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## The Factors Influence Self-Confidence in Speaking Performance

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### ABSTRACT

Self-confidence has a significant impact on the success of learning a foreign language. Consequently, students necessary to build good self-confidence. However, students still have a low level of self-confidence caused of certain factors. This research was aimed to describe the factors influenced self-confidence on speaking performance with the title “The Factors Influence Self-Confidence on Speaking Performance”. A research conducted at the fourth semester students of English Department. This research is focused on findings participants’ factors that Influence their self-confidence on Speaking Performance. The methodology used for this research is descriptive qualitative research. The result of this research showed that all of the students which participated in this research had low level of self-confidence on speaking performance based on Stephan Krashen [1]. This is influenced by several factors. The first factor is anxiety factors caused by a lack of mastery of the linguistics elements like vocabulary, pronunciation, and grammar. The second factor is self-esteem factors caused by judgments of other people. The third factor is motivation factors that comes from within the students and comes from outside or environment. The researcher hopes this research will help the next researcher who has the researcher related to this research.

**Key Words:** *Self-confidence, Speaking Performance, Foreign Language*

### INTRODUCTION

Speaking skill is one of the language skills which important to be mastered especially in English class. It is an action taken to convey information or express ideas as well as feelings that delivered in spoken language instead of written. According to Nunan [2] speaking is an activity to express themselves, or activities to report an action, in the right words or ability to communicate and to express the sequence of current ideas. Submission of ideas in speaking activities is carried out regularly according to the rules of the language.

Therefore, to speak English, student needs to have good self-confidence. It is because in language learning, especially speaking skill influenced by cognitive and affective factors. As stated by Brown [3], the affective domain can involve various aspects of the personality of each person, one of which is the problem of personality and self-confidence. Self-confidence is very influential on the success of EFL students in mastering speaking skill. According to Mubarok [4] Self-confidence is an attitude that reflects positive beliefs about oneself. Confidence can control everyone's life and plans in the best way without depending on others. A person's self-confidence is reflected in the recognition of one's capacity to do something. In learning speaking skill, self-confidence is needed by EFL students.

There are several studies related to this research conducted. The first research had been conducted by Selvia Lestari [5], entitled exploring the factors affecting students’ English speaking fluency. Her study aimed to carry out the factors that impact students’ speaking fluency and their efforts to develop their fluency. The results of interview and classroom observation revealed that there are two main categories that affect the students’ English speaking fluency: linguistic and affective factors. The researcher found out two linguistic factors of English speaking fluency, there are students’ vocabulary, students’ motivation, supports from people, willing to study to abroad, and being able to communicate with foreigners.

The second study conducted by LupitaNorAlifia [6], entitled an analysis of psychological factors affecting English speaking performance at the tenth graders of SMK N 1 Metro. This study aimed to analyze whether Psychological Factors play a role in the speaking ability of tenth grade students of SMK N 1 Metro, Metro City. The result of the

research found that psychological factors play a role in students' speaking abilities. Students feel unable to speak English because of fear to make mistakes, shame, and anxiety, have low self-confidence, and have low motivation.

The two previous studies illustrated this research is important to discuss. The similarities between their study and the researcher study are about observing factor of student problem in speaking. The difference lies on the object that is the center of the research. While the difference between this study and the second previous study by Lupita, her study also analyze the psychological factor while this study only focus on the factors that influence self-confidence in fourth semester of English Department, *Universitas Negeri Gorontalo*. While, the different is this research focus on the analysis of factor in self-confidence made by fourth semester students of English Department. Additionally, analysis of self-confidence had been conducted in previous study. The result shows that students have a problem with their self-confidence. The difference between the previous study and this study is the object of data. The previous study analyzes the factors affecting students' self-confidence, meanwhile this research attempt to analyze the factors influence self-confidence on students speaking performance.

The objective of this study is related to the problem of self-confidence on speaking performance. Therefore, this research was aimed to describe the factors influence self-confidence on speaking performance.

## **MATERIALS AND METHODS**

Speaking performance is one of the forms of communication that is delivered with words accompanied by sound using an effective way. Speaking does not only produce sounds with speech organs, but involves emotions, feelings and ideas to build meaningful communication. The mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Therefore, in English, speaking is a skill that must be mastered beside three other skills. It is important to be noticed and mastered so that what is conveyed has meaning and can be understood by the listener or interlocutor. Likewise, students who convey ideas in speaking should notice performance or quality adequate. This is evidence with Jhones [7] that speaking is a person's way of conveying something in order to have meaning. It has characteristic, such as use a series of signals, whether it is emphasized by tone of voice, body gestures, or expressions that are issued when speaking.

Self-confidence has a big impact on a person's speaking performance, especially students. These, among others, affect student academic achievement. The most influential thing is self-confidence. Without good self-confidence, students will find it difficult to solve problems, and it is difficult to overcome the thoughts. Meanwhile, students who have good self-confidence are more relaxed and are not easily swayed by the problems faced, especially when talking to performance or communicating. This is due to the belief in one's own abilities.

Factors influence self-confidence on speaking performance was initiated by Stephan Krashen [1] are anxiety, self-esteem, and motivation. The theory explains that it is no longer surprising that almost all the available literature shows that self-confidence is strongly related to language development i.e. a second or foreign language and determines the success of language learners. This shows that students who have self-confidence can be successful in the language learning process. Personality is one that is emphasized in language learning and teaching, especially foreign languages.

Anxiety is one of the factors that affect self-confidence, known as affective filters. Anxiety has a relationship with psychological factors that exist in a person and difficult to control. Anxiety is a feeling that arises from discomfort, frustration, self-doubt, fear or worry about something. Krashen [1] says that low anxiety can create more conducive foreign language learning, be it personal or classroom anxiety. This shows that students who have low levels of anxiety can support success in learning speaking performance.

Self-esteem is a general term that reflects a basic nature. According to Coopersmith [8] self-esteem is a self-evaluation carried out by individuals in respecting themselves regarding their abilities, self-importance, and self-worth. In this case, people or students who have high level of self-esteem tend to have more positive attitudes, including being more expressive, more active, and more confident in the English language learning process, especially speaking performance. The positive attitude of students who have high levels of self-esteem can help them to have a positive point of view.

Krashen [1] said that performers with high motivation generally do better in secondlanguage acquisition. Therefore, students who have good motivation will be doing better performance, especially on speaking performance. Motivation is an important factor that directs foreign language students, especially in learning speaking English. Motivation can make students more enthusiastic in learning, especially conveying ideas in speaking performance. According to Gardner [9] as cited in Pasarlay [10] motivation is an important factor that leads language learning, especially second or foreign language learning, towards success or failure. Motivating students is seen by teachers as one of the most serious sources of difficulty in the classroom.

This study used qualitative with a descriptive approach to explain the data in more depth. Qualitative descriptive analysis involves describing the general characteristics of the data and conducted in the natural setting.

The data collection technique used by the researcher in this research is interview technique. There were 15 students as participants in this study. The researcher used Google Form as a medium to send questions to participants; they also answered questions on the Google Form that had been created. Students answered 11 questions in the interview section on Google Form. Data analysis techniques were carried out to obtain research result. The collection of data or information needed is done through interview technique. The interview conducted by the researcher is structured interview by utilizing the Google Form media. To analyze the data of this research, researcher used qualitative data analysis as described in the previous section at research design.

The analysis process is to organize and prepare, read all the data, start in detail with the coding process, using the coding process to produce a description of settings or people as well as categories or themes for analysis, advancing how descriptions and themes will be represented in qualitative narratives, and the end is to make interpretations or the meaning of data. Those sixth steps of data analysis were presented in the following paragraph.

## **RESULTS AND DISCUSSION**

As already mentioned in the first chapter and also in the third chapter, this study was aimed to find out and to describe the factors influence self-confidence on speaking performance. This is related to the level of self-confidence of the students in one of the English language skills, namely speaking performance. Self-confidence itself has a big impact on students' success on speaking performance. High or low levels of student self-confidence can affect their success or failure in organizing and conveying ideas in front of many people. The researcher focused on researching and finding out the factors influence self-confidence in speaking activities, not the skill of the students in speaking itself.

There were 15 students who are willing to be interviewed regarding the factor of self-confidence. The students who participated in this study were not selected based on certain categories and characteristics, but the researcher chose the English students at the fourth semester randomly and adjusted according to their willingness. The type of interview used in this study is a structured interview.

### **Findings**

The participants were coded as P1 for the first participant, P2 for the second participant, P3 for the third participant, P4 for the fourth participant, P5 for the fifth participant, and this code goes up to fifteen participant P15. The following results of interview are:

#### ***First Interview Question: Do you like speaking performance? Why?***

From this question, the researcher found that most of the participants like speaking performance, also not really like speaking performance, and just a few participants in this case student do not have interests on speaking performance. There were 7 participants who like speaking performance, there were 6 participants not really like speaking performance, and 2 students as the participants said they did not like it for some reasons.

Based on the answers given by the participants, it was showed they are interested and love in learning speaking subjects, especially speaking performance. The reason is because through speaking performance activities, participants in this case students can improve their speaking performance. Also, there were participants not really like speaking performance because they could speak in the speaking performance, but at that moment they began to present or express their opinion, they became anxious.

However, two students who participated in this study stated that they disliked speaking performance because it made them feel embarrassed in conveying ideas. Presentations, discussions, and other types of speaking performance activities in the classroom are the examples.

#### ***Second Interview Question: Do you like speaking performance? Why?***

In this research finding, the researcher found all of the students who participated in this research, as many as 15 participants answered that they were nervous or not confident to appear in public on speaking performance. Appearing in public that many people tend to see, makes them feel nervous or not confidence. This proves that speaking performance makes them not confident.

According to the results of the researcher's analysis, all the 15 participants claimed that they had experienced and even always experienced the name of not being confident when speaking, especially on speaking performance. The issue

of self-confidence has a significant impact on the appearance of students during speaking performance. This is indicated by students' statements that their lack of self-confidence was influenced by anxiety that always appeared and attacks.

***Third Interview Question: What makes you have a low level of self-confidence on speaking performance?***

Based on the results of the data analysis, the researcher found that all participants, namely 15 participants gave the same answer for different reasons related to questions that made students not confident in their speaking performance.

The reasons given by students as participants were quite diverse about things that made them less confident on speaking performance. All the 15 participants stated that they lacked of self-confidence in their speaking performances. First, factors that affect the lack of self-confidence were caused by a lack of support from friends or other people. Support refers to the motivation of others for what is displayed, particularly in public speaking activities. Lack of support or motivation from friends or other people is one of the factors causing a student's lack of confidence.

Motivation is important to support success in doing something because with motivation, students will have good self-confidence. This can affect confidence in one's own abilities. Second, factors that affect the lack of self-confidence were caused by self-esteem of the students itself. This demonstrates that a lack of self-esteem or respect for one's own abilities, such as using the opinions or judgments of others as a standard, causes students to have a low level of self-confidence.

***Fourth Interview Question: What are the difficulties of speaking performance that caused you to lack of self-confidence?***

From the results of the analysis of interview data from the 15 participants, the research findings are about difficulties of speaking performance that affect students' lack of confidence. Are there any difficulties they faced that affect their confidence or not. There were 15 from 15 participants who answers have difficulties on speaking performance.

Based on the answers given by the participants, the answers from the participants indicated the difficulties they faced in speaking performance made them less confident referring to several important things, but generally their difficulties were in the form of anxiety.

According to the statements of the participants, students' difficulties as participants include the limited vocabulary they have mastered or know, making it difficult to assemble sentences in speaking activities when they encounter topics that are not commonly heard or unfamiliar. Another challenge is the ability to compose sentences according to English grammar rules, as well as the ability to pronounce words in English.

***Fifth Interview Question: In what conditions do you have a high level of self-confidence on speaking performance? Why?***

Interview answers obtained from Google form by interviewing 15 participants at the fourth semester students who were chosen randomly. From this fifth interview question about the conditions made students have high level of self-confidence, the researcher found many variety answers from 15 participants. There were 7 out of 15 participants who answers have high level of self-confidence if they with people, like friends their comfortable with. Also, there were 8 out of 15 participants who answers have high level of self-confidence if in conditions of good preparations.

***Sixth Interview Question: According to your opinion, do you think anxiety affects self-confidence on speaking performance? Why?***

Based on the sixth question, the results of the interview showed that the participants gave variety answers about their opinion of anxiety affects self-confidence on speaking performance and their reasons why anxiety affects self-confidence. Research findings in this section showed all the 15 participants answers anxiety is the factors influence self-confidence on speaking performance.

Anxiety is negative thoughts that arise and has a bad impact on what is displayed on speaking performance. Meanwhile, self-confidence is a source of positive energy that created better performances. As a result, it takes positive energy from self-confidence to reduce or even eliminate anxiety.

***Seventh Interview Question: Self-esteem is thoughts, feelings, appreciation, and evaluation of the abilities possessed by one-self. According to your opinion, do you think students who have low level of self-esteem give a negative impact in their self-confidence on speaking performance? Why?***

Based on the interview question given by the researcher regarding the effect of self-esteem on confidence in speaking performance, participants gave answers proving that self-esteem is one of the influences that influence students' self-confidence on speaking performance. As many as 15 students in this case who became participants gave the same answer that self-esteem has an impact on self-confidence on speaking. However, the reasons given by the students were quite varied.

As seen in the statements given by participants that self-esteem has an influence on students' self-confidence on speaking performance. Speaking performance is an English speaking activity that is carried out in front of a large crowd or audience; therefore it requires good self-confidence to be able to present something optimally. One of them is the self-esteem factor must be increased. This can cause the maximum to display something that could actually be better but because it is influenced by low self-esteem it is not good.

***Eight Interview Question: Do you need motivation or encouragement from within yourself and from others to have a high level of self-confidence on speaking performance? Why?***

Encouragement leads to motivation. Motivation can come from inside and from outside, such as motivation from those closest people. From the results of data analysis carried out by researcher related to the question of whether giving encouragement is needed in having high level of self-confidence on speaking performance. From the participants' answers, it was found that 14 participants from 15 participants in this research said that encouragement has an important role to increase the level of self-confidence.

They said encouragement or motivation to provide positive strengthening help provide peace and to make them calm down during speaking performance. Motivation is needed to give the ability and courage to show something, especially on speaking performance. Therefore, participants said that people are needed to provide motivation so that self-confidence can increase. Without motivation from inside or from others, it can affect self-confidence even more on speaking performance.

***Ninth Interview Question: Do you think linguistics elements such as vocabulary, grammar, and pronunciation affects students' self-confidence on speaking performance? Why?***

The next research findings were found by the researcher from analysis of interview results. The researcher found all of the students who participated in this research, as many as 15 participants answered that linguistics element, such as vocabulary, pronunciation, and grammar affects students' self-confidence on speaking performance. Linguistics element is one of the effects of students feeling anxious about what is displayed on speaking performance. This relates to the knowledge possessed by students.

***Tenth Interview Question: How do you measure your level of self-confidence on speaking performance?***

There were 7 students who answered how to measure self-confidence on speaking performance by looking at their knowledge and mastery of linguistics elements. 4 students out of 15 participants answered the way to measure self-confidence on speaking performance was by participating in class so as to increase self-confidence. Meanwhile, the rest of participants which are 4 participants answered the way to measure this by looking at the results of the activities carried out, which means evaluating directly after appearing in a speaking performance.

***Eleventh Interview Question: How do you overcome a lack of self-confidence on speaking performance?***

In this interview question, the researcher was found whether students have a way to overcome their lack of confidence on speaking performance. Lack of self-confidence is important to overcome to provide important changes in the mastery of the foreign language being studied. The 15 participants have different way to overcome their lack of self-confidence. Self-confidence must be built for the sake of self-esteem regarding the self-esteem of each student. The researcher found that the participants gave answers to overcome their lack of confidence by doing lots of exercises, learning to focus more, and preparing everything well.

## **DISCUSSION**

In this discussion section, the researcher discussed the research findings that have been mentioned and outlined before in the findings section. The researcher discussed the research findings with the reference to the relevant literature. In the following, the researcher explained the results of the research described previously by looking at the scientific theory proposed by Stephan Krashen[1], three factors influence self-confidence on speaking performance, namely anxiety, self-esteem, and motivation.



### ***Anxiety factors***

The first factors influenced students' self-confidence is anxiety factors. Based on the research findings, students expressed their opinion about the questions that given by the researcher related to self-confidence on speaking performance. This is supported by Krashen [1] theory that said low anxiety can create more conducive foreign language learning, be it personal or class anxiety. Thus, Anxiety is a determining factor for the success of EFL students. Especially on speaking performance that really requires good self-confidence.

The anxiety they have is caused by a lack of knowledge related to linguistics elements which are the supporting elements on speaking performance. The reason students have high level of anxiety is due to the lack of mastery of linguistic elements such as vocabulary mastery, pronunciation in English correctly, and mastery of grammar. Lack of mastery of linguistic elements creates anxiety. It correlates with Hamad [11] statement, the lack of knowledge about linguistics elements such as do not have sufficient vocabulary knowledge and inadequate grammar knowledge influenced students to feel anxious on speaking so that students tend to have high level of anxiety.

Furthermore, this is also supported by Gilbert [12] that stated anxiety on speaking performance influenced by lacking of production English sounds correctly, which has known as pronunciation.

The lack of students' mastery of vocabulary, grammar, and the difficulty of producing English words correctly, especially words that are unfamiliar to hear in everyday life when getting certain topics in speaking performance. In addition, students said that when they already have anxiety, they tend to forget what will be said in speaking activities. It correlates with Hamad's research [11] that said anxiety creates the poor performance and participate of students in class discussions.

It means that students who have high level of anxiety tend to unsuccessful on speaking performance. Speaking performance caused anxiety because it appears in front of many people or public to convey ideas. 15 students who participated in this study stated that because of anxiety, they had low level of self-confidence on speaking performance.

### ***Self-esteem factors***

Based on the research findings that have been described previously in the findings section, the researcher summarizes the participants' answers related to the self-esteem factors are in the second, third, fifth, seventh, and tenth interview questions. From the five interview questions, it showed that participants have low self-esteem. According to Krashen [1] self-esteem is one of the factors that influence self-confidence on speaking performance or in public speaking. However, from the research findings, the researcher found that students as participants in this study had low level of self-confidence in their speaking performance due to the affective filter of self-esteem.

Students feel afraid to appear on speaking performance because the fear of making mistakes and be laughed at by other students or audiences when making some mistakes. This proves that they are too concerned about comments and evaluation from others rather than believing in their abilities or appreciating their own abilities. It supported by Coopersmith [8] that to respect themselves, students must be sure and provide positive evaluations of themselves about their own abilities, self-interest, and self-esteem. With the existence of good self-esteem in each student, a positive point of view and perspectives will be created in their self that can affects the level of self-confidence, especially on speaking activities.

### ***Motivation factors***

Based on the research findings from interview, it was found that aside from anxiety, and self-esteem factors that influence self-confidence on speaking performance, motivation factors were also found. Researcher found research results related to motivational factors in the second, third, seventh, and ninth questions. From the four questions, participants' answers regarding their lack of self-confidence on speaking performance were influenced by motivation factors. Among the three factors, namely anxiety, self-esteem, and motivation are interrelated with each other.

Based on the findings, students said encouragement or motivation is extremely important and needed to increase the level of self-confidence on speaking performance. Students stated that they need people who want to give motivation and encouragement them when doing speaking performance to make them more comfortable, to make them more calm down, and to help them have positive mind-set in doing speaking performance. This is because encouragements from inside and from other people like friends give positive affirmations. It correlates with Gardner [4] that said an important factor that leads language learning, especially second or foreign language learning, towards success or failure is motivation itself. Students' motivation depends on a variety of factors, among them how they perceive their own achievement.

## **CONCLUSIONS**

This research was conducted by researcher to find out and describe the factors influence self-confidence on speaking performance. Based on the results of the interview data analysis that has been described in chapter four namely findings and discussion, this study found various factors that affect students' confidence on speaking performance.

The research question is what are the factors influence self-confidence on speaking performance? That research question was successfully answered from a series of processes carried out by the researcher. There were internal and external factors known as affective filters proposed by Krashen [1]. The researcher concluded the factors influenced students' low level of self-confidence on speaking English performance in the following explanation.

To sum up, the researcher found that all of the students which participated in this research had low level of self-confidence on speaking performance. This is influenced by several factors including anxiety factors, self-esteem factors, and motivation factors. These three factors are proven to affect the level of student self-confidence.

The first is the anxiety factor; this factor is the main factor that influenced the low level of students' self-confidence by reasons of anxiety tends to be difficult to overcome and has a significant impact of the success on students' speaking performance. Anxiety itself occurred due to the lack of mastery of linguistic elements, such as vocabulary, pronunciation, and grammar by students. Linguistic elements were influenced on the emergence of anxiety because it is a support to be more confident in expressing ideas on speaking performance.

The second is self-esteem factors; this factor also has an important role in influencing student self-confidence. Students tend to have low level of self-confidence because of their low level of self-esteem. For example, students are embarrassed to be judged by others related to what is displayed, students were afraid to make mistakes because other students will be laughed at.

The last is the motivation factor; this factor supports the high self-confidence of students and influenced self-confidence on speaking performance.

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