidence in higher education contexts.

By applying a comparative multiple-case approach, the study was able to move beyond individual stories and develop broader insights while still respecting the uniqueness of each participant's experience. This approach enhanced the analytical rigor of the study and provided a comprehensive understanding of how experience and personal factors shape EFL learners' speaking confidence.

D. Data Analysis

The data collected through semi-structured interviews were analyzed using a qualitative thematic analysis approach. Thematic analysis was chosen because it provides a flexible yet systematic way to identify, analyze, and interpret patterns or themes within qualitative data (Braun & Clarke, 2006). This approach is particularly appropriate for this study because it allows the researcher to explore learners' experiences, perceptions, emotions, and personal interpretations related to speaking confidence in depth.

Thematic analysis does not merely focus on counting the frequency of responses but emphasizes understanding the meaning behind participants' statements. Since speaking confidence is influenced by both experiential and personal factors, thematic analysis enabled the researcher to capture how these factors are perceived, experienced, and negotiated by EFL learners in real academic contexts.

The data analysis process was conducted through several systematic and interconnected stages, as described below.

1. Data Preparation and Familiarization

The first stage of data analysis involved data preparation and familiarization. All interview recordings were transcribed verbatim to ensure that participants' responses were accurately represented. Verbatim transcription was essential to preserve not only the content of participants' statements but also their linguistic expressions, pauses, and emphasis, which may reflect confidence or hesitation when discussing their experiences.

After transcription, the researcher read the transcripts repeatedly while listening to the audio recordings. This process allowed the researcher to become deeply familiar with the data and to gain an overall understanding of participants' narratives (Creswell, 2014). During this stage, the researcher paid close attention to recurring ideas, emotionally charged expressions, and statements that directly related to learning experiences and personal factors influencing speaking confidence.

Initial notes and reflective memos were written to capture early impressions and potential patterns emerging from the data. These notes served as a foundation for the subsequent coding process and helped the researcher remain sensitive to the participants' perspectives throughout the analysis.

2. Coding Process

The second stage involved the coding process, which aimed to organize the data into meaningful units. Coding was conducted by examining the transcripts line by line and identifying words, phrases, or sentences that conveyed significant meanings related to the research questions.

This study employed inductive coding, meaning that the codes emerged directly from the data rather than being imposed by pre-existing theoretical frameworks (Miles, Huberman, & Saldaña, 2014). This approach allowed

participants' voices to guide the analysis and ensured that the findings were grounded in their lived experiences.

Each meaningful segment of data was assigned a descriptive code that summarized its core idea. Examples of initial codes included fear of making mistakes, lack of speaking practice, lecturer encouragement, peer judgment, self-confidence growth, motivation, and speaking anxiety. These codes represented both external learning experiences and internal personal factors influencing speaking confidence.

Once initial coding was completed, the researcher reviewed the codes to identify similarities and overlaps. Similar codes were then grouped together to reduce redundancy and to prepare for the development of broader categories. This step helped the researcher move from fragmented data toward a more organized analytical structure.

3. Identifying and Reviewing Themes

In the third stage, the researcher grouped related codes into broader categories and developed major themes that represented patterns across participants' responses. This stage aimed to identify how different learning experiences and personal factors interacted to shape learners' speaking confidence.

For instance, codes related to classroom interaction, lecturer feedback, and peer support were grouped under themes such as learning environment and social interaction. Meanwhile, codes related to anxiety, self-doubt, confidence fluctuation, and emotional regulation were grouped under themes reflecting personal emotional factors and self-perception.

After initial themes were developed, the researcher reviewed and refined them to ensure clarity, coherence, and relevance to the research questions. This involved revisiting the original transcripts to verify that each theme was supported by sufficient data and accurately represented participants' experiences. Themes that overlapped were merged, while those that lacked sufficient supporting data were revised or eliminated.

This iterative review process strengthened the analytical rigor of the study and ensured that the themes remained closely connected to participants' narratives rather than the researcher's assumptions.

4. Interpretation and Trustworthiness

The final stage involved interpreting the identified themes in relation to the research questions, relevant theories, and previous studies discussed in Chapter II. This interpretive process aimed to explain how learning experiences and personal factors interact in shaping EFL learners' speaking confidence.

The researcher connected the findings to theoretical perspectives such as sociocultural theory, which emphasizes the role of social interaction in learning, and self-efficacy theory, which explains how learners' beliefs about their abilities influence their performance. By linking empirical findings to theoretical frameworks, the analysis provided a deeper and more meaningful explanation of the phenomenon under investigation.

To ensure the trustworthiness of the analysis, this study applied criteria proposed by Lincoln and Guba (1985), including credibility, dependability, and confirmability. In addition, the principles of rigorous thematic analysis proposed by Nowell et al. (2017) were also considered to strengthen the consistency and transparency of the analytical process. Credibility was enhanced through careful transcription, prolonged engagement with the data, and consistent coding procedures. Dependability was supported by maintaining detailed documentation of the data analysis process, including coding decisions, theme development, and revisions. Confirmability was addressed by ensuring that interpretations were grounded in participants' statements rather than the researcher's personal biases.

Through this systematic and reflective data analysis process, the study was able to produce well-supported and meaningful findings. The analysis provided a comprehensive understanding of how learning experiences and personal factors influence EFL learners' speaking confidence, forming a strong foundation for the presentation of findings and discussion in the following chapter.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This section presents the findings of the study based on the thematic analysis of interview data collected from ten EFL learners in the English Education Department. The analysis was conducted to explore the learning experiences and personal factors that influence learners' speaking confidence in English. Through a systematic analysis of participants' narratives, several themes and subthemes were identified that reflected the factors shaping their confidence when speaking English.

The findings are organized according to the three research questions of the study. The first research question focuses on the learning experiences that influence EFL learners' speaking confidence. The second research question examines the personal factors that affect learners' confidence in speaking English. The third research question explores how learning experiences and personal factors interact in shaping learners' speaking confidence. Each research question is discussed through the themes and subthemes that emerged from the participants' interview responses.

1. Learning Experiences Influencing Speaking Confidence

The analysis of the interview data revealed that participants' speaking confidence was influenced by various learning experiences throughout their English learning journeys. Although participants had different backgrounds and learning experiences, several common patterns emerged across the data. The findings indicate that participants' confidence was shaped by their exposure to English through media, opportunities for speaking practice, supportive learning environments, and successful speaking experiences. These experiences provided participants with opportunities to develop their speaking skills, become more familiar with English communication, and gradually build confidence in using the language. The following sections present the themes that emerged regarding the learning experiences that influenced participants' speaking confidence.

a. Exposure to English Through Media

One of the learning experiences that influenced participants' speaking confidence was exposure to English through various forms of media, particularly songs, movies, videos, and other English-language content. Participants reported that these media provided opportunities to become familiar with English pronunciation, vocabulary, and expressions. Through repeated exposure, they gradually developed greater confidence in using English for communication. Several participants highlighted the role of English songs in supporting their speaking development.

P1 explained: "My English learning journey began when I was around five years old. I often listened to English songs and tried to imitate the singers."

Similarly, P3 stated: "Usually I listen to songs and follow the lyrics. Through that activity, I learn pronunciation and gain new vocabulary. It makes me feel more confident when speaking."

P9 also described a similar experience: "The factor that helps me the most is listening to songs and following the lyrics. By doing that, I can learn proper pronunciation and gain new vocabulary, which makes me feel more confident when speaking."

Likewise, P10 reported: "I watched English-language videos, listened to English songs, and practiced pronouncing words to improve my fluency."

Besides songs, participants also mentioned movies and videos as valuable learning resources. Through these media, they were able to observe authentic language use and improve their speaking skills independently. P8 explained: "I often imitate the way people speak or pronounce words in movies and videos that I watch."

Similarly, P10 stated: "I also watch English-language videos and imitate the pronunciation of native speakers."

These findings suggest that exposure to English media contributed significantly to participants' speaking confidence. Songs, movies, and videos provided accessible opportunities for participants to practice pronunciation, acquire

new vocabulary, and familiarize themselves with spoken English. As a result, participants felt more prepared and confident when engaging in speaking activities.

b. Speaking Practice and Communication Opportunities

Another important learning experience influencing speaking confidence was regular speaking practice. Most participants emphasized that confidence developed through repeated opportunities to use English rather than through theoretical learning alone. Through practice, participants became more accustomed to expressing their ideas and communicating in English.

Several participants believed that speaking confidence emerged from continuous practice. P3 stated: "I believe that confidence comes from experience and practice."

Similarly, P8 explained: "At first, I mostly learned English through theory, such as grammar and reading books. However, over time, I realized that English skills would not improve without practice."

P10 also emphasized the importance of speaking opportunities: "Students can become more confident if they are given more opportunities to practice speaking English."

Some participants reported engaging in independent speaking practice to improve their confidence. P3 explained: "I usually look for dialogues or create simple conversations to practice by myself."

Likewise, P9 stated: "To improve my confidence, I usually practice speaking in front of a mirror, listen to English songs, learn new vocabulary, and repeat conversations that I hear from different sources."

P10 also reported: "To improve my confidence, I usually practice speaking by myself in front of a mirror."

In addition to self-practice, some participants mentioned that opportunities to communicate in authentic situations helped strengthen their confidence. P1 explained: "Through online games, I regularly communicated with international players from different countries."

These findings indicate that speaking confidence developed through continuous engagement in speaking activities. Whether through classroom participation, self-practice, or authentic communication experiences, repeated exposure to speaking situations helped participants become more comfortable using English and reduced their fear of speaking.

c. Supportive Learning Environment and Positive Feedback

A supportive learning environment emerged as another important learning experience influencing speaking confidence. Participants reported that encouragement, appreciation, and constructive feedback from teachers and classmates helped them feel more comfortable when speaking English.

P8 emphasized the importance of a supportive environment: “I feel more confident when I am surrounded by friends who do not bring each other down and instead appreciate and support one another.”

Similarly, P10 stated: “Support from classmates is very important. When they motivate me and do not judge my mistakes, I feel more comfortable and confident speaking in that environment.”

Several participants also highlighted the role of teachers. P8 explained: “When teachers are relaxed and do not interrupt me while I am speaking, I feel more respected.”

Likewise, P10 stated: “When teachers give appreciation or constructive corrections, I feel more motivated and encouraged to speak again.”

Positive feedback was also perceived as an important factor in strengthening confidence. P2 explained: “If I receive positive responses or affirmation, my confidence increases.”

Similarly, P9 stated: “If they respond positively, I feel more confident because I think my speaking ability is good enough.”

These findings suggest that speaking confidence is strongly influenced by social interactions within the learning environment. Supportive teachers and classmates created a positive atmosphere that encouraged participants to speak

without excessive fear of criticism. Positive feedback also helped participants develop stronger beliefs in their speaking abilities.

d. Successful Speaking Experiences

Participants also identified successful speaking experiences as important contributors to their confidence development. Experiences of being understood by others, successfully expressing ideas, or completing speaking tasks increased their belief in their ability to communicate effectively in English.

P10 described how successful communication influenced her confidence: “The experience that has influenced my speaking confidence the most is when I successfully express my opinions in English and other people understand what I am saying.”

Similarly, P8 explained: “One of the experiences that has influenced my speaking confidence the most is when I share my ideas during discussions and my friends understand what I am saying without difficulty.”

P9 also reported that speaking opportunities gradually improved her confidence: “Although I initially feel nervous, presentations and group discussions helped me become more accustomed to using English.”

In addition, P8 noted that positive responses following successful communication strengthened her confidence: “This makes me feel that I can communicate my ideas effectively, which increases my confidence in speaking English.”

These findings indicate that successful speaking experiences functioned as confidence-building events. When participants realized that they could communicate effectively and be understood by others, they developed stronger confidence in their speaking abilities. Such positive experiences encouraged them to participate more actively in future speaking activities.

Taken together, the findings indicate that learning experiences played a significant role in shaping participants’ speaking confidence. Exposure to English through media, opportunities for speaking practice, supportive learning environments, and successful communication experiences collectively contributed

to learners' confidence development. These experiences helped participants become more familiar with English communication, improve their speaking skills, and develop stronger beliefs in their ability to express themselves in English. The findings suggest that confidence was not developed through theoretical knowledge alone but emerged gradually through continuous engagement in meaningful learning experiences.

2. Personal Factors Affecting Speaking Confidence

In addition to learning experiences, the analysis also identified several personal factors that influenced participants' confidence in speaking English. These factors were closely related to participants' thoughts, feelings, beliefs, and individual characteristics when using English in speaking situations. The findings revealed that fear of making mistakes, vocabulary and pronunciation difficulties, speaking anxiety, self-confidence, and self-regulation strategies played important roles in shaping participants' confidence. While some factors acted as barriers to speaking confidently, others helped participants manage their anxiety and maintain a positive attitude toward speaking English. The following sections describe the personal factors that emerged from the participants' experiences.

a. Fear of Making Mistakes

One of the most prominent personal factors affecting participants' speaking confidence was fear of making mistakes. Most participants reported that concerns about making errors in grammar, vocabulary, or pronunciation reduced their confidence when speaking English. These concerns often caused hesitation and made participants less willing to express their ideas freely. Several participants explicitly stated that fear of making mistakes was one of the main reasons for their nervousness.

P3 explained: "I was only afraid of making mistakes or not knowing the vocabulary that I wanted to say."

Similarly, P9 stated: "I often worry about making mistakes in grammar, vocabulary, and pronunciation when speaking."

P10 also reported similar concerns: “Sometimes I am still afraid of making mistakes, either in pronunciation or grammar.”

Likewise, P2 explained: “I still feel afraid of making mistakes or receiving criticism from others.”

For some participants, fear of making mistakes was closely related to concerns about how others would perceive their speaking performance. As a result, participants often became more cautious and less confident when communicating in English.

These findings suggest that fear of making mistakes remains a significant barrier to speaking confidence. Participants frequently associated mistakes with negative evaluation and embarrassment, which reduced their willingness to speak. Consequently, fear of making mistakes emerged as one of the most influential personal factors affecting speaking confidence.

b. Vocabulary and Pronunciation Difficulties

Another important personal factor influencing speaking confidence was difficulty with vocabulary and pronunciation. Many participants reported that limited vocabulary knowledge and uncertainty about pronunciation made them hesitant when speaking English. Several participants explained that they often struggled to find appropriate words during conversations.

P3 stated: “I sometimes have difficulty finding the vocabulary that I want to use, or I do not know the English words for what I want to say.”

Similarly, P9 reported: “The difficulty I face most often is not knowing the English words that I want to use.”

P10 also stated: “The difficulty I face most often is limited vocabulary.”

In addition to vocabulary limitations, pronunciation difficulties also affected participants’ confidence. P8 explained: “Sometimes I already have an idea in Indonesian, but I need time to translate it into English before expressing it.”

Likewise, P10 stated: “There are many words whose pronunciation I am not fully sure about.”

Participants frequently associated vocabulary and pronunciation difficulties with communication breakdowns. They worried that they would not be able to express their ideas clearly or that listeners would misunderstand them.

These findings indicate that vocabulary and pronunciation difficulties contributed to lower speaking confidence. When participants lacked the necessary linguistic resources to communicate effectively, they became more hesitant and less confident in speaking situations.

c. Speaking Anxiety and Nervousness

Speaking anxiety emerged as another major factor influencing participants' confidence. Although the level of anxiety varied among participants, most reported experiencing nervousness when speaking English, particularly in front of other people. Several participants described feelings of anxiety before speaking.

P9 stated: "I often feel anxious and nervous when I have to speak English."

Similarly, P2 explained: "At first, I usually feel nervous."

P3 also reported: "I sometimes feel nervous when I am asked to speak English in class."

Participants further described physical symptoms associated with anxiety.

P3 stated: "I feel my heart beating faster and my hands becoming cold."

Likewise, P9 explained: "I experience a faster heartbeat and cold hands."

P10 also reported: "When I feel anxious, I sometimes experience symptoms such as cold sweats and nervousness."

Interestingly, several participants explained that their anxiety usually decreased after they began speaking. P3 stated: "Once I start speaking, those feelings usually disappear after a few minutes."

Similarly, P9 reported: "After I start speaking, those feelings usually decrease and gradually disappear within a few minutes."

These findings suggest that speaking anxiety is a common experience among EFL learners. Participants often experienced nervousness before speaking, accompanied by physical symptoms. However, anxiety tended to decrease once

communication began, indicating that anticipation of speaking was often more stressful than the speaking activity itself.

d. Self-Confidence and Positive Mindset

Despite experiencing anxiety and fear of making mistakes, several participants demonstrated positive beliefs about their abilities and viewed mistakes as a natural part of learning. These attitudes contributed to higher levels of speaking confidence.

P1 demonstrated strong confidence in his speaking ability: “I feel confident and happy whenever I have the opportunity to speak English in class.”

Similarly, P3 stated: “Actually, I feel quite confident when speaking English in front of other people.”

P10 also expressed a positive mindset toward learning: “I keep trying to speak English because I believe that making mistakes is part of the learning process.”

Several participants believed that confidence could be developed through practice and experience. P3 explained: “I believe that confidence comes from experience and practice.”

These statements indicate that participants who possessed positive self-beliefs tended to approach speaking activities more confidently. Rather than viewing mistakes as failures, they perceived them as opportunities for improvement.

The findings suggest that self-confidence and positive mindsets play important roles in supporting speaking confidence. Positive beliefs enabled participants to cope more effectively with challenges and remain motivated to improve their speaking abilities.

e. Self-Regulation Strategies

The final personal factor identified in the data was the use of self-regulation strategies to manage anxiety and maintain confidence. Participants reported using

various techniques to calm themselves before or during speaking activities. Several participants described strategies aimed at reducing nervousness.

P2 stated: “When those feelings arise, I usually try to calm myself by taking a deep breath and staying relaxed.”

Similarly, P3 explained: “I usually stay quiet for a moment and clasp both of my hands together.”

P9 reported a similar strategy: “I usually try to calm myself by staying quiet for a moment and holding my hands together.”

In addition to physical strategies, some participants used positive self-talk. P9 explained: “I also give myself positive affirmations, such as reminding myself that it is okay to make mistakes because I am still learning.”

Likewise, P10 stated: “I usually give myself positive affirmations by reminding myself that I can do it and that I have prepared for the topic.”

These findings indicate that participants actively employed various self-regulation strategies to manage anxiety and maintain confidence. Techniques such as deep breathing, positive self-talk, and brief moments of self-calming helped participants cope with nervousness and participate more effectively in speaking activities.

Overall, the findings demonstrate that speaking confidence was strongly influenced by various personal factors related to learners’ emotions, beliefs, and psychological characteristics. While fear of making mistakes, vocabulary and pronunciation difficulties, and speaking anxiety often reduced confidence, positive self-beliefs and self-regulation strategies helped learners manage challenges and maintain their willingness to communicate. These findings suggest that speaking confidence is shaped not only by external learning experiences but also by how learners perceive and respond to speaking situations.

3. Interaction Between Learning Experiences and Personal Factors

The analysis revealed that learning experiences and personal factors were not separate influences on speaking confidence but were closely interconnected. Participants’ confidence developed through the continuous interaction between their learning experiences and their internal psychological conditions, such as

anxiety, self-belief, fear of making mistakes, and emotional responses to communication situations. Positive learning experiences often strengthened learners' confidence and reduced psychological barriers, whereas negative emotions and self-doubt sometimes limited the benefits of learning opportunities. The findings suggest that speaking confidence emerged as a dynamic process in which experiences and personal factors continuously influenced one another. Four major patterns of interaction were identified from the data: speaking practice helped reduce anxiety and increase confidence, successful speaking experiences strengthened self-confidence, social support encouraged participation and reduced fear, and fear of negative evaluation weakened speaking confidence.

a. Speaking Practice Helped Reduce Anxiety and Increase Confidence

One of the strongest patterns identified in the data was the relationship between speaking practice and anxiety reduction. Participants consistently reported that regular exposure to speaking activities gradually helped them become more comfortable when using English. Several participants explained that their confidence improved through continuous practice.

P3 stated: "I believe that confidence comes from experience and practice."

Similarly, P8 explained: "I realized that English skills would not improve without practice."

P9 also emphasized the importance of speaking opportunities: "The lack of practice makes me feel more nervous and less confident when speaking English."

Interestingly, participants who initially experienced anxiety reported that nervousness decreased once they became accustomed to speaking. P3 stated: "Once I start speaking, those feelings usually disappear after a few minutes."

Likewise, P9 reported: "After I start speaking, those feelings usually decrease and gradually disappear within a few minutes."

These findings suggest that learning experiences and personal factors interacted in a cyclical manner. Regular speaking practice provided participants

with repeated exposure to communication situations, which gradually reduced feelings of anxiety and uncertainty. As learners became more comfortable speaking English, their confidence increased, encouraging them to participate in additional speaking activities. This created a positive cycle in which learning experiences strengthened confidence, while increased confidence motivated learners to seek further opportunities for practice. Therefore, speaking confidence developed through the continuous interaction between learners' experiences and their emotional responses to those experiences.

b. Successful Speaking Experiences Strengthened Self-Confidence

Another important interaction involved the relationship between successful speaking experiences and participants' self-confidence. Experiences of being understood by others helped participants develop stronger beliefs in their speaking abilities.

P8 explained: "When I share my ideas during discussions and my friends understand what I am saying without difficulty, it increases my confidence."

Similarly, P10 stated: "The experience that has influenced my speaking confidence the most is when I successfully express my opinions in English and other people understand what I am saying."

P9 also described how presentations and discussions gradually improved her confidence: "These experiences help me become more accustomed to using English."

The findings indicate that successful communication experiences functioned as positive reinforcement that strengthened learners' self-belief. When participants realized that they could express their ideas effectively and be understood by others, they developed stronger confidence in their speaking abilities. These positive experiences not only increased confidence but also reduced self-doubt and encouraged greater participation in future speaking activities. This suggests that successful learning experiences played an important role in shaping learners' perceptions of their own communicative competence.

c. Social Support Reduced Fear and Encouraged Speaking Participation

The data also revealed that supportive social environments helped participants manage fear and develop confidence. Positive responses from teachers and peers often reduced participants' concerns about making mistakes and encouraged them to participate more actively.

P8 stated: "I feel more confident when I am surrounded by friends who do not bring each other down and instead appreciate and support one another."

Similarly, P10 explained: "When they motivate me and do not judge my mistakes, I feel more comfortable and confident speaking in that environment."

P2 also highlighted the importance of positive affirmation: "If I receive positive responses or affirmation, my confidence increases."

Several participants reported that supportive feedback helped them view mistakes as part of the learning process rather than as failures. As a result, they became more willing to participate in speaking activities despite their limitations.

These findings suggest that supportive learning environments influenced learners' psychological conditions in positive ways. Encouragement, appreciation, and constructive feedback helped reduce fear of making mistakes and increased learners' willingness to communicate. As participants felt more accepted and less afraid of negative judgment, they became more confident in expressing their ideas in English. Therefore, social support served as an important bridge between positive learning experiences and confidence development.

d. Fear of Negative Evaluation Weakened Speaking Confidence

Although positive experiences often strengthened confidence, participants also reported that fear of negative evaluation could undermine their confidence. Concerns about criticism, judgment, and negative responses frequently increased anxiety and reduced willingness to speak.

P2 stated: "If I notice doubtful or negative reactions from others, it can affect my confidence when speaking."

Similarly, P9 explained: “If I receive negative reactions, I become more doubtful of my speaking ability and lose confidence.”

P8 also reported: “The main reason is my fear of being judged by other people.”

These findings demonstrate that personal concerns about evaluation interacted with social experiences in shaping speaking confidence. Even when participants possessed sufficient language knowledge, fear of negative judgment sometimes prevented them from speaking confidently.

This finding demonstrates that positive learning opportunities alone were not always sufficient to develop speaking confidence. Participants’ personal interpretations of social situations also played an important role in determining how they responded to communication experiences. When learners anticipated criticism or negative evaluation, their anxiety increased and their willingness to participate decreased. Consequently, the effectiveness of learning experiences depended partly on learners’ emotional responses and perceptions during communication activities.

Overall, the findings indicate that speaking confidence was shaped through a dynamic interaction between learning experiences and personal factors. Positive experiences such as practice opportunities, successful communication, and supportive feedback strengthened confidence and reduced anxiety. In contrast, fear of negative evaluation often weakened confidence and increased hesitation during speaking activities. Therefore, speaking confidence should be understood as a result of the continuous interaction between learners’ experiences and their psychological responses to those experiences.

B. Discussion

The findings of this study revealed that EFL learners’ speaking confidence was influenced by both learning experiences and personal factors. More importantly, the findings indicate that speaking confidence is not a fixed personal characteristic but a dynamic construct that develops through continuous interaction between learners’ experiences, emotions, beliefs, and social environments. This finding supports contemporary perspectives that view speaking confidence as a

multidimensional phenomenon shaped by both external and internal influences (Ma, 2022; Cong & Li, 2022). The results of this study further demonstrate that confidence develops gradually through repeated learning experiences, successful communication, emotional regulation, and supportive social interactions. These findings suggest that speaking confidence develops progressively through learners' engagement in meaningful learning experiences and the way personal factors influence how they interpret and respond to those experiences.

One of the major findings of this study is that exposure to English through media contributed positively to learners' speaking confidence. Participants reported that listening to English songs, watching movies, videos, and other English-language content helped them improve their pronunciation, vocabulary, and familiarity with spoken English. Through repeated exposure, learners became more accustomed to English expressions and felt more prepared to communicate. This finding can be explained through Krashen's (1982) Affective Filter Hypothesis, which emphasizes that language acquisition occurs more effectively when learners receive meaningful and comprehensible input in low-anxiety environments. English media provided participants with opportunities to engage with authentic language without the pressure of formal classroom evaluation. This interpretation is consistent with Zhang (2022), who argues that technology-supported learning environments can create less stressful conditions for language learning and help learners gradually develop confidence. Therefore, media exposure functioned not only as a source of language input but also as a confidence-building experience that reduced learners' emotional barriers to communication.

Another important finding concerns the role of speaking practice and communication opportunities in developing confidence. Participants consistently emphasized that confidence was developed through repeated use of English rather than through theoretical learning alone. They engaged in various forms of speaking practice, including classroom discussions, presentations, mirror speaking, self-practice, and communication with international speakers through online platforms. These findings support Bandura's (1997) Self-Efficacy Theory, particularly the concept of mastery experiences, which refers to successful performance

experiences that strengthen individuals' beliefs in their abilities. Through repeated speaking practice, participants gradually accumulated positive experiences that increased their confidence and reduced their fear of speaking. Similar findings were reported by Susanto et al. (2024), who found that learners with stronger self-efficacy demonstrated greater willingness to participate in speaking activities because they believed in their communicative abilities. In the present study, speaking practice did not merely improve language skills; it also strengthened learners' confidence by providing evidence that they were capable of communicating successfully in English.

The findings also highlight the importance of supportive learning environments and positive social interactions in shaping speaking confidence. Participants explained that encouragement from teachers and classmates, constructive feedback, and non-judgmental classroom atmospheres helped them feel more comfortable when speaking English. Conversely, negative reactions and fear of criticism often reduced their confidence. These findings align with Vygotsky's (1978) Sociocultural Theory, which emphasizes that learning and development occur through social interaction. From this perspective, confidence is not developed individually but is constructed through learners' interactions with others in their learning environment. The present findings are consistent with Ilyas (2022), who found that supportive classroom environments encourage learners' willingness to communicate, and with Ulthary (2024), who reported that negative social experiences contribute to low speaking confidence. The findings suggest that supportive teachers and peers play an important role in creating psychologically safe learning environments where learners feel comfortable experimenting with language and making mistakes without fear of judgment.

Another significant finding concerns the influence of successful speaking experiences on confidence development. Participants reported that their confidence increased when they successfully communicated their ideas and were understood by others. Experiences such as participating in discussions, delivering presentations, and expressing opinions effectively strengthened their belief in their speaking abilities. This finding strongly supports Bandura's (1997) concept of

mastery experiences, which identifies successful performance as the most powerful source of self-efficacy. When learners successfully complete speaking tasks, they develop stronger beliefs in their capability to perform similar tasks in the future. Similar findings were reported by Sumanto and Saharani (2023), who found that learners' perceptions of their speaking competence significantly influence their confidence. However, the present study further demonstrates that confidence was strengthened not merely by learners' perceptions of competence but also by the experience of being understood by others. When participants realized that they could successfully communicate their ideas and receive positive responses, they developed stronger beliefs in their ability to use English effectively. This suggests that successful communication functions as a form of positive reinforcement that validates learners' speaking ability and encourages greater participation in future speaking activities, thereby creating a cycle of confidence development through repeated success.

Despite these positive influences, the findings revealed that fear of making mistakes remained one of the most significant barriers to speaking confidence. Participants frequently expressed concerns about grammatical errors, vocabulary limitations, pronunciation mistakes, and negative evaluation from others. These concerns often led to hesitation and reduced willingness to communicate. This finding is consistent with previous studies conducted by Ulthary (2024) and Ajiza et al. (2024), both of which identified fear of making mistakes as a major source of speaking anxiety among EFL learners. From the perspective of Krashen's (1982) Affective Filter Hypothesis, such fears can be viewed as emotional barriers that interfere with communication performance. When learners become overly concerned about accuracy and evaluation, their attention shifts away from meaningful communication toward avoiding mistakes. As a result, they become less confident and less willing to participate in speaking activities. This finding suggests that participants were not merely afraid of making linguistic mistakes; rather, they were more concerned about the possibility of being negatively evaluated by others because of those mistakes.

The findings also revealed that vocabulary and pronunciation difficulties negatively affected learners' speaking confidence. Many participants reported that they often struggled to find appropriate words or felt uncertain about pronunciation when communicating in English. These difficulties appeared to reduce confidence because they created uncertainty during communication. Several participants knew what they wanted to express but felt unable to convey their ideas accurately in English. As a result, they became more cautious, hesitant, and reluctant to speak spontaneously. This finding supports Ma (2022), who argues that learners' perceptions of their linguistic competence significantly influence their confidence during communication. Similarly, Ajiza et al. (2024) identified limited vocabulary and pronunciation concerns as important contributors to speaking anxiety among EFL learners. The present findings suggest that speaking confidence is influenced not only by emotional factors but also by learners' perceptions of their ability to communicate effectively. When learners believe that their linguistic resources are insufficient, they become more cautious and less confident in speaking situations.

Another notable finding concerns the prevalence of speaking anxiety and nervousness among participants. Most participants reported experiencing anxiety before speaking English, often accompanied by physical symptoms such as increased heart rate, cold hands, and sweating. Interestingly, many participants explained that these feelings gradually decreased after they began speaking. This suggests that anxiety was closely related to learners' anticipation of communication rather than the communication process itself. Participants appeared to worry more about possible mistakes, negative evaluation, and the uncertainty of speaking than about the actual speaking activity. Once communication began and learners became engaged in the interaction, their anxiety often decreased, allowing them to communicate more comfortably. This finding is consistent with Wang et al. (2022), who found that foreign language anxiety is closely associated with learners' willingness to communicate and emotional readiness. The findings of the present study therefore indicate that fear of evaluation and anticipation of communication may play a more significant role in reducing confidence than the speaking task itself.

Another important finding concerns the role of self-confidence and a positive mindset in shaping speaking confidence. Several participants demonstrated positive beliefs about their speaking abilities and viewed mistakes as a natural part of the language learning process. Rather than allowing mistakes to discourage them, these learners perceived speaking challenges as opportunities for improvement and continued to participate in communication activities despite experiencing difficulties. This finding supports Bandura's (1997) concept of self-efficacy, which emphasizes that individuals' beliefs about their capabilities influence their performance, persistence, and willingness to engage in challenging tasks. Learners who believed in their ability to improve appeared more willing to communicate and less affected by occasional mistakes. These characteristics are consistent with the characteristics of confident learners proposed by Wilson and Gallois (1993), who suggest that confident individuals tend to maintain positive self-beliefs, view challenges as opportunities for growth, and persist despite difficulties or mistakes. This finding is also consistent with Cong and Li (2022), who found that positive self-beliefs contribute significantly to learners' communication confidence and speaking performance. Therefore, speaking confidence was influenced not only by external learning conditions but also by learners' perceptions of their own abilities and their willingness to approach speaking challenges with confidence and resilience.

The findings further demonstrated that learners actively employed self-regulation strategies to manage anxiety and maintain confidence. Participants reported using techniques such as deep breathing, positive self-talk, self-affirmation, and mental preparation before speaking. These strategies helped them remain calm and continue participating despite feelings of nervousness. This finding supports Cong and Li (2022), who emphasized the importance of emotional regulation in communication performance. However, the present study extends previous findings by illustrating how learners consciously applied specific strategies in real speaking situations. Rather than relying solely on external support from teachers or peers, participants actively managed their own emotional states

before and during communication. This suggests that speaking confidence is not merely influenced by environmental factors but is also shaped by learners' personal efforts to regulate emotions and maintain a positive mindset. Therefore, confidence development may involve both external support and individual self-regulation processes.

An important contribution of this study is the finding that learning experiences and personal factors did not operate independently in shaping speaking confidence. Instead, both factors interacted continuously throughout learners' language learning experiences. Positive learning experiences such as frequent speaking practice, supportive feedback, successful communication, and exposure to English media often helped reduce anxiety and strengthen learners' self-confidence. At the same time, personal factors influenced how learners interpreted and responded to those experiences. Learners who possessed positive self-beliefs and effective emotional regulation strategies were more likely to benefit from speaking opportunities, whereas learners who experienced fear of negative evaluation or excessive anxiety often remained hesitant despite having access to supportive learning environments. This finding suggests that speaking confidence develops through a reciprocal relationship between learners' experiences and their psychological responses to those experiences. Therefore, efforts to improve speaking confidence should address both the quality of learning experiences and the emotional factors that influence learners' participation in communication activities.

Overall, the findings indicate that speaking confidence develops through a dynamic interaction between learning experiences and personal factors. Positive learning experiences such as media exposure, speaking practice, successful communication, and supportive social environments contributed to higher levels of confidence. At the same time, personal factors such as fear of making mistakes, anxiety, vocabulary limitations, pronunciation difficulties, and emotional regulation influenced how learners interpreted and responded to those experiences. These findings support Bandura's Self-Efficacy Theory, Vygotsky's Sociocultural Theory, and Krashen's Affective Filter Hypothesis while also reinforcing

contemporary research emphasizing the interconnected roles of experience, social interaction, emotional regulation, and self-belief in shaping EFL learners' speaking confidence. Therefore, speaking confidence should be understood as a dynamic and evolving construct that emerges through continuous interaction between learners' experiences and their psychological responses to those experiences. Consequently, efforts to enhance EFL learners' speaking confidence should focus not only on improving linguistic competence but also on creating supportive learning environments, providing meaningful speaking opportunities, and helping learners manage anxiety during communication.



CHAPTER V

CONCLUSION AND RECOMMENDATIONS

A. Conclusion

This study aimed to explore the learning experiences and personal factors influencing EFL learners' speaking confidence and to examine how these factors interact in shaping confidence in speaking English. Based on the findings from semi-structured interviews with ten students of the English Education Department, it can be concluded that speaking confidence is influenced by both learning experiences and personal factors that continuously interact throughout learners' language learning journeys.

The findings revealed that several learning experiences contributed positively to the development of speaking confidence. Exposure to English through songs, movies, videos, and other English-language media helped participants become more familiar with pronunciation, vocabulary, and authentic language use. In addition, speaking practice and communication opportunities allowed participants to gain experience using English in various situations, which gradually increased their confidence. Supportive learning environments and positive feedback from teachers and peers also played important roles in encouraging learners to speak without excessive fear of making mistakes. Furthermore, successful speaking experiences, such as being understood by others and expressing ideas effectively, strengthened participants' confidence and motivated them to participate more actively in future speaking activities.

The findings also showed that several personal factors influenced participants' speaking confidence. Fear of making mistakes emerged as one of the most common barriers, as many participants worried about grammatical errors, pronunciation mistakes, and negative evaluation from others. Vocabulary limitations and pronunciation difficulties also affected learners' ability to communicate confidently. In addition, many participants experienced speaking anxiety and nervousness, particularly before speaking in front of others. However, some participants demonstrated positive self-confidence and positive mindsets by

viewing mistakes as a natural part of learning. Participants also employed self-regulation strategies, such as deep breathing, positive self-talk, and self-affirmation, to manage anxiety and maintain confidence during speaking activities.

The findings further revealed that learning experiences and personal factors were closely interconnected in shaping speaking confidence. Rather than operating independently, these factors continuously influenced one another throughout learners' language learning journeys. Positive learning experiences, such as speaking practice, successful communication, and supportive social interactions, helped learners develop stronger self-beliefs and reduce communication anxiety. At the same time, personal factors such as fear of making mistakes, anxiety, and self-confidence affected how learners interpreted and responded to those experiences. This demonstrates that speaking confidence develops through an ongoing interaction between external learning experiences and internal psychological processes.

Overall, this study concludes that speaking confidence is a dynamic and multidimensional construct that evolves through learners' engagement with both their learning environments and their personal experiences. Confidence is not determined solely by language proficiency, nor is it influenced exclusively by psychological factors. Instead, it emerges from the continuous interplay between communicative experiences, social support, emotional responses, and self-beliefs. Therefore, fostering speaking confidence among EFL learners requires not only providing opportunities for language practice but also creating supportive learning environments that help learners manage anxiety, develop positive self-perceptions, and view communication challenges as opportunities for growth.

B. Recommendations

Based on the findings of this study, several recommendations are proposed for English language learners, English lecturers, and future researchers.

First, learners may benefit from regularly engaging with English media such as songs, movies, videos, and online communication platforms, as these resources provide additional exposure to authentic language use and opportunities to improve

pronunciation, vocabulary, and speaking fluency. Since the findings showed that confidence developed gradually through repeated practice and exposure, learners are encouraged to actively seek opportunities to use English beyond classroom settings.

Second, English lecturers are encouraged to provide more communicative speaking activities, such as discussions, presentations, role-plays, collaborative tasks, and interactive classroom communication. Since the findings indicated that speaking practice and successful communication experiences contributed positively to learners' confidence, creating frequent opportunities for meaningful communication may help learners develop stronger speaking confidence. In addition, lecturers should provide constructive feedback and foster supportive classroom environments where mistakes are viewed as part of the learning process rather than as failures.

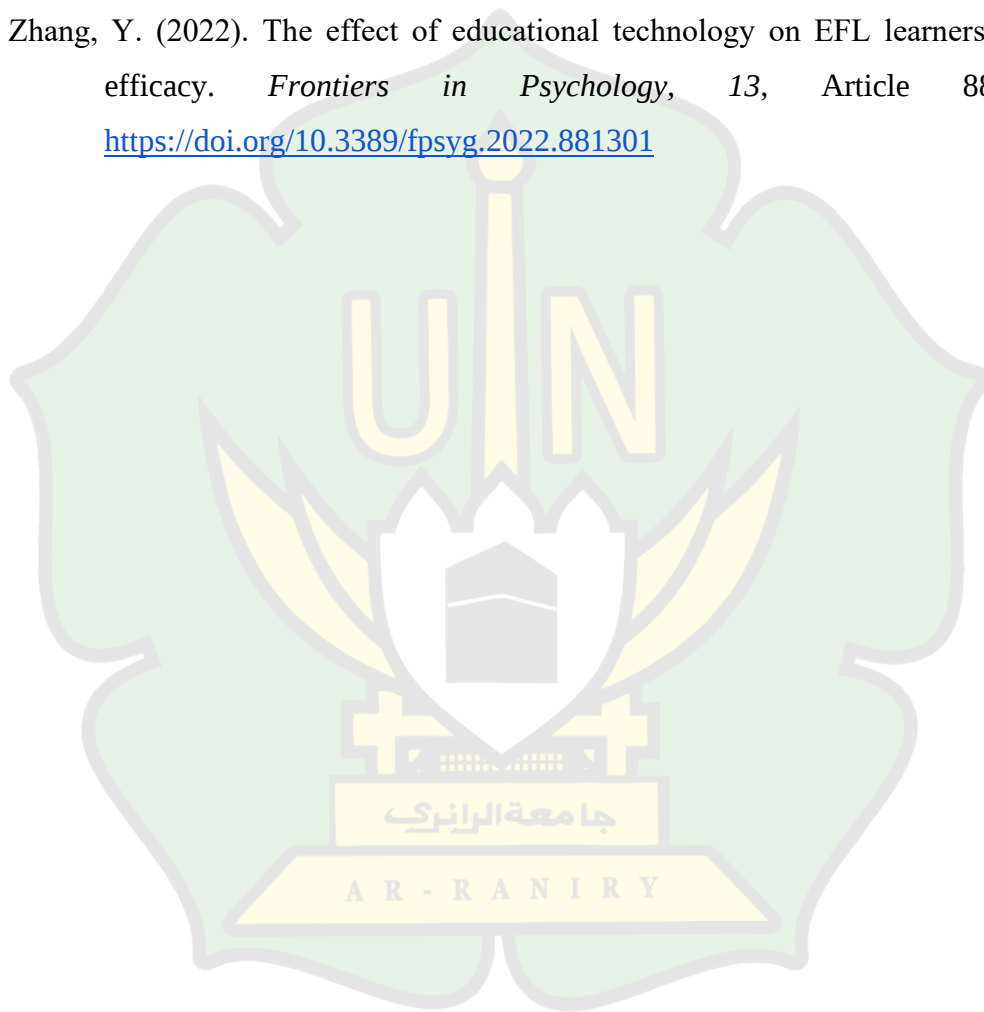
Lastly, for future researchers, it is recommended that similar studies be conducted involving participants from different educational levels, institutions, or learning contexts to obtain broader insights into speaking confidence among EFL learners. Future studies may also explore related variables such as speaking anxiety, self-efficacy, motivation, willingness to communicate, or digital language learning tools. Future researchers may also examine how learning experiences and personal factors interact over time in shaping learners' speaking confidence. Furthermore, researchers may consider using mixed-methods or quantitative approaches to provide a more comprehensive understanding of factors influencing speaking confidence.

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APPENDICES

Appendix A: Appointment Letter of Supervisor



KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR: 023 TAHUN 2026

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

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

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

Mengingat : 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 Presiden 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 Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
10. Keputusan Menteri Keuangan Nomor 293/KmK.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
11. Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

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

KESATU : Menunjuk Saudara:
Drs. Amiruddin, M. Pd.

Untuk membimbing Skripsi

Nama : Ainil Fitri
NIM : 220203108
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Exploring the Influence of Life Experience and Personal Factors on EFL Learners' Speaking Confidence

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

KETIGA : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2025 Tanggal 02 Desember 2024 Tahun Anggaran 2025;

KEEMPAT : Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;

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

Ditetapkan di : Banda Aceh
Pada tanggal : 6 Januari 2026
Dekan,

Saiful Muluk

Tembusan

1. Salinan Kementerian Agama RI di Jakarta;
2. Ditjen Pendidikan Islam Kementerian Agama RI di Jakarta;
3. Direktorat Perguruan Tinggi Kementerian Agama RI di Jakarta;
4. Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
5. Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;
6. Kepala Rumpun Keagamaan dan Humaniora UIN Ar-Raniry Banda Aceh di Banda Aceh;
7. Yang bersangkutan;
8. Arsip.



Appendix B: Recommendation Letter From the *Fakultas Tarbiyah dan Keguruan* to Conduct field research



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh Telp/Fax. : 0651-752921

Nomor : B-4669/Un.08/FTK.1/TL.00/6/2026

Lamp : -

Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh
Assalamualaikum Warahmatullahi Wabarakatuh.

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

NIM : 220203108

Nama : AINIL FITRI

Program Studi/Jurusan : Pendidikan Bahasa Inggris

Alamat : Medan banda aceh duson tunong Matang glumpang dua meunasah dayah

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah Dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *EXPLORING THE INFLUENCE OF EXPERIENCE AND PERSONAL FACTORS ON EFL LEARNERS' SPEAKING CONFIDENCE*

Banda Aceh, 24 Juni 2026

An. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan



Berlaku sampai : 31 Juli 2026

Prof. Dr. Buhori Muslim, M.Ag.

NIP. 197508152001121002

Appendix C: Confirmation Letter of Conducting Research at the English Language Department



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email : pbi_fk@ar-raniry.ac.id, Website : <https://ar-raniry.ac.id>

SURAT KETERANGAN

Nomor: B-400/Un.08/PBI/Kp.01.2/6/2026

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

Nama : Ainil Fitri
NIM : 220203108
Prodi : Pendidikan Bahasa Inggris
Alamat : Matang Glumpang Dua, Meunasah Dayah, Dusun Tunong

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

"EXPLORING THE INFLUENCE OF EXPERIENCE AND PERSONAL FACTORS ON EFL LEARNERS' SPEAKING CONFIDENCE"

Demikianlah Surat Keterangan ini kami buat agar dapat dipergunakan seperlunya.



Banda Aceh, 01 Juli 2026
Ketua Prodi Pendidikan Bahasa Inggris,

Syarifah Dahliana

Appendix D: Interview Protocol

Interview Protocol, Questions and interview transcript

Interview Protocol

Research Project Title: *Exploring the Influence of Learning Experiences and Personal Factors on EFL Learners' Speaking Confidence*

Time of Interview :

Date :

Place :

Researcher : Ainil Fitri

Participant :

Position of Interview : English Education Department Student, UIN Ar-Raniry Banda Aceh

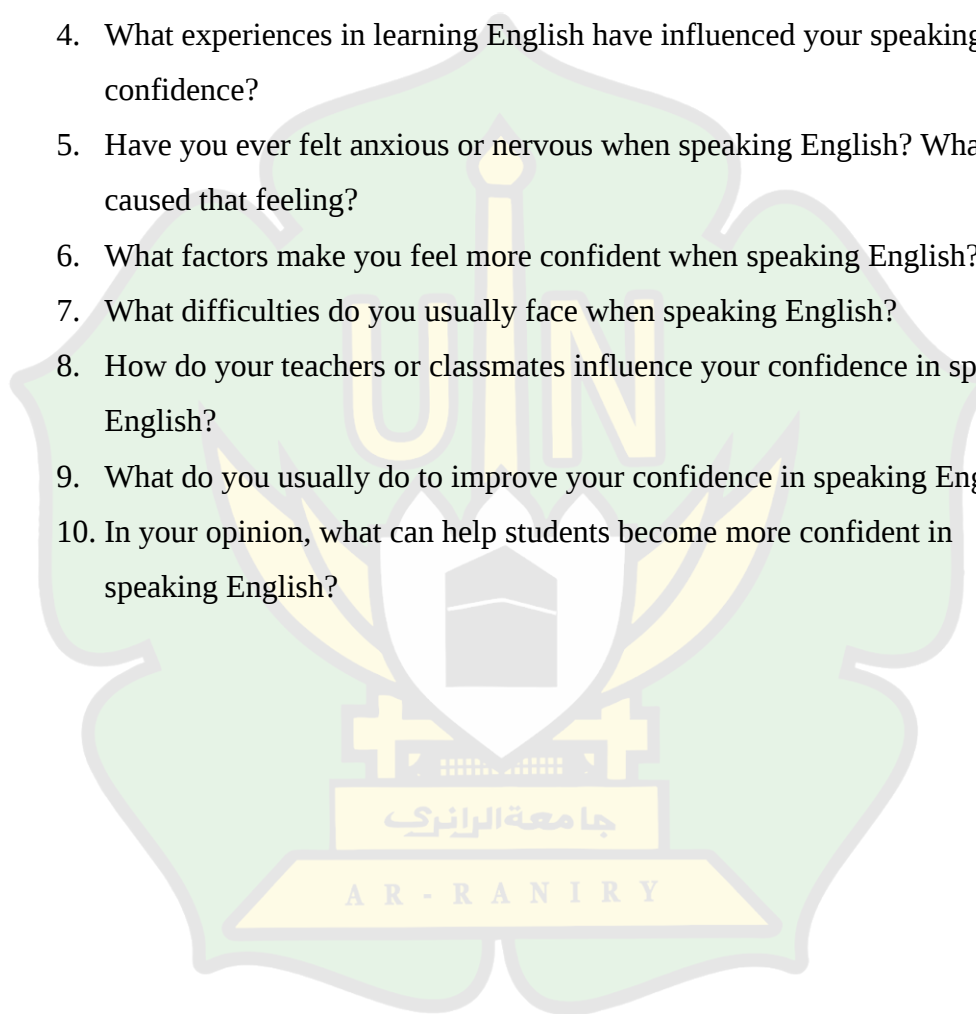
This research aims to explore how learning experiences and personal factors influence the speaking confidence of English as a Foreign Language (EFL) learners. Specifically, the study seeks to understand how students' educational experiences, classroom interactions, and personal characteristics contribute to the development of their confidence in speaking English.

Data will be collected through a semi-structured interview. With the participant's permission, the interview will be audio-recorded to ensure the accuracy of the data. All information provided by the participant will be kept confidential and used solely for academic research purposes. To protect the participant's identity, pseudonyms will be used throughout the study.

The interview will last approximately 20–30 minutes. There are no right or wrong answers. Participants are encouraged to answer honestly based on their own experiences. They may refuse to answer any question or withdraw from the interview at any time without any consequences.

Interview Question

1. Can you tell me about your experiences in learning English, especially speaking skills?
2. How do you usually feel when you are asked to speak English in class?
3. How confident do you feel when speaking English in front of others? Why?
4. What experiences in learning English have influenced your speaking confidence?
5. Have you ever felt anxious or nervous when speaking English? What caused that feeling?
6. What factors make you feel more confident when speaking English?
7. What difficulties do you usually face when speaking English?
8. How do your teachers or classmates influence your confidence in speaking English?
9. What do you usually do to improve your confidence in speaking English?
10. In your opinion, what can help students become more confident in speaking English?



Interview transcript

Interviewer: Ainil Fitri

Participant (Pseudonym): Alex (P1)

Semester: 8

Study Program: English Education Department

Interviewer (Ainil Fitri):

Assalamu'alaikum warahmatullahi wabarakatuh.

Good morning/afternoon. My name is Ainil Fitri, and I am a student from the English Education Department at UIN Ar-Raniry Banda Aceh. I am currently conducting my undergraduate thesis research entitled:

“Exploring the Influence of Learning Experiences and Personal Factors on EFL Learners’ Speaking Confidence.”

First of all, thank you very much for taking the time to participate in this interview. The purpose of this interview is to explore your experiences and perspectives regarding confidence in speaking English, particularly how your learning experiences and personal factors influence your speaking confidence. There are no right or wrong answers in this interview. I am interested in hearing your honest opinions and experiences based on what you have personally gone through.

All information you provide will be kept confidential and used solely for academic purposes. Your identity will not be revealed in the research report, and pseudonyms will be used instead. Your participation in this study is completely voluntary. If there are any questions that make you feel uncomfortable, you have the right not to answer them or to withdraw from the interview at any time without any consequences.

With your permission, I would like to audio-record this interview to ensure that your responses are accurately transcribed and analyzed later. Do you agree to have this interview recorded?

Participant (Alex):

Yes, i agree

Interviewer (Ainil Fitri):

Thank you. If you are ready, we can begin the interview.

Question 1

Interviewer (Ainil Fitri):

Can you tell me about your experiences in learning English, especially speaking skills?

Participant (Alex):

I've known English since I was a kid, since I was about five years old. Learning English came from songs for me, especially my speaking ability. I listened to songs when I was young, and I found it interesting. I thought maybe I could sing like the singers.

I know singing and speaking are different, but my experience of being able to speak English came from songs. I tried to sing along with them. I remember when I was in elementary school, I listened to a lot of Celine Dion songs. Those songs boosted my desire to learn English speaking.

Since then, I have always tried to speak English. When I was in junior high school, I found a best friend who also liked speaking English. We practiced together a lot. That experience continued until I entered this major, where I keep training my speaking skills in the classroom.

Question 2

Interviewer (Ainil Fitri):

How do you usually feel when you are asked to speak English in class?

Participant (Alex):

I feel confident and happy at the same time because I am an English major student.

Having the opportunity to speak in class feels like a chance to train my speaking skills.

I always feel happy when I am able to speak in the classroom, and I feel really confident when I speak. It is something that I always look forward to. In every class, I wait for the opportunity to speak because I am in this major to improve my skills, especially my speaking skills.

Question 3

Interviewer (Ainil Fitri):

How confident do you feel when speaking English in front of others? Why?

Participant (Alex):

I feel really confident. As I said before, I have known English since elementary school, and since then I have always practiced my English.

I am very confident when I have to speak in front of others. It does not matter whether there are people I do not know or even senior students in the room. I do not really care about that. I just want to speak, practice my English, and improve my speaking skills. That is why I always feel confident when speaking in front of others.

Question 4

Interviewer (Ainil Fitri):

What experiences in learning English have influenced your speaking confidence?

Participant (Alex):

Many experiences have influenced my confidence. One of them is playing online games. I play with people from outside Indonesia, sometimes even from other continents.

In those situations, I have no choice but to speak English with them. That experience really trained my English because some of them are native speakers, while others use English as a second language.

It boosted my confidence because I could communicate with people who were more fluent than me.

Another influence comes from my peers. My best friend from junior high school always practiced English with me. My friends in this major also encourage me to speak English with them. Those experiences with friends and people I met through online games have greatly boosted my confidence in speaking English.

Question 5

Interviewer

(Ainil

Fitri):

Have you ever felt anxious or nervous when speaking English? What caused that feeling?

Participant

(Alex):

Yes, of course, because I am just a normal human being. Sometimes I feel anxious and nervous in the classroom.

Usually, it happens when I am not ready. For example, when I feel tired or when I am not fully prepared for the lesson being discussed in class. If a lecturer or teacher asks me to speak when I am not prepared for the material, I can feel anxious and nervous.

However, the nervousness is not because of my speaking skills. It is because I am afraid of giving the wrong answer about the topic being discussed. If I am not familiar with the topic, that can make me feel anxious and nervous.

Question 6

Interviewer

(Ainil

Fitri):

What factors make you feel more confident when speaking English?

Participant

(Alex):

I think appreciation from lecturers and peers helps increase my confidence.

I know that I am able to speak English fluently, but appreciation from others can boost my confidence even more. For example, when people notice that I can speak English fluently or when they acknowledge my speaking ability.

Simple appreciation from friends, teachers, or lecturers can really increase my confidence when speaking English.

Question 7

Interviewer

(Ainil

Fitri):

What difficulties do you usually face when speaking English?

Participant

(Alex):

The difficulties I usually face are related to specific topics.

English has many words with different meanings and different contexts of use.

When the topic is very specific, such as law, medicine, or biology, there are many terms that need to be understood within the correct context.

In situations like that, I need to arrange my words carefully before speaking. So, the difficulty is usually not about speaking itself, but about choosing and using the appropriate vocabulary in a specific context.

Question 8

Interviewer

(Ainil

Fitri):

How do your teachers or classmates influence your confidence in speaking English?

Participant

(Alex):

From teachers, I would say not a lot because I mostly train my speaking skills by myself and with my friends.

However, my peers have a significant influence. I want them to correct me when I make mistakes and appreciate me when I do something right.

That kind of interaction provides direct feedback. I can learn what is right and wrong in my speaking, and my friends can learn from me as well.

Real-time feedback like that really helps increase my confidence in speaking English.

Question 9

Interviewer

(Ainil

Fitri):

What do you usually do to improve your confidence in speaking English?

Participant

(Alex):

I really like songs, so I often sing. Singing is one of the ways that helps improve my speaking ability.

Besides that, I often watch movies and YouTube videos. Sometimes I try to imitate the accent or the way people speak.

I also practice by myself. For example, when I am riding my motorcycle, standing in front of a mirror, or simply walking around my house, I speak English to myself. Most of my practice comes from myself. I train alone at home or wherever I can in order to improve my speaking ability and confidence.

Question 10

Interviewer

(Ainil

Fitri):

In your opinion, what can help students become more confident in speaking English?

Participant

(Alex):

In my opinion, students need more opportunities to speak.

Nowadays, many classrooms still use teacher-centered methods. However, if we want students to become more confident in speaking English, we need to give them opportunities to speak.

I remember my experience in an Advanced Language Skills class. During speaking sessions, the lecturer gave us a topic, and every student had to come to the front of the class and talk about it.

I think that kind of practice can really improve speaking skills, especially confidence, because students are encouraged to prepare themselves and practice more.

Opportunities to speak are still quite rare for many students today. Therefore, I believe that speaking opportunities should be prioritized in order to boost students' confidence in speaking English.

Closing

Interviewer

(Ainil

Fitri):

Thank you very much for your time and for sharing your experiences and opinions with me today. Your responses are very valuable and will contribute greatly to this research. If I need further clarification regarding some of your responses in the future, may I contact you again?

Participant

(Alex):

Yes, sure.

Interviewer

(Ainil

Fitri):

Thank you once again for your participation.

Participant

(Alex):

You're welcome.



Appendix E: Documentation of Research



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