

**STUDENTS' PERCEPTION ABOUT THEIR SELF-CONFIDENCE IN
SPEAKING ENGLISH: A STUDY AT ELSP BATCH 2023**



A Thesis

*Submitted to the Faculty of Cultural Sciences Hasanuddin University in Partial
Fulfilment for The Requirement to Obtain Sarjana Degree in English*

WRITTEN BY

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**ENGLISH DEPARTMENT
FACULTY OF CULTURAL SCIENCES
HASANUDDIN UNIVERSITY
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LEGITIMATION

THESIS

STUDENTS' PERCEPTION ABOUT THEIR SELF-CONFIDENCE IN SPEAKING

ENGLISH: A STUDY AT ELSP BATCH 2023

BY

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It has been examined before the Board of Thesis Examination on Friday, 5 July 2024
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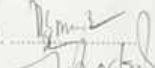




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AGREEMENT

On July 17, 2024, the Board of Thesis Examination has kindly approved a thesis by Muvida Dhehiana (F041201065) entitled *students' perception about their self-confidence in speaking English: a study at ELSP batch 2023* submitted in fulfillment of one of the requirements to obtain Sarjana Degree in English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

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The thesis by Muvida Dheliana (F041201065) entitled *students' perception about their self-confidence in speaking English: a study at ELSP batch 2023* has been revised as advised during the examination on Friday, July 5th 2024 and is approved by the Board of Undergraduate Thesis Examiners:

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Hereby, the writer declares that this thesis is written by herself. This thesis does not contain any materials which have been published by other people, and it does not cite other people's ideas except quotations and references.

Makassar, July 07th, 2024



Muvda Dheliana



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APPROVAL FORM

With reference to the letter of the Dean of Cultural Sciences Number 1361/UN4.9.1/KEP/2023 regarding supervision, we hereby confirm to approve the thesis draft by **Muvida Dheliana** (F041201065) to be examined at the English Department, Faculty of Cultural Sciences.

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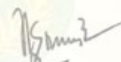
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The Writer,

Muvida Dheliana



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ABSTRAK

Muvida Dheliana. *students' perception about their self-confidence in speaking English: a study at ELSP batch 2023.* (Dibimbing oleh **Abidin Pammu** dan **Nasmilah**)

Rasa percaya diri merupakan salah satu komponen yang harus dimiliki setiap siswa, terutama ketika berbicara bahasa Inggris. Untuk percaya diri berbicara bahasa Inggris, siswa perlu memperhatikan faktor-faktor yang mempengaruhi kepercayaan dirinya dalam berbicara. Penelitian ini bertujuan untuk mengidentifikasi faktor-faktor dan faktor yang paling dominan mempengaruhi kepercayaan diri berbicara bahasa Inggris yang dirasakan siswa. Sampel penelitian ini adalah mahasiswa ELSP Angkatan 2023 Universitas Hasanuddin yang berjumlah 34 orang. Dalam mengungkapkan data, peneliti menggunakan metode campuran. Data dikumpulkan melalui kuesioner dengan Google Form. Temuan kuesioner mengungkapkan bahwa terdapat faktor linguistik dan psikologis yang mempengaruhi kepercayaan diri siswa dalam berbicara bahasa Inggris. Faktor psikologis adalah rasa takut melakukan kesalahan, rasa malu, cemas, dan rasa tidak aman. Faktor psikologis lain yang dirasakan siswa adalah kurangnya motivasi, kegugupan, kritik, dan penilaian orang. Faktor linguistik adalah tata bahasa, kosa kata, kelancaran, pengucapan, dan pemahaman. Penelitian menyimpulkan bahwa faktor yang paling dominan mempengaruhi kepercayaan diri siswa dalam berbicara bahasa Inggris adalah faktor psikologis. Sebanyak 70.6% siswa memilih faktor psikologis dan 29.4% memilih faktor linguistik sebagai faktor dominan.

Kata Kunci: Persepsi, Kepercayaan Diri, Keterampilan Berbicara, Faktor Psikologis, Faktor Linguistik



ABSTRACT

Muvida Dheliana. *Students' perception about their self-confidence in speaking English: a study case at ELSP batch 2023.* (Supervised by **Abidin Pammu** and **Nasmilah**)

Self-confidence is one component every student must have, especially when speaking English. To be confident in speaking English, students need to pay attention to the factors that influence their confidence in speaking. This research aims to discover the factors and the most dominant factor that influence the self-confidence in speaking English perceived by the students. There were 34 students of ELSP Batch 2023 Hasanuddin University as the sample of this research. In revealing the data, the researcher used mixed methods. The data were collected through a questionnaire via Google Form. The questionnaire findings revealed that there are linguistic and psychological factors that affect students' self-confidence in speaking English. The psychological factors are fear of making mistakes, shyness, anxiety, and Insecurity. Other psychological factors perceived by students are lack of motivation, nervousness, criticism, and people's judgment. The linguistic factors are grammar, vocabulary, fluency, pronunciation, and comprehension. The research concluded that the most dominant factor influencing students' self-confidence in speaking English is the psychological factor. A total of 70.6% of students chose psychological factors and 29.4% chose linguistic factors.

Keywords: Perception, self-confidence, speaking skill, psychological factors, linguistics factors



CHAPTER I

INTRODUCTION

A. Background of The Study

In this era of globalization, it's crucial for individuals to equip themselves reliable resources, particularly in the field of communication. The role in English language is essential for both traditional and technological forms of communication (Handayani, 2016). English serves as the global language for communication, making it important for individuals to actively develop their speaking and writing skills. This is why English is included in every school's curriculum, enabling students to communicate effectively with people from other countries.

When learning a language, such as English, students are expected to acquire four essential language skills: listening, speaking, reading, and writing. However, speaking is considered to be one of the most important skills. Speaking skills are an important aspect of mastering a second or foreign language, and success in language learning is often evaluated based on the ability to engage in conversations in the target language (Nunan, 1991). Therefore, fluency in speaking is very important for students to communicate effectively both inside and outside the classroom environment.

Moreover, students' speaking skills may be influenced by various factors. According to Shumin in Richards and Renandya (2002:202), these

include age, socio-cultural factors, and affective factors. Among those factors, the writer takes an interest in the affective factors. The affective



factors include certain emotions, such as motivation, self-confidence, and anxiety in the process of acquiring a second language. In this research the writer will take self-confidence as one of the affective factors that can affect the students' speaking skills.

According to Ryan and Dosi (2000:27) concept of self-confidence relates to oneself in personal judgment, ability, power, etc. Self-confidence is needed to help us in acquiring knowledge. If students have self-confidence, their knowledge will be wider. Boonkit (2010) found that students' self-confidence plays an important role in their ability to perform well when speaking in front of an audience. It can be concluded that self-confidence is important in students' life. People who are confident will be able to move on, letting go of negative experiences, and focusing on positive aspects (McPheat, 2010). Consequently, students must have self-confidence. Students who have self-confidence are more likely to achieve the best performance in speaking fluently.

High self-confidence can be positively correlated with speaking performance (Heyde as cited in Park & Lee, 2006). Therefore, students with higher self-confidence can communicate well compared to their peers. So, their speaking skills are better than the other students. That can be supported by the statement "Self-confidence is one of the factors which play an important role in determining the learners' willingness to communicate."

yei et al as cited in Park & Lee, 2006). Apart from high self-confidence, are also students who have low or lack of confidence. Lack of self-



confidence is one factor which affects the students' achievement negatively and it reduces their performance in the speaking skills. Lack of confidence will eliminate students' focus and interest in speaking.

The factors that influence students' self-confidence are divided into 2 factors, namely psychological factors and linguistic factors. Example of psychological factors are low motivation, felt afraid in making mistakes, felt tense and nervous, unconfident in speaking presentation, and felt confuse with their thoughts (Souisa & Gaite, 2020). while example of linguistic factors are students' lack of vocabulary, incomprehension in mastery grammar, lack of practice, the environment did not support them to speak and tend to speak in mother tongue. Because of those factors, the students preferred to be silent and sit passively in the class. In other words, a state of self-confidence can encourage or hinder students' speaking performance.

As mentioned above, the writer concluded that students' self-confidence will potentially affect their speaking skills. To assist the students to solve the problem in speaking performance, it was very important to analyze and investigate students' perception about their self-confidence in speaking English. Because of that, the writer tends to conduct this research to identify the factors and the most dominant factors that influence students' self-confidence in speaking English based on the perspectives of English department students batch 2023 at Hasanuddin University.



ification of Problem

writer identified the problems as follows:

1. Most of the students were lack of self-confidence in speaking English.
2. Lack of self-confidence is one factor that affects the students' achievement negatively and it reduces their performance in speaking skills
3. Lack of confidence will eliminate students' focus and interest in speaking.
4. Instead of speaking, students prefer to remain silent and sit passively in class.

C. Scope of the Problem

Based on the problems that occur, most students lack self-confidence in speaking English. Because of that, the writer will focus on self-confidence, especially on students' perception of their self-confidence in speaking English and the factors influencing their confidence in speaking English.

D. Research Questions

Based on the background of study, the research question is formulated as follows:

1. What are the factors that influence the self-confidence in speaking English perceived by the students?
2. What is the most dominant factor that influences the self-confidence in speaking English perceived by the students?

E. Objectives of The Study

Based on the research questions that have been formulated, here are two
tives of the study:



1. To find out the factors that influence the self-confidence in speaking English perceived by the students.
2. To reveal the most dominant factor that influences the self-confidence in speaking English perceived by the students.

F. Significance of the Study

a) Theoretical Benefit

The findings of this study are expected to give contribution to the educational studies and can be used as reference for the future research. The writer hopes this research can be a reference and motivation to be more aware and concerned about problems in society.

b) Practical Benefit

This research is expected to be useful for several parties.

- a) This research will provide input to teachers or lecturers about the factors that influence students' self-confidence in speaking English, so that teachers or lecturers can be given attention of students' self-confidence. Teacher also can use this research to find the strategies in implementing students' problems in speaking English. Hopefully, this study will help the teacher to teach their students well.
- b) This research can help students to solve their problem in speaking performances and also to seek good way to improve their speaking skill.



CHAPTER II

LITERATURE REVIEW

A. Previous Studies

In this study, the writer tried to combine findings from various previous studies. This is thought to be an understanding and comparison with current research. The various studies conducted by various academics are relevant to this topic as follows. There are 7 researches have been conducted by other researchers are related to the researcher's study.

Firstly, research conducted by Kansil, Tuna, and Liando (2022) which focused on the “Analysis of the effect of students’ self-confidence on speaking skill” involved 30 students who took a public speaking subject at English Education department class of 2017. This research uses a qualitative correlation method. Data were collected by distributing a questionnaire and using a public speaking subject score (KHS). This research's main purpose is to investigate whether students self confidence affects their speaking skill or not.

The data of this research states that it is true that Students' self-confidence has an impact on students' ability to speak. It can be seen through the percentage of answer choices agree on the factors that can affect students speaking skills have a high percentage of approval by the respondents, such as motivation to speak was approved by 100% of respondents. Then the

r that can affect students confidence gets a high percentage of approval
spondents such as you are worried about making mistakes was approved



by 90% respondents. The percentage result from the effect of self-confidence on speaking skill respondents answered you speak well when you are confident approved by 93.30% of respondents.

This research is in the same field as the writer's research which is in self-confidence and speaking skills. Even though it is in the same field, this research is not completely the same as the writer's research. This research aims to investigate whether students' self-confidence affects their speaking skills or not. Meanwhile, the main purpose of the writer's research is to find out the factors and the most dominant factors influence the self-confidence in speaking English perceived by the students. However, the writer chose the topic of self-confidence in her research based on this research. The result of this research shows that self-confidence was necessary for speaking skills.

Another research conducted by Al-Hnifat, Rashid, and Al-Smadi (2020), in their research entitled “Causes of speaking anxiety among Saudi students: learners’ Problematic attitudes and beliefs” was carried out using qualitative methods. The purpose of this research is to find out the causes of speaking anxiety (SA) among Saudi university students in classrooms. The researchers collected the data qualitatively by using one-to-one semi-structured interviews. A total of 20 students were involved in the interviews. The research findings indicate that Saudi students experience speaking anxiety due to several factors, including an anxious personality, self-

confidence, incorrect learner beliefs, lack of preparation, and previous
ing experiences. This research emphasizes that understanding the main



causes of speaking anxiety is necessary for both teachers and students to improve the learners' speaking skill.

The writer chose the topic of self-confidence in her research based on this research. This research is in the same field as the writer's research, namely speaking skills, but focuses specifically on students' speaking anxiety (SA). Even though the topic is different, this research is still related to the writer's research topic. The research highlighted that the lack of confidence causes speaking anxiety among learners. This emphasizes the importance of confidence in developing speaking skills.

The research conducted by Nety, Wahyuni, and Nurhaeni (2020) which focused on "Students' self confidence in speaking English". Participants in this study were students at eleventh grade of SMA Negeri 4 BauBau, in the academic year 2018/2019. Data were collected by distributing questionnaires and conducting interviews to students. The purpose of conducting the interviews is to gather detailed and comprehensive information about the factors that affect the students' self-confidence in speaking English, as well as possible strategies for dealing with these issues.

This research showed that the factors which cause students' lack of self confidence were anxiety, shyness, fear of making mistakes, and lack of vocabulary. Meanwhile, the possible strategies to overcome students' lack of self-confidence in speaking English were lowering students' anxiety in

room, improving students' vocabulary, boosting students' self-dence, and forming group discussion.



This research aims to identify the factors that cause students' lack of confidence and possible strategies to overcome students' lack of confidence. The weakness of this research is that researchers only focus on the factors cause students' lack of confidence, without identifying the dominant factors. This is different from the writer's research, which investigates the dominant factors that influence students' self-confidence.

Another research conducted by Muqorrobin, Bindarti, and Sundari (2022), in their research entitled “Factors contributing to learners’ lack of Self-Confidence in speaking English” was carried out using quantitative methods. The researchers collected data using a questionnaire adapted by CSEFL (Confidence in Speaking English as a Foreign Language) from 147 students of SMAN 2 Lumajang. The data were analyzed using descriptive statistical analysis. In this research, there are two objectives need to find out, namely the level of the students’ self confidence in speaking English and the dominant factor that influence the students' self confidence when speaking English. The research showed that most of the students (55%) had a moderate level of self-confidence, while the remaining students had a high level (23%) and a low level (22%). As a result, the majority of students only have a moderate level of self-confidence.

This research aims to find out the level of students' self-confidence and the most dominant factor that influences the students' self-confidence in speaking English. There is the gap in this research. The researchers identified



the dominant factor, but did not provide a detailed explanation of the factors that affect students' self-confidence before identifying the dominant factor.

Ananda and Hastin (2023), in their research entitled “A Study on Self-Confidence Impact of ELF Students’ Speaking” selected 30 students from SMP Negeri 9 Palu as samples. The researchers collected the data used qualitative method with questionnaire and interview. The students were given a questionnaire consisting of twelve questions and were also asked five interview questions. The research results showed that there are several factors that influence students' confidence in speaking, such as fear of making mistakes, lack of vocabulary, lack of grammar, feeling pressured every time the teacher asks them to speak, feeling shy, nervous, feeling uncomfortable, not enjoying when they try to speak, feeling insecure about their friends who have better speaking skills than them. The results from this research made the writer were able to identify psychological factors that affect students' self-confidence.

Research conducted by Nadila, Hengki, and Ratna (2020) in their research entitled “self confidence factors of students in speaking English in Banjarmasin” was carried out using quantitative methods. In this research, there are two objectives need to find out, namely Factor affecting the students lack of self confidence in speaking English and the most dominant factor causing the students lack of self confidence in speaking English at the 8th

e of MTs Noor Aini Banjarmasin. This research showed that factors ting the students lack of self confidence in speaking English are they feel



ashamed or afraid of their classmates' responses when speaking English incorrectly, lack of English language knowledge including lack of pronunciation, vocabulary and grammar knowledge as the most dominant factors causing the students lack of self confidence in speaking English.

This research is similar to the writer's research, but the writer has developed this research, especially in the research method. The researchers use only 1 research method, namely quantitative method. In order to distinguish this research from the writer's research, the writer uses a mixed method, namely quantitative and qualitative methods in collecting data. The qualitative data gathered from open-ended question and quantitative gathered from close-ended question. The data obtained by the writer will provide comprehensive understanding of the phenomenon under study.

Another research conducted by Suja'i, Dewi, and Wisudayanti (2023) which focused on "Students' Perception: Self Confidence on English Speaking Skill". The title of this research is the same as the title of the writer's research. However, there are several differences between this research and the writer's research, one of which is the research methodology used in this research. The researchers collected the data used qualitative method with observation and interview. In analyzing the data during the field, the researcher used Miles and Huberman's inner activities analysis which are; Data Reduction, Data Display (Data Presentation, and Conclusion Drawing).

research focused on obtaining data from the English teacher and students
eventh grade of SMA Negeri 4 BauBau in the academic year 2018/2019.



This research's main purpose is to analyze factors that influence the students' self-confidence in speaking English.

From the observation results, most students lack confidence in using English, especially in class, such as asking, communicating, and answering questions in Indonesian. Even though they use Indonesian to communicate in class, their desire to learn and try to master English is very high. This can be seen from their willingness to come forward in front of the class and share their opinions without hesitation. As a result of interviews, researchers found various factors that influence the students' self-confidence in speaking English such as not being able to master the material well, their environment did not support the development of English, and they were often bullied when using English, so they were afraid to use English in their current environment. Based on the interview results, the writer can conclude that the support of classmates and the surrounding environment greatly influenced Students' confidence in speaking English. Since the writer's research used different research methods and was conducted on the students of the English Literature Study Program, the results can be different from this research.

B. Theoretical Background

1. Students' Perception

Perception is the process by which individuals organize and interpret their sensory impressions to give meaning to their environment (Robbins and Judge, 2013). Students' perceptions are their opinions related to a topic, whether positive or negative. This means Students'



perception is the process by which students elaborate or respond to the information they receive through their five senses. This is how the students responses with their own thoughts and experiences. Sekuler and Blake (1990) stated that perception includes individuals' conscious and unconscious, whether visual or auditory, resulting from brain processes, influencing how a person (such as a student) feels and thinks about a particular thing. This statement confirms that people's perception comes from how they think about something. According to Farohah, Setiani, and Santoso (2018), perception is more important than reality because perception can change someone's behavior. The perception is needed to gather direct information from the researched sources. The researched source of this study is English students of batch 2023 in Hasanuddin University.

2. Speaking Skills

According to Fulcher (2003:23), “speaking is the verbal use of language to communicate with others”. Harmer (2001) states that speaking in a first and second language is a skill that requires as much attention as literary skills. Many people believe that achieving proficiency in speaking is the most important aspect of learning a second or foreign language. Proficiency is usually measured by one's ability to engage in conversation using the target language. Then, Cameron (2001:40) states that speaking is the act of actively using language to express meaning so that other people can understand what



is being said. She adds that when speaking a foreign language to exchange ideas with others, it is important to pay attention to the details of the language precisely.

3. The Problems in Speaking

Language problems are actually one of the leading causes of poor academic performance. These problems can hinder students from improving their speaking skills. Ur (1991) states that students have several problems in speaking such as Inhibition, nothing to say, the low of participants, topics to be discussed, and use of mother tongue.

- a) Inhibition (Speaking in a foreign language requires real-time interaction with an audience, which is different from reading, writing, and listening activities. Students are often inhibited when trying to say things in a foreign language.)
- b) Nothing to say (Even if there are no Inhibition, students often cannot think of anything to say. Apart from the sense of obligation to talk, they have no desire to express themselves.)
- c) The low of participants (some students don't get much opportunity to talk. This problem is compounded by the tendency for some students to dominate the conversation, while others speak little or not at all.)
- d) topics to be discussed (there is no topic to be discussed)



- e) Mother tongue (In their daily lives, the students always use their mother tongue. This happens because students believe that the language is simple to use.)

4. Theories on Self-Confidence

Self-confidence is one aspect of the personality that is important to a person, without that, it will cause a lot of problems in a person (Liando et al, 2018). Confidence is a full expression and impressive in a person. It shows self-esteem and self-understanding. According to Ibbadurrohman (2016) in Lasiyah (2017, p.12), someone who has self-confidence will believe in themselves and are motivated to perform better than others. Self-confidence is considered one of the most influential motivators and can greatly influence a person's behavior in the daily life (Bandura, 1986). Self-confidence will increase students' motivation and enthusiasm to become better in their learning. On the other hand, students who lack confidence are often fearful, timid, may have difficulty expressing their opinions and even unable to utter a complete sentence in class (Ni, 2012). Having high or low self-confidence is rarely related to student actual abilities, and is mostly based on students' perceptions (Lengkoan & Hampp, 2022).

a. High Self-Confident

According to Coopersmith (1996), people who are more involved in daily activities, have goals, and eager in carrying out daily life both individuals and groups tend to have



high self-confidence. Students who have a higher level of confidence than their peers can communicate in English more fluently and clearly. This is supported by the notion that situational communication confidence significantly affects learners' willingness to speak. High self-confident can be positively correlated with oral performance (Park & Lee, 2006, P. 197). Students with high self-confidence also will succeed in other challenging tasks. Additionally, students with high self-confidence are often enthusiastic, unashamed, and inspired, and they have confidence in their abilities. These students like to work freely and independently during the teaching and learning process.

b. Low Self-Confident

Students who consider themselves to have limitations and deficiencies in the target language can negatively affect their confidence. Students who have low self-confident usually feel uncomfortable, afraid, and frustrated in the classroom. Students also may experience feelings of inferiority, lack of love or be sensitive to criticism (Lengkoan & Hampp, 2022). As a result, they tend to perform with less effectiveness and satisfaction. It can affect their academic achievement. Students with low self-confidence often have errors in their thinking. In other words, when some students



believe they have too many negative qualities, they may lack confidence. It is important to address low self-confidence to improve academic performance.

5. The Factors Affecting Self-Confidence

According to Shumin (1997) as cited in Boonkit (2010), several elements that influence confidence in speaking are listening skills, sociocultural factors, psychological factors, linguistic, and sociolinguistic competence. Among these factors, the writer will focus on psychological and linguistic factors that influence students' confidence in speaking.

1. Psychological Factor

Psychology is the science that studies a person's behavior and mental processes (Plotnik & Kouyoumdjian, 2010). Psychological factors are the main causes of students' reluctance to speak (Brown, 2001). Ariyanti (2016) also states that one of the big problems that affect EFL Students' Self-Confidence in speaking English is the psychological factor. Ananda and Hastin (2023) found that several factors influence students' confidence in speaking, such as such as fear of making mistakes, lack of vocabulary, lack of grammar, feeling pressured every time the teacher asks them to speak, feeling shy, nervous, feeling uncomfortable, not enjoying when they try to speak, feeling insecure about their friends who have better speaking skills than



them. Based on the factors found by Ananda and Hastin (2023), the writer were able to identify psychological factors that affect students' self-confidence. The writer found 4 psychological factors that affect students' self-confidence: fear of making mistakes, shyness, anxiety, and insecurity.

a) Fear of Making a Mistake

Fear of making a mistake is one of the common issues for English students from a country where English is a foreign language or second language. Ur (2009) cited in Krismanti and Siregar (2017) stated that students are often worried about speaking in a foreign language because of their fear of making mistakes. Students fear making mistakes when speaking English with their friends and teacher in their environment. When students are overly focused on avoiding mistakes, they may become overly cautious and hesitant, which can negatively impact their speaking performance.

b) Shyness

Shyness is an emotion that a person experiences when they are in an uncomfortable or awkward situation. This emotion is usually felt by students when asked to speak English in class. Shy students prefer to remain alone, avoid conversation, and they may offer only brief responses to questions in the target language. Despite having advanced



speaking skills, they may be unable to demonstrate them in class due to shyness.

c) **Anxiety**

Anxiety is a feeling of tension or anxious that can make students nervous. Anxiety is a natural psychological aspect that results in feelings of fear that sometimes cannot be controlled. Anxiety is a temporary feeling that arises in response to certain stressful situations or events. In other words, anxiety will disappear when the threatening situation has been resolved. According to Arifin (2017), speaking anxiety refers to the fear that students experience when starting to speak.

d) **Insecurity**

Insecurity arises when students lack self-confidence. Insecurity often causes negative thoughts about the students' ability to fit in with peers, achieve goals, or find acceptance and support. Students may feel insecure in speaking English when they think their English skills are poor compared to their peers. This can cause them to be hesitant to speak up and prefer to sit quietly in class.

2. Linguistic Factor

Linguistics is the science that studies language, both in terms of structure, functions, and use in human communication.



According to Baker and Westrup (2003), students have difficulty in speaking, especially when the teachers ask them to say something in a foreign language because they don't know what to say, which vocabulary to use, or how to use the grammar correctly. The linguistic factors in this study will be discussed about students' perceptions based on students' ability in several components of speaking that influence their self-confidence. This means the linguistics factor discussed is based on student intelligence of speaking components. Some components of speaking skills that influence students' self-confidence in communication are grammar, vocabulary, pronunciation, fluency, and comprehension (Harmer, 2005).

a) Grammar

A language cannot function without grammar. Grammar refers to the rules and structure of language, including how words are formed and how words combine to make meaningful sentences. Students have better speaking skill when they know the grammar or the structure of sentences. Without paying attention to grammar, the sentences spoken during a conversation might have irregular patterns and ambiguous meanings.

b) Vocabulary



Vocabulary is the words that people use in speaking English. Vocabulary is generally defined as knowledge of words and their meanings. The general kinds of vocabulary are verbs, adjectives, and nouns. Vocabulary is the most important component which students have to master in oral communication. The vocabulary is primary step to have skill in speaking. A rich vocabulary is essential for effective communication, comprehension, and expression in spoken

c) Pronunciation

Pronunciation refers to the way individuals spell words or pronounce language. According to Brown (1987), as cited in Gilakjani (2017) pronunciation is the production of individual sounds and somehow combined with the stress and intonation pattern of the target language. Good pronunciation creates effective communication without misunderstanding the content of the conversation.

d) Fluency

Fluency refers to the ability to speak a language easily, clearly, and effectively. It involves the smooth and natural production of language without hesitation, repetition, or struggle. Speaking the language fluently is a goal that has to be achieved in mastering a language. Fluency in the English language is also the last goal that English students



have to effort to achieve it. Fluency in English would improve student self-confident in speaking English in society.

e) Comprehension

Comprehension is the ability to understand and interpret information, ideas, or messages conveyed through communication. Comprehension is needed in speaking skill. It is a crucial component of communication, as it allows individuals to process, analyze, and make sense of the information in their conversations with others.

